

# SELF-REGULATION

## DOWNTIME

What is the impact of downtime on a camper's ability to manage emotions and behaviors?	
Event (what is happening)	Solutions (what we can do)
Campers sit in the tents during morning drop-off...	<ul style="list-style-type: none"> <li>• Greet campers with enthusiastic energy.                             <ul style="list-style-type: none"> <li>○ Be at eye level, ask questions, stay calm</li> </ul> </li> <li>• Have a few activities ready to go!                             <ul style="list-style-type: none"> <li>○ Coloring, word searches, Tic Tac Toe, Crossword Puzzles, Mad Libs, iSpy</li> </ul> </li> </ul>
Campers finish their art project early/before others...	<ul style="list-style-type: none"> <li>• Offer a 2nd quick project with the same materials.</li> <li>• Have a CIT/counselor take campers outside.                             <ul style="list-style-type: none"> <li>○ Hopscotch, Duck Duck Goose, Toss n' Talk</li> </ul> </li> <li>• Make a game of cleaning up:                             <ul style="list-style-type: none"> <li>○ Whoever collects the most trash wins.</li> </ul> </li> <li>• Campers can use Cool Down Zone after clean-up.                             <ul style="list-style-type: none"> <li>○ Fidget toys, books, mindfulness activities</li> </ul> </li> </ul>
Campers who don't want to swim at the Res or are waiting for their turn to swim...	<ul style="list-style-type: none"> <li>• Offer choices and let campers KNOW the options.                             <ul style="list-style-type: none"> <li>○ Chalk, sand games, coloring, fidget toys, lawn games, get a snack, park, etc.</li> </ul> </li> <li>• DO activities with campers – or ask a CIT to help.</li> </ul>
Campers waiting in line between activities...	<ul style="list-style-type: none"> <li>• Initiate games that keep campers engaged &amp; calm.</li> <li>• Games are quick, simple and don't need materials.                             <ul style="list-style-type: none"> <li>○ Categories, Name Game, Pick a Number, Rock Paper Scissor, iSpy</li> </ul> </li> </ul>

## Inclusion Tips for Downtime

- **Longer periods of downtime:**
  - Provide 1-3 choices: too many choices can be overwhelming (for campers and counselors!).
- **Shorter periods of downtime:**
  - YOU choose: Just start! If campers see something new happening, they will be curious and begin to participate.
- **Be Proactive:** Don't wait for campers to ask for something to do. Think ahead about what options are available for different points in the day and have those ready to go. The goal is for there to not be any downtime where campers say, 'I have nothing to do!'
- **Modify activities:** Every camper is different. Some may need activities to be simpler and others may benefit from a greater challenge! Don't assume campers know the rules to a game or the steps of an activity. Explain and demonstrate! Brainstorm (or ask for help!) of how you can modify activities to make them easier or harder – we want the challenge to be *just-right!*

**Have fun! Model positive behaviors, including participating in activities. Campers get their energy from YOU!**

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## TRANSITIONS

How do periods of transition impact campers' ability to manage their emotions and behaviors?	
Event (what is happening)	Effect (what this may look like)
Morning drop-off/AM care	Big emotions around leaving caregiver or not knowing what to expect (sad, anxious, excited, confused, shy)
Transitions between activities	Have a hard time listening and following directions or may be confused about what to do next.
Changing/ back to the bus after the Res	Campers' belongings are everywhere, and campers have difficulty staying on task.
Stopping an activity or giving someone else a turn	Campers are upset when their turn is over and surprised if the change is unexpected.

What strategies and language can we use to support transitions?
<ul style="list-style-type: none"> <li>• Provide <b>transition warnings</b> and <b>final choices</b>. This way they can finish what they are doing.               <ul style="list-style-type: none"> <li>○ 'Five more minutes until we clean up. Pick one more ____ (color to add to your project/ activity to do on the playground, etc)'.</li> <li>○ <b>Activity modification:</b> Use an actual timer! Let the camper set the timer so they know what to expect when the timer goes off and can monitor how much time is left.</li> </ul> </li> <li>• <b>Preview the day</b> each morning.               <ul style="list-style-type: none"> <li>○ Walk the campers through the day and come back to the schedule throughout the day to remind them what comes next.</li> <li>○ <b>Activity Modification:</b> Campers (especially younger campers) may benefit from using a visual schedule and interacting with the visuals throughout the day. Ask for help creating a visual schedule if you think it will help!</li> </ul> </li> <li>• Let campers know <b>what comes next</b>.               <ul style="list-style-type: none"> <li>○ 'After we finish cleaning up, we'll go to ____.'</li> <li>○ <b>Activity modification:</b> Some campers can only process and follow one or two steps at a time. Previewing too many steps may make the transition more difficult. This is especially true for younger campers but may also apply to older campers.</li> </ul> </li> <li>• <b>Follow through</b> on the options you provide or promises you make. This supports campers' sense of independence and reinforces that their choices are valid and respected.               <ul style="list-style-type: none"> <li>○ Ex. If you say, 'If you come out of the water now, we can get a snack from the snack bar,' then make sure you follow through on making that happen.</li> </ul> </li> </ul>

- Provide **positive reinforcement** to campers.
  - When a camper has a successful transition (regardless of whether they have struggled with it in the past) be sure to acknowledge that success with specific examples. You can also share this with parents!
  - 'Thank you for putting away your things and patiently waiting for the bus when asked.' Or 'Great job sharing! It was really kind of you to give X a turn with the basketball.'

What has worked for you in supporting transitions so far this summer?	What have you tried with transitions that has not worked well for you and your group?