

BOARD OF SUPERVISORS

AUBREY M. STANLEY, CHAIRMAN
BEAVERDAM DISTRICT

SEAN M. DAVIS, VICE-CHAIRMAN
HENRY DISTRICT

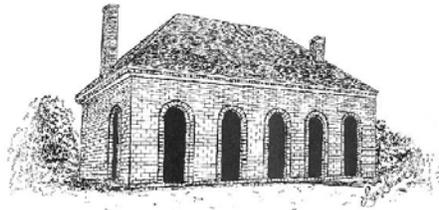
SUSAN P. DIBBLE
SOUTH ANNA DISTRICT

F. MICHAEL HERZBERG IV
COLD HARBOR DISTRICT

ANGELA KELLY-WIECEK
CHICKAHOMINY DISTRICT

W. CANOVA PETERSON
MECHANICSVILLE DISTRICT

FAYE O. PRICHARD
ASHLAND DISTRICT



HANOVER COURTHOUSE

HANOVER COUNTY

ESTABLISHED IN 1720

CECIL R. HARRIS, JR.
COUNTY ADMINISTRATOR

PARKS AND RECREATION DEPARTMENT

GREG SAGER
DIRECTOR

WWW.HANOVERCOUNTY.GOV

13017 TAYLOR COMPLEX LANE
ASHLAND, VA 23005

PHONE: 804-365-7150
FAX: 804-365-4696

PARKSANDREC@HANOVERCOUNTY.GOV

Dear Parent,

Thank you for your interest in the **Therapeutic Recreation Aide (TR Aide) Assistance Program** with Hanover County Parks and Recreation's camp programs.

The **TR Aide Assistance Program** is designed to help children with disabilities or special needs participate in traditional, inclusion-based summer camp programs.

If you have a child with disabilities or special needs who requires greater assistance or supervision (with such tasks as participating in recreation activities, following directions, interacting appropriately with peers, etc.), then please consider **applying for the help of a TR Aide**. For many children the help of a TR Aide (inclusion coach) can make a huge difference in their success in integrated and highly stimulating programs.

The following are the steps to apply for the assistance of a TR Aide:

1. Learn about camp programs led by Parks and Recreation summer staff and the role of a TR Aide.

Some of these popular programs are not the best setting for everyone. The active environment at camp is very stimulating (physically and sensory) and may not be the best setting for your child to be successful (even with the support of a TR Aide). Camp enrollment may range from 50 to 150 children.

Some people describe camp programs like your child's school's "Field Day" every day all day long. Camp is a lot of energy, noise, fun and a bit of chaos. Some camp locations however have a "Quiet Room" which is designed to serve as a brief respite from the stimulating activities.

For more information about the programs, please visit: www.hanoverparksrec.com. Summer program details are typically released in mid-spring. Camp details will include descriptions of planned activities including any scheduled field trips as well as eligibility requirements including ages (or grades).

Please note that receiving the support of a TR Aide does not exempt the child from following the Parks and Recreation guidelines for discipline or program rules. The Summer Camp Handbook lists these guidelines. The support of a TR Aide may help a child better understand the camp rules but does not exempt him/her from following them.

Please understand that programs are recreation based and are not designated for therapeutic or one-on-one care.

2. Complete Inclusion Profile.

If you believe one or more of the camp programs would be a good fit for your child, please **complete** and **return** the **2020 Inclusion Profile**. Please be sure to answer all questions thoroughly. We encourage you to **apply early** as there is a limited number of TR Aides. Please be sure to include all information that is pertinent to your child's welfare and security even if we neglected to ask for it specifically.

3. Distribute Professional Sharing Information Form.

To help us get a better understanding of how your child does in a school setting, please give the Professional Sharing Information to your child's teacher and ask them to complete and send in form.

Hanover: People, Tradition and Spirit

After we receive your Inclusion Profile:

- A. We will contact you to confirm receipt of application.
- B. We will want to learn as much as we can about your child's needs, so an in-person meeting or visit to the child's school may be the best way to obtain a proper assessment if this is your child's first experience with Parks and Recreation camp programs.
- C. Applicants will receive **written notification** (via e-mail or US post) regarding the availability of a Therapeutic Recreation Aide as soon as possible. Notifications not scheduled to begin before March 15.
- D. Please note that if we are able to provide your child with the support of a TR Aide, that this accommodation may help child follow and understand program rules. This accommodation however does not exempt child from following the Parks and Recreation guidelines for discipline or program rules.

1. **Register for program.**

Your next step is to **register** and provide **payment** for your child for program(s).

Registration will typically open on April 1. Registration options will include **on-line registration, in-person registration and mail-in registration**. Details should be available at www.hanoverparksrec.com in mid-March.

2. **Meet the TR Aide(s).**

If we are able to secure the help of a TR Aide for your child, we would love to arrange a time for your child to meet with the TR Aide in person. This would likely not happen before early to mid-June (after our summer staff come on board), but would be a great opportunity to share more information about ways to help your child be successful.

For further information about this program, please feel free to contact me.

Sincerely,

Devin Brown, CTRS
Recreation Coordinator
Hanover County Parks and Recreation
804-774-0135
dbrown@hanovercounty.gov

Name of Child _____

What is the overall degree of the primary disability? mild moderate severe

Please check the appropriate category.

- | | | | |
|---|--|---|---------------------------------|
| My child plays well with other children. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child communicates thoughts well. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child follows directions well. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child gets anxious in large groups. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child does well with loud noises. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| When upset my child manages anger well. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child respects others' boundaries. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child physically harms self. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child physically harms others | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child handles losing well. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |
| My child is independent in personal care. | <input type="checkbox"/> always/most of time
<input type="checkbox"/> never | <input type="checkbox"/> sometimes
<input type="checkbox"/> NA | <input type="checkbox"/> rarely |

Additional comments on above questions:

Has your child participated in Parks and Recreation programs or another integrated recreation programs previously? yes no

If yes, do you have any recommendations or suggestions based on your child's attendance in previous years?

Which activities at camp do you feel your child would enjoy the most?

Please list any specific social skills or recreational goals/objectives that your child is working on:

Name of Child _____

Please explain any behavior modification strategies/techniques/behavior plans used at home or in school to discourage interfering or inappropriate behavior and promote positive behaviors. Please be aware that receiving the help of a TR Aide does NOT exempt child from following Parks and Recreation guidelines for discipline or program rules. The Summer Camp Handbook lists these guidelines. The support of a TR Aide may help child better understand the camp rules but does not exempt him/her from following them.

Are you planning on having your child attend summer school or ESY (extended school year) this summer? (If yes, please provide an idea of how much time your child would be in camp i.e: "child will be at the camp program from 12noon-end of day"). *Efforts will be made to avoid scheduling field trips that conflict with ESY or summer school; however conflicts may still occur. Please check the course descriptions for dates/times of scheduled field trips when registering.*

During the session, field trip(s) will be planned. Does your child require a school bus that has a lift or other special arrangements for transportation? yes no

Are there any field trips or other camp activities that you believe your child should not participate in? Please note if you decide to have child not participate in a field trip that he/she will need to be picked up from camp as no staff will be at the camp site during the field trip. *Please see course descriptions for information on specific field trips and activities planned.*

Please include any additional suggestions that may be of assistance in developing your child's Inclusion Plan. Please include them on this page or as an attachment. Thank you for providing all of the requested information, as it will enable us to provide the safest and most enjoyable opportunity for your child.

If possible, please list the camp programs that you are requesting the help of a TR Aide for your child. Course information scheduled to be available at **hanoverparksrec.com** mid-March. Please note that the TR Aide Assistance program is available for the following programs only: **EPIC Elementary, MEGA Middle, Expressive Outlets, Explore the Outdoors, Kidventures and Weird Science.**

Please complete and mail this form to: Hanover County Parks and Recreation
13017 Taylor Complex Lane
Ashland, VA 23005

or FAX to (804) 365-4696

or scan and e-mail to parksandrec@hanovercounty.gov



Professional Information Sharing Form

Dear **Parent:**

Please give this form to your child’s teacher and encourage them to return this form to Hanover County Parks and Recreation. This will help us get an idea of what helps child in school setting.

Dear **Teacher:**

The family of this child has requested the assistance of a Therapeutic Recreation Aide during Parks and Recreation day camp programs.

To help us allow the child to have the most successful experience possible, we’d like to learn a bit about what works for you in the classroom.

Please complete this form and return it to Hanover County Parks and Recreation. You can send it back to **Parks and Recreation** using the county inter-office mail system (the “pony”), FAX to 804-365-4696 or e-mail to parksandrec@hanovercounty.gov.

Sincerely,

Devin Brown, CTRS Recreation Coordinator

dbrown@hanovercounty.gov

804-774-0135

CHILD NAME: _____ **TEACHER:** _____

Please check all appropriate statements that best describe the characteristics of the above participant:

Participation Style

- Actively engages in activities
- Hesitant when introduced to activities
- Prefers to observe, stay on periphery
- Generally refuses to participate

Comments: _____

Information Processing

- Does not respond often to verbal questions
- Needs time to respond to verbal questions
- Responds appropriately to verbal questions

Comments: _____

Independence

- Persists on own until task is complete
- Needs some encouragement to complete tasks
- Needs 1 on 1 assistance to complete tasks
- Unable to finish most tasks even with assistance/encouragement

Comments: _____

Relationship to Authority

- Openly defiant to authority
- Occasionally questions authority
- Accepts and works well with an authority figure
- Clings to authority figure – prefers staff to peers

Comments: _____

CHILD NAME: _____

Group Skills

- Works cooperatively with others
- Does tasks independently while others are present, interaction with others is limited
- Needs prompting to work with peers
- Withdraws, isolates self from groups or others

Comments: _____

Environment for Participation

- 1 on 1 (staff assistance in self-contained setting)
- 1 on 4 (staff assistance in self-contained setting)
- 1 on 4 (staff assistance in an inclusion setting)
- 1 on 20 (staff assistance in an inclusion setting)

Comments: _____

Ability to Follow Directions

- Can follow simple verbal directions
- Can follow multiple verbal directions
- Needs occasional redirections
- Requires contact redirection

Comments: _____

Attention/Processing

- Duration of attention is less than 5 minutes
- Duration of attention is about 5 - 15 minutes
- Duration of attention can be 15 minutes or longer
- Has difficulty in large spaces (gym, cafeteria)
- Has tendency to leave group in unconfined spaces (playground, open field)

Comments: _____

Interfering Behaviors

- Child does not typically have interfering behaviors or outbursts
- Child has interfering behaviors occasionally
- Child has interfering behaviors frequently
- Child becomes emotional during an interfering behavior
- Child can become physical and/or violent during an interfering behavior

Comments: _____

General Considerations

Are there personal space/boundary issues that would be helpful to know?

Does this child need assistance with services of a personal care nature (i.e. using the bathroom, feeding, etc.)? If yes, please describe.

Please list some techniques in reinforcing positive behavior/discouraging inappropriate behavior (behavior plans) that have been successful.

Classroom Observation: Would a classroom observation of the child be permitted to help us create the best environment for child?