

Daybreak Program Overview 2009-2010 Academic Year

**Sponsored by University of Mary Washington in collaboration
with The Arc of Rappahannock**

The Daybreak respite program has been in existence for the past 13 years and is a collaborative relationship between University of Mary Washington (UMW) and The Arc of Rappahannock. Originally run by student interns from the undergraduate psychology and education departments, the program is now run by the Special Education Faculty at The College of Graduate and Professional Studies at UMW. The Daybreak program is designed to be UMW student led and developed. UMW Student Coordinators are responsible for developing activities, purchasing materials, coordinating volunteers and participants, interacting with parents via email, and overseeing the program with input from both The Arc and UMW Faculty Coordinators. The success of the program depends highly on UMW student involvement and coordination. Student volunteers are encouraged to participate regularly and to develop relationships with the participants involved in the program. Volunteer experience and input is crucial in developing play-based activities for future Daybreak sessions. Students will receive credit for their community volunteer work in Daybreak wherever possible. Several courses in Education and Psychology (i.e., EDSE 531 and EDSE 537) programs at UMW require community volunteer hours or experience working with children with disabilities and many volunteers are participating in Daybreak to gain hours needed for course requirements.

Although the Daybreak program is called a “respite program,” it is not to be assumed UMW students are “just babysitting.” University of Mary Washington students strive to provide supportive educational play-based activities for participants with a focus on improving attention, behavior, and communication skills among those participants who are diagnosed with developmental delays. UMW students gain experience learning valuable teaching methods as part of the experience and receive feedback from the Faculty Coordinator and Student Coordinators. Student Coordinators receive experience developing play-based activities and administrative experience developing the program and supervising volunteers. Undergraduate and Graduate UMW student volunteers learn characteristics of typical and delayed development, gain exposure to working with children with disabilities through observation of disability characteristics and are afforded the opportunity to learn and use different teaching methods with children. UMW student reflection of their participation and adjustment of methods of working with the children is an important part of their experience within Daybreak. Daybreak provides participating families with information on local resources and teaching methods used in addition to feedback on how their children are doing within the program. Participating families are provided respite assistance and the children participating in the program benefit from supported play-based activities and supported parents.

Fall 2009

Various Roles within the Daybreak Program

Individuals

The Arc of Rappahannock

Roles

Funds and markets Daybreak
Connects families to Daybreak
Develops application materials

UMW Faculty Representative Coordinator/s

Reviews Daybreak Plan of Activities
Models appropriate teaching strategies
Interacts with Parents
Recruits/Trains volunteers
Assist Student Coordinator
Connects families to resources

Rotating Assistant Faculty Coordinators

Supervise and assist Student Coordinator
and volunteer at Daybreak Events

Student Coordinators

Develops Daybreak Activities
Shops for Materials
Models appropriate teaching strategies
Coordinates Student Volunteers
Supervises Student Volunteers
Interacts with Parents

Undergraduate and Graduate
Student Volunteers

Participate in Training
Work directly with participants
Follow schedule and lead of Student
Coordinator
Monitors and provides activities
Set up/Clean Up of sessions

Daybreak Participants

Participate in play-based learning