



# DAY CAMP INCLUSION: YOU CAN DO IT.



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LIBERTY LAKE DAY CAMP

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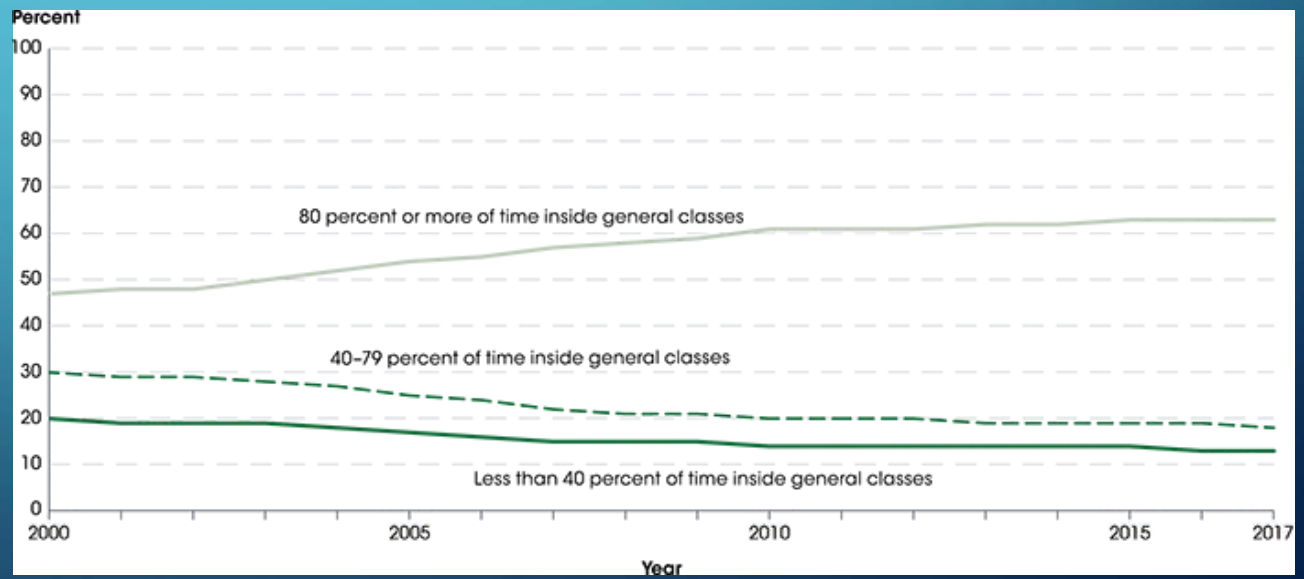
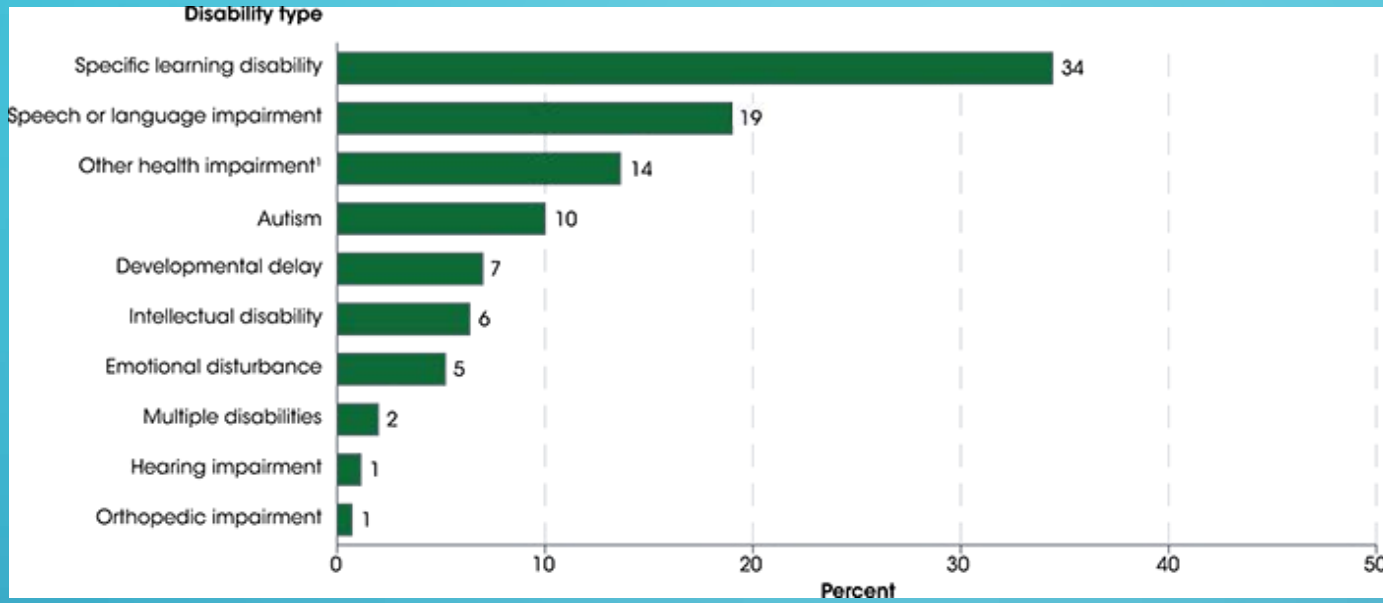
## GIVE US YOUR... CHILDREN!

- “Need distorts perception”
- Consumer need drives business purpose.
- Lady Liberty’s vision can enhance your organization’s mission and vision.



# WHY INCLUSION?





# UNFOUNDED FEARS & EXCUSES





# INTENTIONALITY

- In-Take Process
- Support Team
- Staff Training / Understanding
- Summer Success Plan
- Synergizing with Schools, State, etc.

# THE ENROLLMENT PROCESS



- Camper APPLICATION
- IEP? 504?
- Analyze





## Inclusion Program

Liberty Lake Day Camp gives all children an opportunity to succeed and all campers with additional needs who can succeed in. We have great success with children with a wide range of conditions including ASD, ADHD, Downs Syndrome, and physical disabilities such as Palsy, sight/hearing impairment and food allergies. Our goal is to be successful in our extraordinarily inclusive world alongside the children they will in life.

**Inclusion Director Terri Southerland** is responsible for all Inclusion Program. Terri and her team may be reached at [inclusion@libertylakedaycamp.com](mailto:inclusion@libertylakedaycamp.com) 609-499-7820 with any questions or concerns.

### Intake Process for Prospective Campers

When families indicate to us that their child has any type of condition, our team will reach out to discuss the details of your child's condition, relate that to their possible enrollment and attendance at Liberty Lake Day Camp. If your team feels your child would benefit from the additional support of the Inclusion Program you will be required to complete the following:

- Provide us with a copy of your child's most recent Individualized Education Program (IEP) or 504 plan.
- Ensure that the "Educator Release Form/Teacher Questionnaire" is completed by your child's school and returned to us to review.
- Schedule an **intake meeting** with our inclusion team and your child. At this meeting, one of our team will discuss your child's challenges, while another staff will provide you with an idea of how they would succeed at camp.
- If your child receives additional services in or out of school, we have permission to contact them for more information. For example, if a behaviorist, it would be very helpful to discuss positive strategies your child meet their goals and adapt to camp life.

### Summer Success Plan

Once all the necessary steps have been completed, the inclusion team will provide a detailed **Summer Success Plan**, aspects of which will be shared with you and staff who will be working with your child, if you enroll. We will need **additional staff support** to enable your child to succeed at camp. There are many options, with many avenues to pay for camp, including self-funding, which we will address. If you are interested in additional funding resources for your child please check out the **Family Resources** page.

## Level of Support

Level of Support is determined through a review of the Questionnaire and CABS reports, and any outside information provided.

Campers are placed in groups according to gender and their typical peers. Groups are supervised by an adult. Inclusion counselors, and activities are led by experienced staff. Additional staff would mean additional staff beyond these typical parameters.

Just like the rest of our staff, support staff is trained and professional. We are as stealthy as possible in their attention to your child's inclusion. Support staff is a veritable "safety net," there to understand direction, engage in social relationships in a safe and fun way, and navigate to and from activities on our 60 acre campus.

At Liberty Lake Day Camp we are able to provide the following levels of support:

#### Inclusion Counselor- (under 18 years old)

*\*The lowest level of support, for campers that generally just need assistance with social skills.*

- Assists camper in making friends and being included in activities.
- Ensures camper understands their schedule to get to and from activities in a timely fashion.
- Assists camper with the lunch process, keenly aware of allergies/restrictions.
- Supports camper in elective and group activities as successful as possible.

#### Adult Inclusion Counselor- (18 years+)

*\*Moderate level of support with a more mature/experienced camper who may have more challenging situations.*

- All of the above responsibilities of the regular Inclusion Counselor.
- Uses more extensive positive reinforcement tools to address behavior. (ex. sticker chart with rewards)
- Engage your child in alternate activities during lunch and recess if activity is too challenging.
- Offers additional support in the changing room including providing toileting reminders with clothing assistance.

#### Advocate- (18+ with a Special Education college degree)

*\*The highest level of inclusion support offered, with highly trained staff.*

- All of the above responsibilities of the Adult Inclusion Counselor.
- Able to swiftly remove your child from an area if behavior is precipitating acting out behavior.
- Able to take your child to a specific "quiet space" if needed.

\*\*\*Many of our families procure funding from outside sources for additional inclusion staff. If not receiving funding, the responsibility of the parents.

# WELCOME PACKET

## Family Resources

- Some campers qualify for PerformCare financial support toward summer camp tuition and one-to-one advocate services for summer camp. This is the greatest funding opportunity for families of children with disabilities.
- Some school districts may provide an advocate if it is a part of an ESY summer plan. You should discuss this with your child's school as a wonderful option for providing social skill interaction.
- For higher functioning children with special needs, we believe will make great Inclusion Counselors. Parents may incur an additional cost of this Inclusion Counselor through the program.
- Some parents hire their own advocates. Often times the parent already work with their child during the year and are very familiar with their needs. We are happy to work with them, as long as the training orientation and comply with our rules and policies.
- Liberty Lake partners with school districts, state and community military and religious organizations that make funding available to enjoy the camp experience. Be an advocate for your child, if possible, and let us know how we can help you!

## PerformCare

If/When your child has been accepted to Liberty Lake Day Camp, (and necessary) you may then apply for PerformCare financial support for summer camp tuition and one-to-one advocate services for summer camp.

Liberty Lake is approved through the NJ Department of Health "Real Life Choices (RLC) Program" which provides some funding to attend Camp. To see if your child qualifies for these services, please contact [Care at 877-652-7624](tel:877-652-7624).

Liberty Lake Day Camp is also certified by the State of New Jersey as a provider of 1:1 Advocate services for children with special needs - so you can secure high level inclusion staff support.

**Parents are encouraged to contact PerformCare ASAP, as the process and must be completed before the April 30 deadline.**

**Whether approved or not for tuition assistance, your tuition assistance must be received BY JUNE 1st.**

**Once payment is received from PerformCare (usually in September) we will provide you with a refund of that amount paid from PerformCare. Please note: we can only invoice PerformCare for days that your child attends camp. Sorry, No credit for missed days.**

**If you have any questions, please contact our Administrative Director at [joe@libertylakedaycamp.com](mailto:joe@libertylakedaycamp.com) or 609-499-7820.**

Part of the PerformCare Application is the CABS (Child Adaptive Behavior Summary) which asks for information on your child's functioning at home/school within the last 6 months. This information is what PerformCare uses to determine your child's eligibility for advocate support at camp. **Providing us with a copy of this CABS will help Liberty Lake's inclusion Team better understand your child, and will allow us more time at the intake interview to talk about more camp specific needs.** We would also need to know as soon as possible if you chose Liberty Lake Day Camp as your child's provider, so we can begin finding a good staff member match to support your child.

### Other Family Support Resources

Many of our families have shared resources they have found helpful, please feel free to add to this list by emailing us at [inclusion@libertylakedaycamp.com](mailto:inclusion@libertylakedaycamp.com)

- **Enable Sports and Fitness** enables children and adults with special needs to strengthen their bodies and social connections through physical fitness and fun. 1821 Cinnaminson Ave, Cinnaminson, 267-977-0061, [laurie@enablesportsandfitness.com](mailto:laurie@enablesportsandfitness.com)
- **The SPAN Parent Advocacy Network** is an independent non-profit organization committed to empowering families as advocates and partners in improving education, health, and mental health outcomes for infants, toddlers, children and youth. 973-642-8100 [www.spanadvocacy.org](http://www.spanadvocacy.org)
- **Say it With Clay** is a non-profit organization that helps people with diverse special needs benefit from the therapeutic power of clay. Revealed through a level of relaxation, this process creates pride, success and motivation for healing. Abbie Kasoff Studio: 856-858-5994 [www.sayitwithclay.org](http://www.sayitwithclay.org)
- **SpEAC** is a parent run organization in Moorestown that provides a forum for parents to discuss important challenges facing our children in the schools and community. They collaborate with administration and teachers to improve programs, and promote an atmosphere of open communication, understanding and mutual respect among students, parents and the community. [www.mtps.com/inclusion\\_orgs/speac](http://www.mtps.com/inclusion_orgs/speac), [info@moorestownspeac.com](mailto:info@moorestownspeac.com)
- **Encouraging Kids Family Resource Center- Special Needs After School Program.** Trained, experienced staff, low adult/child ratio, expanded hours on early dismissal days, free transportation for eligible students. A NJ Department of Children & Families Approved Provider. 609-848-1400, 3111 Route 38, Suite 14, Mount Laurel, NJ. [www.encouragingkids.org](http://www.encouragingkids.org)

# Liberty Lake Day Camp Intake Form- 2020

*INFORMATION WILL BE INCLUDED ON YELLOW CARD GIVEN TO STAFF*

Child Name: \_\_\_\_\_ Division (Grade/Age): \_\_\_\_\_

Completed By Staff: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Information From (relationship): \_\_\_\_\_ Phone Number: \_\_\_\_\_

Level of Support Needed: \_\_\_\_\_ Weeks Attending: \_\_\_\_\_

## CURRENT SCHOOL PLACEMENT AND 1:1 INFORMATION:

- Do they have a 1:1 that works with them at HOME or at SCHOOL?
- Will they come with them to camp? IF NOT HAVE THEM CHOOSE LLDC AS PROVIDER ON PERFORM CARE APPLICATION

Perform Care? \_\_\_\_\_ HAVE THEM CHOOSE LLDC AS ADVOCATE PROVIDER

## TRANSPORTATION TO AND FROM CAMP:

- Bus?
- Parent pick-up and drop-off (8:45am-9:00am AND 4:00pm-4:15pm)
- Extended hours? BE SPECIFIC ABOUT WHAT TIME THEY ARE BEING PICKED UP
  - EXTRA COST FOR 1:1 DURING EXTENDED HOURS

## TRIGGERS / THINGS TO AVOID:

## MOTIVATORS / REDIRECTION TOOL KIT:

## STRENGTHS/LIKES:

- Ask about electives they may enjoy at camp
- Ask about things they enjoy outside of camp in order to help start conversations with other campers

## BEHAVIORS TO BE AWARE OF:

- Ask about transitions
- Ask about wait time - difficult to wait in line or for a turn at an elective?

## NEED TO KNOW HEALTH INFORMATION:

- Medications ( both at HOME and at CAMP)
- Toileting / dressing needs (separate changing / bathroom area? extra help in the changing tent?)
- Food / Diet restrictions
- Allergies (food and seasonal)

## OTHER IMPORTANT INFORMATION WE SHOULD KNOW:

- How does your camper react to storms? thunder? lightening?
- How do they react to sunscreen application? sensory issues?
- Swimming - comfort level? like or dislike the water?

## Questions to be completed by child's behaviorist/counselor/teacher

- How do you think this student will adjust to a full day, outdoor camp situation where they have to travel from one place to another independently?
- Does this child exhibit any inappropriate behavior toward others that is of a non-physical nature (ex. Verbal noises or physical or verbal gestures)?
- Does this student need support to cope with varying levels of noise? If so please describe?
- Please describe student's social relationships with his classmates and peers.
- How does this student react to change in routine?
- Please name/list any behavioral or managerial problems you have observed in your interactions with this student?
- Please describe any management techniques such as a visual schedule, behavior modifications or use of quiet time that you use or may find effective with this student.
- Does this student ever leave a classroom or activity without permission?
- Does this student display any physically violent behavior?
- Additional comments:

Dear [REDACTED],

Thank you so much for entrusting Liberty Lake with your child and working with us to make sure [REDACTED] is on the path to a successful summer!

The Summer Success Plan below, once agreed on, is what is presented to the staff working directly with Sammy. The Inclusion Team will monitor [REDACTED] success and can make adjustments after meeting with his support person at the end of each day. Your signature denotes agreement that this information will be shared with his support person and other camp staff working directly with [REDACTED].

Although we are asking that you sign, indicating your agreement, and return the Summer Success Plan before [REDACTED] attends camp, please know that we will be in contact throughout his time here at Liberty Lake and can adjust the Plan to further support his needs. Your input is important so we ask that you contact us as soon as possible with any changes or information you feel would benefit [REDACTED] support and success here at camp.

Liberty Lake Day Camp Summer Success Plan 2020		
Camper Name: [REDACTED]	Group: Sophomore/	Weeks-1,8,Post
Level of Support: HS Buddy	Support Person- Name:	
Transportation: Bus. Will have device with headphones to listen to music on the bus.		
Strengths: Loves to talk about sports, nature and animals.		
Behaviors to be aware of: shy, quiet, anxious in new situations.		
Important info: [REDACTED] may use an electronic device to listen to music with headphones on the bus only. The High School Buddy will take the device to the office during the day and return it to [REDACTED] at dismissal. [REDACTED] needs a 5 minute warning for transitions, needs to know daily schedule. May melt down when tired or hungry. Hands may tense as a sign he is frustrated, ask him to use his words. Extreme behaviors may include flopping to floor, crying, cursing loudly. Give him time to calm down then redirect to Harmony Hut for a supervised break. Notify Terri/Gale		
Motivators/ Redirection Tool Kit: responds to redirection, positive praise and reinforcement, loves to have/follow a schedule. Use Sensory box fidget toys when waiting. Loves to swim, does very well. Use a supervised break in the Harmony Hut. Notify Terri/Gale		
Triggers / Things to avoid: waiting in line may be tough, he hates to fail so may be afraid to try new things.		
Swimming: very comfortable in the water, loves to swim.		
Point Person: Terri		
Need to Know Health information:		
* Was this plan successful? If this plan was not successful TODAY please see a member from Inclusion.		

# SUMMER SUCCESS PLAN - AGREEMENT

## Additional camp policies-

- Any medication changes must be accompanied by a doctor's note, please notify us of changes to medication taken outside of camp hours as it may effect your child during camp time.
- Should your child's support person be absent from camp we will make every attempt to find a substitute. If an appropriate substitute can not be secured, your child will not be able to attend camp for that day.

Please review our recommendations and camp policies. If you agree with the information presented above, please sign and return this form. If you have questions or would like to discuss our recommendations or camp policies further, please contact us.

Thank you

Inclusion Team

[inclusion@libertylakedaycamp.com](mailto:inclusion@libertylakedaycamp.com)








Inclusion Team Director \_\_\_\_\_ Date: \_\_\_\_\_

Inclusion Team Coordinator \_\_\_\_\_ Date: \_\_\_\_\_




Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# ADAPT


## John's Electives

1 	5 
2 	6 
3 	7 
4 	8 

I will:

- follow directions 
- use nice words 
- have a calm body 

I am earning Treasure Chest



Frustrated



Scared


Lonely

Nervous

Happy

Picture Menu  
so non verbal  
campers can  
order lunch  
with everyone!

I want  lunch 



# SUMMER SUCCESS PLAN

Liberty Lake Day Camp Summer Success Plan		
Camper Name: ██████████	Transportation: Bus 11 (AM) / Bus 3 (PM)	Weeks: 3,4,5,6,7,8
Division Leader: Freshman / Archie ██████	Group and Group Leader: Stanford / Michael & Nick	
Level of Support: HS Buddy	Advocate/Buddy Name: ██████	
<b>Strengths:</b> Has been advocating for himself and expressing that he needs a break or help with something;		
<b>Behaviors To Be Aware Of:</b> ██████ can be impulsive at times which impedes his good decision making and sometimes results in inappropriate behaviors - having the 1:1 is helpful in having him learn to listen; Self control and self regulation (both physically and verbally) and following the schedule as well as maintaining personal space need to be continually addressed		
<b>Important Information:</b> ██████ has difficulty listening and following directions		
<b>Motivators/ Redirection Tool Kit:</b> ██████ responds well to positive reinforcement and is proud of his accomplishments		
<b>Triggers/Things to Avoid:</b>		
<b>Need to Know Health Information:</b>		

Liberty Lake Day Camp Summer Success Plan		
Camper Name: ██████████	Transportation: Bus 14	Weeks: 3,4,5
Division Leader: Senior / ██████████	Group and Group Leader: Brown / James & Liam	
Level of Support: 1:1 Advocate	Advocate/Buddy Name: ██████████	
<b>Strengths:</b> Enjoys basketball, pets, STEM, fixing stuff, building, adventure, and science; He wants to make friends but struggles to maintain friendships--Jacob prefers younger children or adults.		
<b>Behaviors To Be Aware Of:</b> Still working on social skills and reading social cues, May defend children he sees being bullied; May say or repeat things he hears in social settings that are inappropriate or will gain attention but he does not understand what he is saying- he is just repeating what he perceives as social norms; May persevere on past events- gentle reminders that it is in the past and we are moving forward; Anxiety may be characterized by shrugging shoulders, excess blinking		
<b>Important Information:</b> ██████ does not like certain textures on his hands and might want to clean them off, he will not have a meltdown-- however its sensory based; Has been bullied at school; Does not always understand that people make mistakes or things happen by accident-may become defensive or upset; May need reminders to wait his turn with sharing ideas, he will continue to talk and he will have to be reminded to let others share their ideas. Sometimes this can be tricky as to not make him feel like he is not important or no one wants to listen to him.		
<b>Motivators/ Redirection Tool Kit:</b> When inattentive, ██████ responds best to touch cue on the shoulder paired with verbal to stay on task; When distracted, say, 'Hey ██████ eyes on me' to get him back to you; Benefits from being given a task or job as a redirection tool; Responds to breathing activities to calm or regulate with adult support		
<b>Triggers/Things to Avoid:</b> Feeling like he is not being heard or children being bullied or upset. People making mistakes (which he does not understand as a mistake); Some textures may bother him; may have trouble waiting his turn.		

## SENIOR SCHEDULE

Camper: ██████████  
 Advocate: Lance  
 Division Leaders: Elizabeth Robbins & Kevin Kretschy  
 Division Meeting Area: Reneeborhood (IF RAINING - Willows)  
 Group: Yale  
 Group Leader: Big Red  
 Counselor: Brett  
 Week: 5  
 Travel: Bus 6

Period	Time	FRIDAY TIMES	Event
	9:00-9:15	9:00-9:15	Morning Line-Up/Arrival
1	9:15-10:15	9:15-10:10	High Ropes ✓
2.	10:15-11:00	10:10-10:50	Boating ✓
3	11:00-11:45	10:50-11:30	Basketball ✓
4	11:45-12:30	11:30-12:10	Free Choice/Spirit
5	12:30-1:00	12:10-12:35	LUNCH
6	1:00-2:00	12:35-1:30	Free Swim
7	2:00-2:45	1:30-2:10	GaGa ✓
8	2:45-3:30	2:10-2:55	Mini Golf ✓
		2:55-3:30	*Assembly*
	3:30-4:00	3:30-4:00	PM Line-Up/Dismissal

\*\*MONDAY MORNING ~ ARRIVAL AT THE AMPHITHEATRE  
 \*\*FRIDAY~ SEE ADJUSTED TIMES

✓ = CHECK IN WITH GROUP AT MEETING SPOT AFTER ACTIVITY

# ADD, ADHD, PDD, OMG!!!!

## Tips on dealing with special needs campers

### **An important point we want to make with the staff this year-**

*If you have a special needs camper in your group- YOU ARE THEIR COUNSELOR. Even if they have a "shadow/advocate", that person is a SAFETY NET for them- they are still part of the group, and should be treated as such- as much as realistically possible.*

A lot of campers that are diagnosed with ADD and ADHD will not have shadows at camp nor will they be on medication. And to top it off you won't be able to tell who is who!

### **Definitions:**

ADD- Attention Deficient Disorder- child or adult has a hard time focusing on a task for an extended period of time

ADHD- Attention Deficient Hyperactivity Disorder- child or adult has a hard time focusing on a task for extended period of time, needs to know what is next, constantly on the move

PDD-NOS- AUTISTIC SPECTRUM - diagnosis given to a child/adult who doesn't fit the ADD/ADHD or Autism Categories but has characteristics similar to both

Autism- Several levels of this disability, severe (nonverbal, mental disabilities) to mild (Asperger's, extremely smart, lack of social skills), similar to ADD/ADHD but all struggle with socialization

Studies have shown that children with ADD/ADHD thrive at summer camps because they are able to choose activities that hold their interests and they are constantly active with little down time. Some children go off their medication because they do so well in a summer camp setting. Liberty Lake has a lot of examples of summer time success!

Liberty Lake hosts a wide variety of students beyond what was listed above. The campers that express the most needs usually will have "advocates/shadows" (either a counselor or a member from their school) walk with them throughout the day. A lot of campers however, are part of the general community and you may or may not know they have a disability.

The following are scenarios I've experienced at Liberty Lake and at school that will help you in your group or elective if a child is displaying "odd" behavior.

### **Swimming**

*Camper refuses to swim during swim lessons but will swim during free swim in the pool.*

Look at or ask the following:

- Are they in the right swim group?
- Ask the camper, why don't they want to swim?

# STAFF TRAINING (AND AWARENESS)

- DE-ESCALATION SKILLS

- BEING PROACTIVE TO AVOID ESCALATION

- WHO/WHEN TO GO TO FOR HELP

## Liberty Lake De-Escalation Training

### 1. Functions of Behavior

- a. Escape or Avoidance (I don't want to do the craft so I'm going to hit you)
- b. Access to something they want (I want to go swimming so I'm going to flop on the ground by the gate and have a temper tantrum)
- c. Attention (I'm bored and lonely so I'm going to start screaming so you come over and pay attention to me)
- d. Sensory/Automatic Reinforcement (it just feels good so I'm going to keep doing it)

### 2. General Proactive or Preventative Strategies

- a. Pair yourself with reinforcement! Be fun and engage the kids!!
  - i. Generally speaking, these kids love praise, sensory input, deep pressure, tickles, etc.
  - ii. Consider carrying around a bag of tricks that you can use at appropriate times (sensory toys, fans, spray bottles, bubbles...).
  - iii. If they bring in a toy or something from home, allow them to have access to it within reason... If you have to take it away, have them put it in a spot where they can see it and tell them they can have it back
- b. Limit your use of language. Keep directives short and clear.
- c. Use the Premack Principle: "First Then"
- d. Use visuals as much as possible (schedules, transition cards, timers or warnings for when time is almost up, etc.)
- e. Encourage them to communicate. If you see them starting to get upset, get down on their level and calmly ask "What do you want?" Acknowledge and validate
- f. Provide warnings before transitions.
- g. Make transitions fun! Parades, songs, airplanes, lead with bubbles...
- h. If the kids have to wait for something, again-make it fun! Again, consider that bag of tricks and use it during down time. If you have to deny them access to something they want, offer alternatives. Say is not available right now, but we can or instead.
- I. Reinforce all good behavior!!! When we reinforce something we increase the likelihood that it will happen again in the future. Catch them being good!!!
- j. Pick your battles. If the child and everyone else around him or her is safe, all is probably good for the time being. If it's a behavior that you're concerned about or questioning how to address, file it in the back of your mind and address it with an appropriate person at the end of the day.

### 3. Reactive Strategies based on function or antecedent

- a. If.... Then...
  - I. A directive was given or you've asked the child to do something or go somewhere.

- b. Do your best to follow through.
  - c. Repeat the directive, and use the least intrusive level of prompting required to get the child to comply.
  - d. Use a First\_\_ Then\_\_ contingency ("first do this craft and then we can have a snack) (Escape / Avoidance)
  - e. Provide forced choices ("do you want to use the crayons or markers?")
  - f. Provide assistance and reinforce for effort; they want something that they can not have
  - g. Offer alternatives ("that is not available right now, but you can have \_or\_") (Access) contingency ("first do this craft and then"
    - i. Use a First Then we can have a snack)
    - ii. Set a timer or show them on the schedule when what they want will become available.
  - h. They want attention
    - i. Believe it or not, try to ignore it! Do your best to avoid providing attention, or you will actually reinforce the behavior, increasing the likelihood that the behavior will happen again in the future.
  - i. Wait until they're calm, and then attend to them. Praise them for being calm, provide sensory input, etc.
- J. Sensory Behaviors
- i. Unless it's dangerous or really disruptive or interfering with the activity, let it go.
  - ii. If it is dangerous or disruptive, try to redirect to another activity or replace the behavior with something that's more appropriate.

### 4. General Reactive Strategies and De-escalation strategies

- a. Stay calm. Remain neutral. And don't take it personally!!!!
- b. Avoid feeding in to behaviors, or providing a lot of attention
- c. Ask a peer if they need assistance, but try to avoid jumping in to help unless it's a crisis situation or obvious need.
- d. Wait it out. Sometimes behaviors will last long periods of time. Be patient. But if behaviors persist or escalate, involve your DL.

### 5. Questions!?!? Scenarios?!?!?



# THE SUPERHEROS OF CAMP



# WHAT TRUE INCLUSION CAN LOOK LIKE



# WHAT TRUE INCLUSION CAN LOOK LIKE

## MONDAY



## FRIDAY



# WHAT TRUE INCLUSION CAN LOOK LIKE





JUST DO IT.



THE DAY   
CAMP **POD**

Andy Pritikin

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[LibertyLakeFoundation.org](http://LibertyLakeFoundation.org)

[EverwoodDayCamp.com](http://EverwoodDayCamp.com)

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