

## Planning to Run the Summer Treatment Program

This document presents general planning information for sites who are interested in running the Summer Treatment Program for children (Elementary grades). Information regarding the pre-K and adolescent programs is detailed separately. Every site differs in regard to setup requirements based on existing infrastructure, program size, and program hours/dates. This document thus provides guidelines and recommendations, but does not prescribe any specific procedures. This document also does not provide specific budget figures because costs and revenue will vary widely from site to site. We encourage interested sites to use these guidelines along with their local figures for wages, facilities, and funding sources to determine a final program budget.

The first step in establishing a program is to obtain and review the Summer Treatment Program Manual, which includes detailed descriptions of the program activities, schedules, and staff recommendations. It should be noted that sites may make necessary modifications to daily activities, schedules, and staffing patterns. However, the Program Manual provides guidance regarding typical activities and structure of the program.

There are three general areas of consideration when establishing and maintaining an STP and for determining a program budget: facilities, staff, and child recruitment/publicity. Each of these areas will vary considerably across sites, but general requirements and possibilities are discussed herein.

The lists herein are not exhaustive but are meant to give planners general guidelines about what facilities, equipment, and staff considerations they will need to make when planning to run an STP.

### Facilities

Because the STP includes classroom and recreational activities, a school or campus with field space and classroom space is most typically used. Specific guidelines follow.

*Academics.* A typical classroom with student desks and chairs is required. Sites should take into consideration the age/sizes of the children enrolling to make sure appropriate furniture is available (e.g., if the program will be taking place on a college campus in a classroom typically used by adults, small children may need child-size furniture or booster seats). The STP Manual describes a computer classroom component. This is optional and depends on the availability of computers or tablets for each child.

*Sports.* Children in the STP play age-appropriate team sports such as basketball, tee-ball/softball, soccer, and kickball. The site should have ample recreational space for all groups of children to participate in recreational activities. In areas where outdoor space is not available, a gymnasium or large multipurpose room may be used for these activities, or alternate activities such as volleyball may be used. Sites should also make arrangements for inclement weather; if indoor recreational space is not available, children may engage in small-group activities such as turn-taking board games in a classroom on rainy days.

*Pool.* The STP Manual describes a daily swimming activity. Although this is optional, whenever possible, offering a swimming activity is ideal. The opportunity to go swimming is valued by the children and also offers them training in a life-saving skill. Many school districts or university settings have pool availability, and sites should meet with aquatics directors to make arrangements for available times, lifeguard coverage, etc. Other possibilities for swimming facilities would include local agencies such as YMCA, parks departments, and private properties (e.g., hotels). If sites are unable to make arrangements for daily swimming, they may be able to alternate swimming with another activity (e.g., art classroom) or to arrange for swimming as a Fun Friday activity.

*Art.* Children participate in a daily art instruction period conducted by a teacher with experience in art. Depending on the size of the program, a dedicated art room may be used, or the site may use a single classroom for academic and art periods that occur at different times of the day. For art class, it is preferable for children to sit at tables in small groups, so that children may engage in cooperative group art projects.

*Special Activities.* On Friday afternoons, children may earn the privilege of attending a Fun Friday activity. This may include off-site field trips to local attractions, extra swimming time, rental of a bounce house or inflatable water slide, movies and popcorn, or video game. Sites will need to determine costs of transportation and tickets to local attractions (some sites are able to procure donations for these activities), and determine whether or not they will offer on-site fun activities or off-site activities. If they will be using on-site activities, they will need to determine what facilities are needed (e.g., a site using a school or college campus could reserve a large lecture room as a “movie theater”).

*Other facilities.* Administrative and supervisory staff members will need offices at the STP site. Staff members will need access to computers to enter daily data. Storage space will be required for recreational equipment (balls, training aids, recess equipment, etc.)

## **Supplies**

*Recreational equipment.* Sites should procure enough sports equipment for children to practice and play the sports described above. Specific amounts will vary according to the size of the program and the specific facilities, but sites should keep in mind that for sports skill drills, they will need to purchase additional equipment for individual and small-group practice (e.g., for a basketball dribbling drill, ideally each child should have a ball in order to maximize practice time). If the program will be using a facility such as an elementary school, it may be possible to make arrangements to use the school’s equipment for the summer. As mentioned above, rainy-day games will also be needed. A variety of age-appropriate games should be available to keep the children engaged.

*Classroom.* Specific supplies needed will vary according to the structure of the academic components. For example, if children will engage in individual seatwork, then age-appropriate worksheets or workbooks will need to be available in enough quantity for all children to complete assignments every day. If a computer classroom is used, the site will need access to educational software that covers the ages and academic abilities of all children enrolling. If sites will use peer-tutoring or small-group instructions, appropriate reading books or other curriculum will need to be purchased. Again, sites may be able to make arrangements with local schools to borrow textbooks or materials. Finally, general classroom supplies such as pencils, erasers, and folders will be needed for each child.

*Art.* Sites will need to acquire art supplies; usually, the site art teacher will determine necessary supplies based on the size of the program and planned projects. If an art teacher is not available, educational supply companies sell many prepackaged art projects that children may complete under the supervision of the classroom teacher or counselors.

*Office.* Sites will need on-site filing space for child files and data collected during the program. This space will need to be in a secure, private location. Sites will need general office supplies and access to telephones, photocopiers, and computers.

*Other.* Sites may wish to purchase staff/child T-shirts or other memorabilia for the children. Groups will require access to poster supplies to create public recognition displays. Sites will need to arrange for first-aid supplies for groups and ensure that appropriately-trained staff are available in case of emergency. Sites will also need to provide adequate hydration to children; it may be necessary to provide bottled water. Most sites do not provide lunch to participating children (parents pack a lunch) but depending on the site and local requirements, sites may need to investigate lunch provision.

## **Staff**

Typical staff requirements and job descriptions are detailed below. Local salary guidelines will apply. Sites will typically use a combination of full-time agency staff (program director, clinical supervisors, administration) and temporary summer staff. Summer staff members are typically recruited from local universities, agencies who provide therapeutic support to children during the school year, and school district staff members who are interested in summer employment.

Temporary summer staff:

**Lead counselors:** Each group of 12-16 children is staffed by a Lead Counselor and 3-5 Counselors. Lead Counselors are typically graduate students or returning staff members who have been Counselors in a previous STP. Local agency education-level requirements may apply for Lead Counselors in terms of daily contact notes and report writing. The Lead Counselors participate in all daily activities with the children with the exception of the classroom periods. They are active in delivering the treatment components. In addition, they supervise the other group Counselors in implementing the daily procedures and treatment components. They are also responsible for generating individualized target behaviors for the children in their groups and for discussion difficult cases with their clinical supervisors. Lead counselors are the primary contact point for the parents; they greet families in the morning and provide daily feedback to parents at the end of each day (by telephone if parents are unable to pick up children in person). Lead Counselors may also assist the Clinical Supervisor in conducting parent-training groups.

Counselors, 3-5 Counselors work with each group and are supervised by the Lead Counselor. Counselors are typically undergraduate students, recent graduates or advanced high school students. Community agencies who run the STP will typically use a combination of summer interns and agency staff members who provide therapeutic support for children during the school year but would otherwise not be employed during the summer months. Agencies report that being able to keep talented staff members on during the summer months helps them to retain trained staff. The training these staff members receive during the STP then carries back to other agency programs and is beneficial to both the staff members and clients.

*Teachers.* Teachers are typically elementary education or special education teachers from the local school district who are interested in summer employment. Elementary education students who have previous experience as Classroom Aides may also be considered for Teacher positions. Site-specific requirements may apply in terms of certification. Teachers implement the classroom behavior management procedures, determine individual assignments according to the site curriculum and child ability levels, and run the classroom activities. Art teachers

*Classroom Aides.* Classroom aides are typically undergraduate education students, or district employees who are interested in summer work. Aides assist the teachers with running the behavior management procedures, correct work and homework, complete behavior and academic tracking sheets, and enter classroom data.

*Program Assistant.* Program assistants are hired for a variety of support duties during the summer. These include office assistants, recreational equipment assistants, purchasing support, and data management assistants. Site size, activities, and availability of full-time agency staff members will determine site requirements for additional program assistants.

Senior/Full Time Staff:

*Program Director:* The Program Director oversees all aspects of the program including staff hiring, child recruitment, and daily site operations. The Program Director will need to be on-site for at least part of the day on a daily basis. Following the summer, the Program Director will oversee closing activities and will supervise the writing of clinical reports.

*Clinical Supervisors:* Depending on the size of the program, this may also be the Program Director. Clinical supervisors work with the Lead Counselors to provide supervision to the group Counselors, communicate with the Teachers regarding child behavior in the classroom setting, and determine the need for Daily Report Card targets or any individualization of program components in the case of a child's nonresponse to treatment.

*Medical staff.* Sites will need to make arrangements for emergency medical treatment for staff and children. Sports-related injuries, bug bites, allergic reactions, and heat-related discomfort are the most common issues. If children are taking medication as part of their daily treatment or as part of a research study, then monitoring of side effects must also be performed. Nursing students, school nurses looking for summer employment, or staff members trained in first-aid and CPR should be on-site at all times. If medication assessments are included in the program, a medical doctor should be on-call for any emergent issues related to medication. The medical doctor will also review child records at the end of the study and will make recommendations regarding continued medication treatment.

### **Funding Sources**

Sites typically use a variety of funding sources for the STP. Most sites include parent self-pay for at least part of the cost, and for many sites parent self-pay is the sole source of funding. The amount that parents pay is typically a break-even cost that is determined by calculating the cost of the above facilities, supplies, and staff and determining the per-child cost of the program.

Depending on the state, Medicaid funding may cover part of all of the cost for eligible families. Sites should contact their governing bodies to determine eligibility and documentation requirements.

Private insurance may also cover some of the cost for individual families. In most cases, sites prepare detailed invoices for parents, broken down by the treatment components that the insurer will cover (e.g., parent training sessions, social skills training). Children with 12-month IEPs may also receive scholarship money from their schools.

Finally, local charitable organizations and private funders are a source of funding for the STP. Sites should contact local organizations to discuss the possibility of funding.