**Recommendations:**

**Opening Blurb:** At Camp Sequoia, we strive to provide a framework for our campers to succeed outside of camp and to continue to make social progress the rest of the year. To assist in **[Camper name]'s** future growth, we have the following recommendations:

**\*\*\*\*CUSTOMIZE THESE TO EACH CHILD. THESE ARE GUIDELINES AND SHOULD BE MODIFIED TO FIT THE REPORT YOU ARE WRITING. DO NOT JUST COPY AND PASTE ON RETURING CAMPER REPORTS! ALWAYS ADD IN CHILD-SPECIFIC HABITS, TOPICS, AND METHODS, AND DO NOT FORGET TO CHANGE THE NAME IN THESE EXAMPLES.\*\*\***

# Improving Conversation Skills *Prompt and Model Reflective Listening*

* + Joe sometimes struggled with initiating conversations with his peers. To assist Joe in this area, we suggest gentle prompting from adults to encourage him to approach social situations. We recommend coupling this with “hot topics” that he can use to start conversations, like his **[interest camper demonstrated]** or other hobbies that he shares with peers,interesting what if scenarios, or current events that could be used to spark conversations and take a more active role in conversations.
	+ Noah should continue to work on conversational reciprocity when engaging in conversation with peers. This can be done by giving Noah friendly reminders to let the other person share, asking Noah to repeat what the person just shared, and giving Noah an appropriate space to share what he is interested in. This may help Noah interrupt less, listen better, and form stronger connections through two-way communication with others.
	+ Staff often scaffolded conversations between Joe and others to aid them in having successful conversations. Staff continually reminded him that he must share the flow of conversation. Prompting Joe to ask questions and guiding conversations in the correct direction could help him continue building conversation skills, as at times he struggled with dominating the conversation instead of utilizing reflexive listening to hold deeper conversations with peers. Pairing this with modeling this behavior when addressing Joe may also aid him in developing this skill.
	+ Jack occasionally struggled with maintaining conversations with peers, as he would get distracted or would feel socially overloaded and put his head down. Staff worked with him on finishing conversations or vocalizing when he needed to take a break. We recommend continuing to remind Jack when these behaviors arise to tell his conversational partner, “Sorry, could you excuse me for a minute?” or “Can we finish this conversation later?” when he feels like he needs to take space or something else catches his eye. Practicing using these phrases and running through situational examples in which he should use them would be a helpful step moving forward.
	+ “Lunch Bunch” group in school would be beneficial for Joe to be able to practice with assistance from his school counselor in reciprocal conversations. ‘Lunch Bunch’ is a small group brought together by a school counselor to have lunch while conversing and maybe even playing a small game together.
	+ Staff often facilitated conversations between Ryan and others to aid them in beginning successful conversations. Prompting Ryan to ask questions and encouraging him to listen to other’s answers before responding on the topic presented was helpful for him. Pairing this with modeling this behavior when addressing Ryan may also aid him in developing this skill.
	+ Staff provided Ryan with conversation starters, such as “What sports do you like playing?” or “what are you doing during rest hour?” and encouraged him to move past simple questions that would have a one-word answer so that he could better develop deep conversations and friendships with peers.
	+ Joe has no issue with initiating conversations, but he continues to struggle with talking to people without being belittling. Joe would often talk down to people, especially when he knew that he was right about something. He would sometimes make jokes or play games with the sole purpose of showing that he is smarter than someone else about something that he has spent a lot of time studying. We recommend that Joe practice talking to people as equals. He should understand that everyone else in the room is better than him at something and, just because he is better at math or science than they are, does not mean that he is better in general. Staff worked with Joe on tone and correcting him during the summer, and continuing to work on this will be very helpful to him overall.
* **Communicating Emotions & Asking for Help** *Effective Communication of Needs*
	+ We noticed that Evan occasionally exhibited emotional, verbal, or physical outbursts when trying to communicate his needs or desires. While it's natural for children to express themselves, we believe it's important to guide them toward healthier ways of communication. To support Evan’s development of effective communication skills, we recommend focusing on positive ways to express feelings and needs. We feel this can help Evan develop strong interpersonal skills and cope with his emotions in a constructive manner. This process requires patience and consistent effort in order to provide Evan with the tools he needs to navigate his emotions and express himself in a way that's both respectful and effective.

# Curbing Defiance *Set Clear Expectations and Use Incentives*

* + When Drew became defiant, we saw that by giving Drew time to talk and then responding with how his actions made others feel helped him to calm down quickly. We recommend continuing to ask the question “what do you think?” when he is mad, as he responded well to being given a voice and empowerment. This has proven to be a useful technique to calm Drew when he is worked up.
	+ We saw that Joe struggled with defiance when he was upset, as he could get stuck in a negative loop when frustrated. By setting clear expectations for him, it helps to provide Joe with a reason for why consequences happen in response to his actions, and to break the mental block he struggles to overcome.
	+ Getting his mind off track when he is defiant can be very helpful in getting him “unstuck”. We saw that, by making jokes or puns, staff could lighten the mood and have a meaningful conversation about the issue.

# Emotional Regulation *Use Zones of Regulation Vocabulary and Calming Techniques*

* + We recommend that Chase continue practicing regulating his emotions and

talking about his emotions rather than bottling them up. We saw that Chase’s emotional state improved when staff sat down with Chase and spoke about how he was feeling and what we could do to help. We recommend continuing to practice this with Chase to help him release a lot of his emotions that he keeps bottled up.

* + A technique that we found helped Chase calm down was to give him time alone and to remind him that someone was still there when he was ready to talk. By giving Chase this space, we found that it gave him time to get himself into a state of mind where he was ready and able to talk.

# Leadership Development *Maturity Through Role Modeling*

* + Jackson responds well to being in a leadership position and living up to the responsibility of being a role model to others around him. Staff believes that he should also continue to reach out to others, as he shows natural talent for being able to help others who are upset. We believe Jackson will continue to grow as he helps others grow.
* **Mentorship Opportunities** *Encouraging Near-Peer Mentorship and Role Model Behaviors*
	+ Dylan has developed a great amount over the last few years at camp. He has demonstrated his understanding of how others develop and process differently, and sometimes need a peer to help them take their next steps in interpersonal skill development. As a natural leader, Dylan was encouraged to take on this role for other campers in younger age groups. This allowed Dylan the ability to be a mentor and help other campers develop socially, while also allowing Dylan to hone his own skills for coaching and perspective taking. We encourage Dylan to continue this throughout the year. There are several organizations Dylan can join in order to accomplish this endeavor, such as the Boy Scouts of America, Big Brother/Big Sister, etc.
* **Be a Mentor** *Modeling Appropriate Behaviors*
	+ Jesse benefitted from being put in a mentorship role, and his positive attributes and leadership qualities came out when he was helping younger campers. We recommend putting Jesse in further positions where he is encouraged to be a role model to others who are younger than himself in order to encourage positive interactions and behaviors.

* **Have a Mentor** *Modeling Appropriate Behaviors*
	+ Joe benefitted from having counselors and older peers that he could relate to and look up to. Joe’s positive interactions with preferred staff and older campers helped him to overcome issues he encountered and strive toward his social goals. We recommend setting Joe up with a positive older role model during the year to help him further his social skills with others.

# Impulsive Behavior *Clear Expectations and Modeling Appropriate Behavior*

* + Joe responded well to having clear expectations of how he should behave while at Camp, and we recommend setting a list of expectations for Joe while at home. This helps keep a set of guidelines in the back of his mind to deter his impulsive behavior. By showing Joe what appropriate behavior would look like rather than focusing on the inappropriate helps to give Joe a model to strive for in his interactions with others.
* **Impulsive Behavior** *Leadership Development and Maturity*
	+ We recommend continuing to find ways for Drew to help with those that are younger than him. Having Drew work with those younger than himself helps to teach him to regulate his behavior and be more mindful of his impulses. A role of leadership is something that Drew is very receptive to, and we have noted that it helps to make him more responsible and self-reflective.
* **Impulsive Behavior** *One on One Intervention*
	+ Jackson should continue to work on controlling his impulses. This can best be achieved by making him aware of how his actions and comments affect others. Staff found that one on one interventions with Jackson about inappropriate comments and others’ perceptions was effective, as he appreciates being treated like the adult young man that he is growing up to be. He responds best to frank conversations about appropriate behaviors away from his peers. Jackson also does well with having reflective conversations after an impulsive or emotionally charged incident.
* **Impulsive Behavior** *Set Clear Expectations and Use Incentives*
	+ At Camp, Chase followed a set of expectations that helped to remind him of what to do and what not to do. We saw that, by having these expectations and regularly reminding him of them, they helped to curb his impulsive behavior. We recommend continuing to use a set of expectations so that he has a clear picture of what is expected of him. Reminding Chase of these when he gets excited is a good way to keep them in the back of his mind. We also recommend setting up daily and weekly goals for Chase so that he has something to aim for with his behavior, and then positively reinforcing him when he meets the laid out expectations.
* **Frustration Tolerance** *Emotional Release and Regular Discussion*
* Joe should continue to work on managing his emotions and releasing some of his frustrations before they build up. We found that, by showing Joe we were interested in his feelings and wanted to talk about what was on his mind, we were able to help him to release a lot of pent-up emotional pressure for him.
* **Frustration Tolerance** *Identify Triggers and Explore Calming Techniques*
* James sometimes needed space due to frustration, and at times he would become upset. His division head and deputy worked through these occasions with him by talking him through the problem. He needs to continue working on removing himself from issues with others and not allowing them to escalate to become verbal or physical in nature.
* On the rare occasions where Jack grew frustrated, we found that breathing exercises and doing a physical activity, like taking a walk, helped Jack return to a headspace where he could talk about what was bothering him. Staff were then able to go over the situation with him and help him find a solution to the problem. We recommend continuing to work with Jack on utilizing breathing exercises when he is upset and getting to a point where he can use them on his own without prompting when he feels like he is getting overwhelmed so he can keep himself in a good mental headspace to work through problems. This also looks like continuing to encourage Jack to ask for help when he needs it instead of growing frustrated with a problem on his own.
* **Impulsive Language Control** *Reminders and Substitutes*
	+ Zach would use inappropriate language when he got frustrated, even when around younger campers or those who looked up to him as a role model. Staff addressed this during the summer to help him watch his language, as he did value being someone others could look up to and knows that his natural leadership qualities are, on a whole, appreciated by his peers and by staff. We recommend helping Zach further work on his language choice by encouraging him to find alternative words to use in his vocabulary or to take space instead of lash out verbally when frustrated.
	+ This summer we noted that Charles struggled with using profane language in inappropriate situations. This was particularly an issue in evening activity and during mealtimes when he was around younger divisions. Despite repeated reminders, Charles regularly needed to be reminded about time and place importance when it comes to profanity, i.e., it’s alright with older peers in the dorms, but shouldn’t be used in a classroom setting or around younger kids. As Charles is quickly getting to an age where he will be in more professional settings soon, we recommend further working with Charles on perceptually understanding what settings profanity is alright in and working on being able to curb impulsively using curse words at all times. Some strategies might be to practice “profanity free” days with an incentive attached or find substitute words to use instead to help him practice this.

# Improving Self-Confidence *Encouragement and Support*

* + Staff worked with Jacob to improve his self-image during his time at camp, as he exhibited a very low self-esteem at times and would make cutting remarks on his own behalf. Jacob responded well to one-on-one talks with staff about positive body image, tools to help develop self-worth, and reflective strategies to appreciate personal skills (for example, looking in the mirror each day and finding three things that he liked about himself, or creating a list of things he likes most about himself /finding an inspirational quote about positive self-worth that he can put in an area he sees each day). We recommend continuing to work with Jacob on accepting himself and working on changing things he wishes to change so that he can be comfortable with being himself. This may look like positive encouragement from those he cares about and utilizing strategies to help Jacob come up with effective ways to appreciate who he is as a person.
	+ Joe would benefit from being prepped when entering new social situations and encouraged in his ability to make friends. Introducing Joe to others will be helpful as well as proactively sharing with him similarities that he has with others. Once Joe receives help starting a connection with a peer, he has shown the ability to continue friendships on his own.
	+ Charlie made some improvements on becoming more outgoing and making friends. We recommend reminding Charlie to be more social with others and support his interactions with peers by reminding Charlie that he’ll never know what will happen unless he tries. Encouraging Charlie to become more self-confident in social interactions will benefit his future interactions.
	+ Tommy struggled with his self-confidence and self-perception this summer, and staff focused on helping encourage and uplift him. Reminding Tommy about his positive traits and that others naturally gravitate to him due to his easy-going and amiable personality helped uplift him when he got inside his own head or said anything self-depreciating. Helping Tommy appreciate himself and the great things he is capable of, no matter what physical changes he is struggling with as he gets older, is something we recommend continuing to help him with to keep him viewing himself as the amazing young man he is growing up to be.
* **Coping with Anxiety** *Finding Healthy Coping Mechanisms to Manage Anxiety*
	+ We saw much of Nate’s anxiety manifest in different forms. These ranged from task avoidance and irritability to social withdrawal and defiance. We noticed that his toys, especially Transformers, and his kindle were forms of a security blanket for Nate and made him feel safe, particularly during social situations like meals where campers are ideally engaged in conversations.
	+ Anxiety is a common experience, but having effective coping mechanisms can make a significant difference in managing it. Some examples of healthy coping mechanisms include mindfulness and meditation as well as deep breathing exercises. It's essential to support Nate’s efforts in adopting these coping strategies and be patient with the process. Change takes time, so gentle encouragement and positive reinforcement can go a long way in their journey towards managing anxiety more effectively. If the anxiety seems severe or persistent, don't hesitate to recommend professional assistance.

# Reducing Reactions *Use of Big Problem, Little Problem Terminology and Scale*

* + Gavin sometimes struggled with identifying the size of a problem. For example, misplacing a water bottle is a small problem compared to other issues that could arise. Further working with Gavin to identify the size of an obstacle and matching reactions to fit the difficulty at hand throughout the year is recommended.
	+ Jonas tended to have large reactions to small problems, like misplacing his water bottle or coping with disappointment. Our recommendation is to further model appropriate reactions to big and small problems. This could look like purposely losing a game and showing him how to properly handle defeat. This could also look like “losing” a personal belonging and showing Jonas a measured and appropriate way to cope with the disappointment of that loss. Pairing this with walking Jonas through his emotions and helping him note whether a problem is big or small may also help him to become more adept at appropriate emotional reactions.
* **Reducing Reactions** *Responding vs. Reacting*
	+ We saw that Joe had a difficult time responding to certain situations and would sometimes react in an impulsive manner. We worked with Joe by setting clear expectations and reminding him to think before he reacts, as this helped to turn a reaction into a response. We saw that, by reminding Joe to take time to think before he responds in a stressful or anxious situation, Joe can regulate his reactions in a more controlled manner. We recommend continuing to remind Joe to look at the big picture rather than getting stuck on the details of a situation, and to take the time to reconsider impulsive reactions to situations.

# Improving Understanding of Social Situations *Support and Guidance from Adults*

* + Joe should continue to work on understanding others’ emotions in social interactions. Working with Joe by explaining what others think and how it affects them in social situations has been a great help. Staff learned that Joe would respond well when we would explain a situation as “I know you think it’s funny when… but they do not enjoy it when you do…” to help him understand others’ perceptions of his actions.
* **Improving Understanding of Social Situations** *Body Language and Focus*
	+ Joe should continue to work on getting a read of the room in social situations. Joe occasionally struggled with understanding how to behave in situations that required him to actively listen. We recommend providing positive reinforcement for when Joe does well in these instances. Additionally, providing Joe with something to fidget with, such as a fidget cube or spinner, and reminding him to carry it with him so that he can distract his hands and focus his mind on the situation at hand can be effective for him going forward.
	+ Helping Gavin understand social situations by reminding him to listen to others, taking turns when he talks, reviewing different scenarios by asking him how other people might feel when certain things happen, and explaining personal space are all important tactics for Gavin. Continued guidance and support from adults will help him improve in understanding social situations.

# Personal Space and Proxemics *Reminders and Prompting*

* + Helping Joe identify and review categories of people in his life and the types of contact that are appropriate (as well as how often those types of contact are appropriate) will be a useful tool for Joe to help regulate his own urges to make physical contact with the people in his life. For example: we have family, friends, authority figures, and acquaintances. With family, it is appropriate to hug as often as they feel comfortable with, as it is important to show affection toward relatives. With friends, it is appropriate to shake their hands, participate in contact sports/games, but it is only appropriate to hug them when you haven’t seen them in a while and if they’re comfortable with it; otherwise, the appropriate physical contact would be a handshake or a high-five. By reminding Joe of someone status such as adult, teacher, or stranger, he has a better understanding of how much space to give and when to keep touching at a minimal.

# Fostering Responsibility *Ongoing Preparation for Transition to Adulthood*

* + We recommend giving Joe more responsibilities. Chores around the house, volunteer work with younger or less-fortunate children, and perhaps even a part-time job would help in his development to young adulthood.

# Decisional Empowerment *Decisional Analysis and Camper Input*

* + Joe liked feeling like he was being listened to, so staff recommends that, when Joe is upset, talking him through his emotions and letting him help come up with a solution makes him much more willing to calm down and agree to the decision in addition to any consequences both parties agreed upon.
	+ We worked with Joe on considering the outcomes to his actions before acting. We encourage future work in this area to further encourage Joe to make good decisions as opposed to biased or impulsive ones.

# Improving Social Perspective *Prompt and Model Reflective Listening*

* + When Joe and another camper had a disagreement, staff found that using reflexive listening, where each camper took a turn telling their side of the story and repeating back the other person’s perspective, before working out a solution was very helpful.
	+ It was helpful when the counselors ensured that Joe understood other people’s perspectives. For example, the counselors would say, “How would you feel if you were the one…” and Joe would reflect on his actions and make a noted effort to take the other person’s perspective into consideration.
	+ Tucker struggled with understanding social perspective and social cues in situations and would often speak over others or interrupt tense social situations specifically because he was unaware of the social connotations of the situation. He would talk over others, interrupt important conversations, or would yell about a situation when it would better be handled tactfully. Staff worked with Tucker on these situations to better help him understand the social situation and recommend continued work in this area.
	+ Staff worked with Jonah on understanding that the things he says have direct results in terms of reactions from others. Perceptually, some comments Jonah makes can be seen by his peers as rude, mean, or arrogant. From swear words to derogatory terms, Jonah said a few things during his time with us that upset others. We recommend that someone work one on one with him to think of more coping mechanisms that could work in Jonah’s future. Jonah is a very bright young man, and finding other outlets, aside from holding his breath, to become a constant for him avoiding blurting out statements or comments that would offend his friends or acquaintances. Ideas range from forming the sentence in his mind, writing it down, and throwing it away, to making a secret sign to move him away from others when it comes up.

# Appropriate Situational Responses *Social Perception and Support*

* + Ryan sometimes needed to have social situations explained so that he could understand what he was doing incorrectly in the context of the situation. This allowed him to improve if he encountered a similar social situation in the future. Ryan was very receptive to one-on-one support in this area, and we recommend continuing to work on Ryan in these areas to further his social growth.
	+ Joe sometimes struggled to make proper facial expressions given the social situation. Staff worked with Joe to help him understand when staring and smiling were and were not okay. Joe also sometimes did not understand the other's reactions, so staff reviewed positive and negative reactions in order for him to understand when others were being serious and when others were joking. We saw that when we let Joe know when a situation was serious, he tended to respond well. Further work on reminding Joe when his actions are appropriate versus inappropriate will continue to help him develop in this area.

# Perceptual Injustice *Accepting Consequences for Actions*

* + Spencer sometimes did not understand when he was in the wrong. As we approached him with the reasoning behind his part of the grievance, he would often react by shutting down instead of communicating. To help Spencer with this skill, we encourage Spencer to fill in the following sentence (and other perspective-building examples as the adult in question sees fit) to help him with his perception of a situation: “When I did/do \_\_\_\_\_ they probably felt \_\_\_\_\_. If they did [action] to me, I would feel \_\_\_\_.” Encouraging Spencer to perceive the repercussions of his actions will help him develop his social regulation in the future.
* **Perceptual Justice** *Perspective Taking and Asking for Help*
	+ Staff noted in a number of instances this summer that Judah struggled with asking for help when he felt that something was unfair, or he perceived someone else was being unkind or teasing him. He then would take justice into his own hands and “punish” the other person for the perceived wrongs against him. This justice seeking often came in the form of impulsively using physical violence, where he would lash out at the other person. Upon walking through an incident with staff after the fact, Judah struggled to note the other person’s perspective, or acknowledge that they were just trying to tease him as friends or that they didn’t realize he had taken their egging him on during sports to heart. Staff worked with Judah in these instances to both understand some perspective from his peers and to highlight that lashing out physically at someone when they had verbally offended him was not okay, and not an appropriate reaction in any situation. Staff also worked with Judah on understanding that he needed to bring concerns to their attention if he felt that someone was being mean or was offending him so they could deal with it for him. Judah should continue work in this area, as it was important to get him to acknowledge that he should not be the one punishing his peers for perceived slights, as it ultimately damaged his reputation and friendships.
* **Conflict Resolution & Perceptual Justice** *Appropriate Responses to Conflict*
	+ It's heartwarming to see the compassion and empathy Evan possesses, as evidenced by his desire to protect others and stand up against wrongdoing. However, we believe there's an opportunity to guide him towards a more constructive approach to conflict resolution. Evan’s inclination to intervene and serve justice demonstrates his strong moral compass and willingness to support those in need. However, it's important to help him recognize that there are more effective ways to address conflicts without putting himself at risk or escalating the situation further. Encouraging him to trust in the guidance and support of adults can contribute to a safer and more harmonious environment for everyone involved. We recommend helping Evan understand his limitations and boundaries. While his intentions are admirable, stepping into conflicts can sometimes lead to unintended consequences. Encourage him to prioritize his safety and well-being.
* **Forgiveness & “Dropping the Rope”** *Embracing Release and Progressing Forward*
	+ Evan's commitment to standing up for others and wanting to resolve conflicts is commendable. However, Evan tends to hold onto negative feelings and grudges even after a conflict has been addressed and resolved. This tendency might inadvertently contribute to additional conflicts and hinder the creation of positive relationships. In effort to develop a more balanced approach to handling conflicts, we recommend helping Evan understand the effects of holding grudges. Explain that while it's natural to feel hurt or upset by conflicts, carrying these feelings forward can affect his own well-being and potentially lead to misunderstandings with others. In addition, discuss with Evan the idea that letting go is not a sign of weakness, but rather a demonstration of personal growth and resilience. Holding onto grudges can hinder personal development and prevent opportunities for positive experiences.

# Promoting Independence and Organizational Skills *Use of Checklists, Routine, and Structure*

* + Misplacing items and forgetting steps needed to complete a task are common struggles associated with ADHD and can be especially frustrating. Since we were able to see improvement in organizational skills and decreased misplacing of items as camp progressed, we highly recommend implementing structure and rituals at home. This may look like helping Joe make lists of what is necessary to complete during morning and evening routines.
	+ Additionally, making checklists of important items to remember before leaving for school or activities can be effective. Some kids and adults with ADHD find it most effective to run through a quick verbal checklist before leaving for school or work each morning. An example of this list may look like; phone, wallet, keys, backpack. We recommend initiating this by asking Joe each morning if he has those items. The following week, ask him if he has completed his checklist. If Joe is reluctant to try this technique, it may be helpful to ask him to try it for one week and to check in with him to see if it helped him to remember items or alleviated some anxiety he may have about forgetting an item.
	+ When Joe did misplace or forget an item at camp, staff reminded him that at times there are natural consequences for this, but it was important for him not to be too hard on himself. Often, kids and adults who struggle with misplacing items are very critical of themselves when this occurs and perceive it as a personal flaw. Staff tried to remind Joe that misplacing his swim shorts for example while on campus wasn’t a big problem in the grand scheme of things. We would recommend continuing to remind Joe of what is considered a “big” or “small” problem.
	+ Spencer responded well to the structure and daily rituals at camp as this provided him with predictability and helped to alleviate anxiety of what to expect next. We recommend trying to continue a similar structure and routine at home as possible. This may look like helping Spencer to follow checklists of what is necessary to complete during morning and evening routines.
* **Structure and Routine***Daily Rituals, checklists, and reminders*
	+ Matthew responded well to the structure and daily rituals at camp as this provided him with predictability and helped to alleviate anxiety of what to expect next. We recommend trying to continue a similar structure and routine at home and school as possible.
* **Executive Functioning** *Hygiene and Daily Self-Care*
	+ As mentioned, at camp Wes worked on **[PICK FROM THIS LIST OR ADD AS NEEDED: keeping his space clean, changing clothes, putting on deodorant, managing portion sizes, showering, brushing his hair, shaving, and brushing his teeth].** We worked on this with him by providing a visual laminated checklist and reminders, then specific periods of time set aside to clean his room, shower, and do morning and evening routines. Staff also double checked on him to ensure the tasks were being completed after discovering that he struggled to do these tasks with just a time frame and visual and verbal reminders. We recommend continuing to work on this area by specifically designating a time frame for morning and evening routines to be completed, then needing to show a parent or trusted individual his completed checklist of hygiene tasks. When first implementing this, physically watching Wes to ensure the task is being completed correctly, then slowly dialing back on the need for a physical presence once his routines start becoming second nature is the goal long term. Having small incentives connected to this, such as being able to work towards a small daily or weekly prize (a small toy, a small amount of money, family time, a family outing to a preferred location, etc. as some ideas) will help Wes with buy in on maintaining these habits on his own once they become normalized in his day-to-day activities.
* **Conversational Fixations** *Moving on from Inappropriate Imagery*
	+ John displayed a fixation on male genitalia, both graphically and conversationally, that staff recommends is further explored. Developmentally such conversational fixations on inappropriate language or innuendos are usually used as an attention seeking behavior to evoke reactions from staff or other campers. However, John displayed this fixation even when he perceived he was out of earshot, or no campers were around. Further work on this area is highly encouraged.
* **Understanding Boundaries** *Respecting Others’ Spaces and Belongings*
	+ As we noted earlier in this report, Brayden struggled throughout the summer with respecting others’ boundaries in a myriad of capacities, from their personal space to getting physical with others when he grew upset with them. We worked with Brayden extensively in this area by utilizing perspective taking strategies and using phrases, like “How would you feel if \_\_\_\_\_ went into your room without your permission/Used your things without your permission?” to help him understand why his fellow campers were upset by his behaviors. Continuing to help Brayden understand his peers’ feelings, and reminders from adults about acceptable and unacceptable behaviors and taking space to calm down when he is frustrated in terms of physical boundaries will continue to help Brayden improve in this area.
* **Losing with Grace** *Prompts and encouragement*
	+ Austin benefitted from specific prompts and scripted responses to help him with coping with losses. Before playing competitive games, staff found that asking “What should we say and do if you win?” Then follow up with “What can we say and do if you lose?” Austin can reply with “good game” or ”let’s play again”  or ”Can we play a different game?” and list appropriate and inappropriate responses to winning and losing to better hold these concepts in the back of his mind before beginning a competitive activity.
	+ Jesse struggled with losing. Reviewing appropriate responses for winning and losing games before playing competitive games is helpful for Jesse and reminding him that he is expected to respect the referee, sit out when out, and to not gloat when he wins, then outlining consequences for not listening to these rules before beginning the game is important to helping Jesse with success in this area.
	+ Tighe benefitted from reminders before games began that, if he lost, to congratulate the other team and move on to the next game, as occasionally he would become frustrated. Continuing to give him reminders before games to reference if he gets frustrated will help him self-regulate his reactions to losses.
* **Winning with Grace** *Appropriate Situational Responses*
	+ Noah is very good at a variety of things, and he sometimes lets that go to his head. He will often brag about winning and degrade his opponent, to the point where people don’t want to play games with him anymore. We had multiple discussions with Noah about not being a sore winner and the importance of humility, as no one wants to play games with someone who gets on a high horse after they win and won’t let it go. Continuing to work on this with Noah will be highly beneficial as he continues to grow.
* **Recognizing Non-verbal Cues** *Continued Discussion and Support*
	+ Noah should continue to work on recognizing signs of frustration in his peers. We found that discussing what frustration looks like on different people (closed off body language, frowning, stopping laughing…) helped him to grasp that sometimes people express negative emotions in different ways. Continue to encourage him to pause and look for non-verbal cues throughout interactions with peers.

* **Utilizing a Behavioral Contract** *Allowing William to become a part of the Solution, Set Clear Expectations and Use Incentives*
	+ Utilizing a Behavioral Contract will be one of the most effective ways in helping William become a better version of himself. A behavioral contract consists of creating a contract where William creates individual goals for himself to work on and for him to come up with consequences that he thought would be appropriate if he did not follow through with the goal. For example, at camp, a goal for him would be to not impulsively speak out of turn or lower his volume level. At home, we recommend having consequences involve losing screen time. Utilizing a behavioral contract is not all about consequences, it primarily to encourage campers and reward positive behavior for when he follows through (this could be rewarding him a trip to go somewhere, going to the pool, doing things that he likes, getting a new game or toy, etc). The recommendation here is to utilize a behavioral contract, set up the system, the expectations, and follow through with consequences and rewards to support him as he works on his goals.

# Limiting Instigative Behavior *Use of Social Stories & Videos to Offer Perspective*

* + Ian reacted well to social behavior discussions where he could relate to the story. Counselors would have discussions about behavior where they would explain it from a perspective he would be able to relate to, but they would also leave gaps in the story where they would ask Ian what he thought would happen. This worked in Ian’s favor, and helped staff further identify areas where Ian was having difficulty empathizing.
	+ Ian should continue working on identifying types of behaviors that frustrate his peers in order to better focus on making social connections. Ian would often continuously make “annoying” sounds with fidgets or his mouth and would not heed his friends’ or staffs’ requests to stop. This naturally frustrated his peers. Staff worked with Ian to understand this, and would use perspective taking sentences like, “How would you feel if \_\_\_\_\_ would do [insert behavior he was exhibiting] repeatedly, even when you asked them to stop?” to help Ian put himself in others’ shoes and understand others’ perspectives. We recommend further working with Ian to curb these types of behaviors and find quieter outlets for his fidgeting so that he can better maintain his friendships with others.
* **Age-Appropriate Conflict Resolution & Independence** *Additional Support*
	+ As previously noted, Mateo was able to resolve a conflict with a peer without staff mediation. In the future when Mateo experiences a low-level peer conflict, we recommend reminding him of his previous success in handling the situation on his own. This may look like him consulting with a trusted adult, venting his frustrations, and then coming up with a solution. This allows Mateo an opportunity to resolve the conflict on his own without an adult intervening but also gives him to seek guidance as needed.
* **Volume Control and Tone** *Supporting Self-Reflection*
	+ Jonah would become upset or feel challenged when staff addressed inappropriate situational comments he made, or when another camper would get loud with him. When Jonah is addressed by others, he will usually raise his voice a little or talk back. This causes the other person to raise their voice and talk back which then eventually leads to Jonah shutting down and retreating from the confrontation. We recommend that adults working with Jonah use a constant volume with him when he gets in trouble. Focusing on the good and being able to let him address what he did wrong will also assist him and instill a sense of responsibility and buy in with the consequences to his actions as well.
	+ Lenny sometimes struggled with volume control at times, specifically when he was mimicking the person in charge. If a staff member called “Scene” when the group was acting something out or was raising their hand to quiet the room, Lenny would try to be helpful and would shout to make everyone else stop talking. Of course, this would have the opposite effect and rile up his fellow campers, as it hurt their ears and would make them upset. Practicing how situations are perceived based on another person’s perspective can be something else to help Lenny get even better at. We recommend reviewing appropriate words we say and the volume we use. Patience and logical explanations to the situation is key.
	+ William at times struggled to control his volume and would be unaware that his voice was too loud for the situation. This would cause discomfort in his conversation partner or cause a lot of noise issues within the group. We saw a number of times where he would be with a group and his raised voice caused other groups in the room to have to speak louder to be heard, which lead to everyone talking really loudly to be heard. This would especially be a problem in the lounge during down times when different groups were playing games at different places in the room. Staff worked with William on keeping his voice at an even level and would give him reminders to keep his voice down. Using a visual signal, like using your hands to make a “Scale” and indicating where his voice is and where his voice needs to be given the social situation, is a great way to continue to work with him on this. This will allow progression towards non-verbal reminders, as initially he can be given verbal reminders with the visuals, and eventually just get to the visual signal to lower his voice so he can work towards volume control with subtle reminders from adults.
* **Expanding Horizons** *Try New Things When They Arise*
	+ Joe sticks with the things he knows he is good at and is very hesitant to try new things. We recommend that Joe be pushed to try new things. Things that may not fully interest him at first, but the key to helping him develop humility and a better understanding of others’ perspectives lies in getting him out of his comfort zone, where he is good at everything. A new job, a sport, a hobby that he does not know anything about. Perhaps even getting him involved at the gym and doing regular workouts will help him develop new experiences and mature on the whole.

**Please add to this list as you see fit! You do not need to copy and paste for every camper. In fact, I highly encourage you to not do so, especially for returning campers.** This document should serve as a guideline but should not constrain you from making recommendations to truly help your campers thrive outside of camp.

If you would like for me or Erica to make recommendations, I need the following from you.

* What do you think they struggled with the most throughout camp? (Think up 2 - 4 things)
	+ Was it following directions?
	+ Instigating/Bullying others
	+ What did you have to correct them on the most throughout the summer?
* What things do you think they improved on throughout camp? Think back to week 1 for that camper vs the last week for that camper?
* What would you want to see this camper get better at?