

2025 Summer Program Schedule

All Camp Activities will Intensively Focus on Each Child's Individual Development Goals and Strengthening Feelings of

COMFORT, COMPETENCE, CONFIDENCE, CONTROL, and SELF ESTEEM

OT, PT, and Speech Professionals Co-Teach Activities Throughout the Week

Pre-K Elementary					
<p>9-9:15 Arrival</p>	<p>Target Areas: Co-regulation; Motor Planning and Sequencing; Independence; Feelings of Comfort, Competence, and Confidence</p> <ul style="list-style-type: none"> ● Staff meet and engage the students through respectful interactions ● Students are supported in putting their belongings in their cubby, working towards independence ● Morning Jobs-Animal Care ● Students choose a fine motor tabletop or gross motor floor activity until all students arrive <ul style="list-style-type: none"> ○ Peer interactions and communication are intensively encouraged throughout this period 				
<p>9:15-9:35 Circle Time</p>	<p>Target Areas: Intentionality; Competence; Confidence; Communication; Self-awareness; Peer Awareness and Engagement; Cognitive Concepts; Humor; Time; Story Comprehension; and Language/Communication Goals of the Week</p> <ul style="list-style-type: none"> ● Circle time is a multisensory, fun morning gathering using students' passions to increase engagement. ● We use a "Sensory Day" experience that associates a different visual, song, smell, taste, and texture for each day of the week. We do this in conjunction with the schedule of the day to help students connect the different days of the week with the sensory experience. ● Students are introduced to nursery rhymes and stories emphasizing comprehension, pre-academic skills, and language development. These are the foundations for the language goals for the week. ● Students learn about themselves and their peers while being encouraged to be intentional and share their ideas with their peers. ● Self-affirmations are introduced and encouraged daily ● Review Nat Geo Kids 				
<p>9:35-9:50 Activities Tailored to Age and Developmental Capacities</p>	<p>"I'm in Charge" Games - Activities that build feelings of Control</p>	<p>Regulation/ Music/Shared Timing - Music-based activities that foster rhythmic back-and-forth engagement and Communication</p>	<p>"I'm in Charge" Games - Activities that build feelings of Control</p>	<p>Regulation/ Music/Shared Timing - Music-based activities that foster rhythmic back-and-forth engagement and Communication</p>	<p>Visual-spatial Development - Coordinated movement, Visual thinking, Perception</p>
<p>9:50-10:05 Snack and Self-Care</p>	<p>Target Areas: Independence; Daily Living Skills; Competence; Confidence; Communication; Helping Others; Peer Interactions</p> <ul style="list-style-type: none"> ● Students are supported to independently get out their snacks, clean up, and use the bathroom. ● Sharing snacks (when appropriate) and helping their peers (e.g., passing out napkins, helping a friend open a juice box, etc.) build feelings of Competence and Confidence. 				
<p>10:05-10:45 Outdoor & Water Play</p>	<p>Target Areas: FUN; Motor Planning; Exploring Nature and New Experiences; Peer Interactions; Communication; Play</p>		<p>Friday Special Events</p> <ul style="list-style-type: none"> ● Concerts ● Carnival/Petting Zoo ● Color Run ● Talent Show/Dance Party 		

	<p>Skills; and Creativity</p> <ul style="list-style-type: none"> ● Students enjoy outdoor activities while staff target individual DIR and 5Cs goals ● Activities include: <ul style="list-style-type: none"> ○ Water slides, wading pools, and sprinklers ○ Sandbox and water tables ○ Bubble stations ○ Playhouses ○ Pod swings ○ Outdoor toys and games ○ Outdoor animal play/care 	<ul style="list-style-type: none"> ● Wacky Water and Foam Pit Day ● Last Day Movie Day
<p>10:45-11:30 Social-Emotional Development</p>	<p>Students and staff engage in motivating play while individual goals are intensively targeted:</p> <ul style="list-style-type: none"> ● Individual DIR and 5Cs Goals ● Social Skills ● Executive Functioning ● Shared Problem-Solving ● Creative and Symbolic Play ● Expanding Ideas in Play ● Peer Play and Collaboration ● Flexibility ● Visual-spatial and Motor Development ● Communication 	
<p>11:30-12:00 Lunch and ½ Day Students Pack Up</p>	<p>Target Areas: Independence; Daily Living Skills; Competence; Confidence; Communication; Helping Others; Peer Interactions</p> <ul style="list-style-type: none"> ● Students are supported to independently get out their lunches, clean up, and use the bathroom. ● Helping their peers (e.g., passing out napkins, helping a friend open a juice box, etc.) build feelings of Competence and Confidence. ● During lunch ½ day, students reflect on their day, identify highlights to share with their caregivers, and are introduced to what to expect the next day. ● ½ day students are supported to pack up independently to go home. 	
<p>12:00-12:30 Rest and Relaxation</p>	<p>Target Areas: Relaxation and Self Regulation</p> <p>Students learn skills to relax and self-regulate using breathing techniques, imagery, and yoga</p>	
<p>12:30-1:15 Pre-Academics and/or Language Programs</p>	<p>Target Areas: Cognitive Concepts; Comprehension; Pre-reading; Reading; Writing; Math; Time; Science; and Language/Communication</p> <ul style="list-style-type: none"> ● Based on student needs and parent requests, students will work on skills at their developmental level that prepares them for success at school and build feelings of Competence and Confidence! ● Structured language programs target each child's communication needs ● Group 1-Additional Visual-spatial Work 	
<p>1:15-1:45 Outdoor Games/ Sports</p>	<p>Target Areas: Engagement; Intentionality; Shared Problem Solving; Using Ideas; Motor Planning and Sequencing; Coordination; Visual-spatial Capacities; Peer Interactions; Competence, Confidence, Control, and Communication;</p> <ul style="list-style-type: none"> ● Students learn typical games like Hide-n-Seek, Duck, Duck, Goose, Red Light, Green Light, etc. ● Simple sports are introduced, such as soccer, t-ball, basketball, running ● Outdoor animal play/care 	

<p>1:45-2:15 Emotions/ Art/Music/ Creativity/ Humor</p>	<p>Target Areas: Understanding Emotions; Expression of Ideas and Emotions through Art and Music; Creativity; and Confidence</p> <ul style="list-style-type: none"> • Students are immersed in creative opportunities that allow them to explore their feelings and creative expression • Humor is used to entice “Belly Laughs!”
<p>2:15-2:40 Rest, Snack, Self-Care, Free Play</p>	<p>Target Areas: Self-regulation; Independence; Daily Living Skills; Communication; Helping Others; Peer Interactions; Play Skills</p> <ul style="list-style-type: none"> • After a fun day at camp, students are supported to meet their own needs, including taking a break if needed, a snack, bathroom, and time for free play • Afternoon Jobs-Animal Care
<p>2:40-3:30 End-of-day Group and Pack-up</p>	<p>Intentionality; Confidence; Communication; Self-awareness; Peer Awareness and Engagement; Recall; and Language Goals of the Week</p> <ul style="list-style-type: none"> • Students gather for an end-of-day circle time where they reflect on their day, identify highlights to share with their caregivers, and are introduced to what to expect the next day. • Students are supported in packing up independently to go home.

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COMFORT, COMPETENCE, CONFIDENCE, CONTROL, and SELF ESTEEM

OT, PT, and Speech Professionals Co-Teach Activities Throughout the Week

Middle and High School					
<p>9-9:15 Arrival</p>	<p>Target Areas: Self-Regulation; Independence; Feelings of Competence, and Confidence</p> <ul style="list-style-type: none"> • Staff meet and engage the students through respectful interactions • Students are supervised going to their classrooms • Students are encouraged to put their belongings in their lockers independently • Until all students arrive, students choose: <ul style="list-style-type: none"> ○ Morning Jobs-Animal Care ○ Exercise ○ Yoga ○ Journaling ○ Helping Others ○ Leisure Activities • Peer interactions and communication are intensively encouraged throughout this period 				
<p>9:15-9:45 Morning Meeting</p>	<p>Target Areas: Engagement; Intentionality; Confidence; Communication; Self-awareness; Peer Awareness; Cognitive Concepts; Humor; Time; Current Events/Pop Culture; and Social/Language/Communication Goals of the Week</p> <ul style="list-style-type: none"> • A morning meeting is a multisensory, intellectually stimulating morning gathering that uses students' interests to increase engagement. • We use a "Sensory Day" experience tailored to the student's developmental level that associates a different visual, song, smell, taste, and texture for each day of the week. We do this in conjunction with the schedule of the day to help students connect the different days of the week with the sensory experience. • Students are introduced to current events, pop culture, and stories emphasizing comprehension and connections to their own interests and lives. These are the foundations for the social and language goals for the week. • Students learn about themselves and their peers while being encouraged to be intentional, share their emotions and ideas with their peers, and appreciate the ideas and feelings of others. • Self-affirmations are introduced and encouraged daily • Review Nat Geo Kids 				
<p>9:45-10:05 Activities Tailored to Age and Developmental Capacities</p>	<p>"I'm in Charge" Games - Activities that build feelings of Control</p>	<p>Regulation/Music/Shared Timing - Music-based activities that foster rhythmic back-and-forth engagement and Communication</p>	<p>"I'm in Charge" Games - Activities that build feelings of Control</p>	<p>Regulation/Music/Shared Timing - Music-based activities that foster rhythmic back-and-forth engagement and Communication</p>	<p>Visual-spatial Development - Coordinated movement, Visual thinking, Perception</p>
<p>10:05-10:20 Snack and Self-Care</p>	<p>Target Areas: Independence; Daily Living Skills; Competence; Confidence; Communication; Helping Others; Peer Interactions</p> <ul style="list-style-type: none"> • Students are expected to be as independent as possible. • Sharing snacks (when appropriate) and helping their peers (e.g., passing out napkins, helping a friend open their lunchbox, etc.) build feelings of Competence and Confidence. 				
<p>10:20-11:00 Social-Emotional Develop-</p>	<p>Students and staff engage in motivating activities while individual goals are intensively targeted:</p> <ul style="list-style-type: none"> • Individual DIR and 5Cs Goals 			<p>Friday Special Events</p> <ul style="list-style-type: none"> • Concerts • Carnival/Petting Zoo • Color Run 	

ment	<ul style="list-style-type: none"> ● Social Skills ● Executive Functioning ● Shared Problem-Solving ● Creative and Symbolic Play ● Expanding Ideas in Play ● Abstract Thinking and Reasoning ● Peer Interactions and Collaboration ● Flexibility, accepting, and building off of other's ideas ● Visual-spatial and Motor Development ● Communication 	<ul style="list-style-type: none"> ● Talent Show/Dance Party ● Wacky Water and Foam Pit Day ● Last Day Movie Day
11:00-11:45 Outdoor Activities	<p>Target Areas: FUN; Motor Planning and Sports; Exploring Nature and New Experiences; Peer Interactions; Communication; Social Skills; and Creativity</p> <ul style="list-style-type: none"> ● Students enjoy outdoor activities while staff target individual DIR and 5Cs goals ● Activities include: <ul style="list-style-type: none"> ○ Water slides, wading pools, and sprinklers ○ Water art and bubble stations ○ Pod swings ○ Outdoor toys and games ○ Sports equipment ○ Archery and fishing ○ Outdoor animal play/care 	
11:45-12:15 Lunch and ½ Day Students Pack Up	<p>Target Areas: Independence; Daily Living Skills; Competence; Confidence; Communication; Helping Others; Peer Interactions</p> <ul style="list-style-type: none"> ● Students are expected to be as independent as possible. ● Sharing snacks (when appropriate) and helping their peers (e.g., passing out napkins, helping a friend open their lunchbox, etc.) build feelings of Competence and Confidence. ● During lunch ½ day, students reflect on their day, identify highlights to share with their caregivers, and are introduced to what to expect the next day. ● ½ day students are supported to pack up independently to go home. 	
12:15-12:30 Relaxation	<p>Target Areas: Relaxation and Self-Regulation</p> <p>Students learn skills to relax and self-regulate using breathing techniques, imagery, and yoga</p>	
12:30-1:15 Academics and/or Language Programs	<p>Target Areas: Cognitive Concepts; Comprehension; Reading; Writing; Math; Time; Science; and Language/Communication</p> <ul style="list-style-type: none"> ● Based on student needs and parent requests, students will work on skills at their developmental level that prepare them for success at school and build feelings of Competence and Confidence! Some examples include: <ul style="list-style-type: none"> ○ Journaling ○ Science Projects ● Structured language programs that target each child's communication needs 	
1:15-2:00 Outdoor Games/ Sports/ Water Activities	<p>Target Areas: Engagement; Intentionality; Shared Problem Solving; Using Ideas; Motor Planning and Sequencing; Coordination; Visual-spatial Capacities; Peer Interactions; Competence, Confidence, Control, and Communication;</p> <ul style="list-style-type: none"> ● Sports are introduced such as soccer, t-ball, basketball, hiking, running, archery, and fishing ● Water Activities ● Outdoor animal play/care 	
2:00-2:30 Emotions/ Art/Music/	<p>Target Areas: Understanding Emotions; Expression of Ideas and Emotions through Art and Music; Creativity; and Confidence</p> <ul style="list-style-type: none"> ● Students are immersed in creative opportunities that allow them to explore their feelings and creative expression 	

Creativity/ Humor	<ul style="list-style-type: none"> • Humor is used to entice “Belly Laughs!”
2:30-3:00 Snack, Self-Care, Leisure Activities	<p>Target Areas: Self-regulation; Independence; Daily Living Skills; Competence; Communication; Helping Others; Peer Interactions; Play Skills</p> <ul style="list-style-type: none"> • After a fun day at camp, students are supported to meet their own needs, including taking a break if needed, a snack, and bathroom • Students have structured leisure time that allows them to spend their free time engaged in meaningful activities that they can do alone at home (e.g., reading a book, table/card games, art, music, crafts, hobbies, caring with animals, etc.) • Afternoon Jobs-Animal Care
3:00-3:30 End-of-day Meeting and Pack-up	<p>Target Areas: Intentionality; Confidence; Communication; Self-awareness; Peer Awareness and Engagement; Recall; and Language Goals of the Week</p> <ul style="list-style-type: none"> • Students gather for an end-of-day meeting where they reflect on their day, identify highlights to share with their caregivers, write in their journals, and are introduced to what to expect the next day. • Students are supported to pack up independently to go home.

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OT, PT, and Speech Professionals Co-Teach Activities Throughout the Week

Young Adult Program/Limitless Both Staff and Students are called "Members" Some Members will Join Limitless's Adult Day Program for Activities and Community Trips					
9-9:15 Arrival	Target Areas: Self-Regulation; Independence; Feelings of Competence and Confidence <ul style="list-style-type: none"> Members greet each other and are engaged in respectful interactions Members are encouraged to put their belongings away independently Until all members arrive, students choose: <ul style="list-style-type: none"> Help set up for the day Morning Jobs-Animal Care Exercise Yoga Journaling Helping Others Leisure Activities Peer interactions and communication are intensively encouraged throughout this period 				
9:15-9:45 Morning Meeting	Target Areas: Engagement; Intentionality; Confidence; Leadership; Communication; Self-awareness; Peer Awareness; Cognitive Concepts; Humor; Time; Current Events/Pop Culture; and Social/Language/Communication Goals of the Week <ul style="list-style-type: none"> Morning Meeting is a multisensory, intellectually stimulating morning gathering using members' interests to increase engagement. We use a "Sensory Day" experience tailored to the members' developmental level that associates a different visual, song, smell, taste, and texture for each day of the week. We do this in conjunction with the schedule of the day to help members connect the different days of the week with the sensory experience. Members are introduced to current events, pop culture, and stories, emphasizing comprehension and connections to their own interests and lives. These are the foundations for the social and language goals for the week. Members learn about themselves and their peers while being encouraged to be intentional, share their emotions and ideas with their peers, and appreciate the ideas and feelings of others. The group discusses the schedule for the day and related member responsibilities <ul style="list-style-type: none"> Members set goals for themselves Self-affirmations are introduced and encouraged daily Review Nat Geo Kids 				
9:45-10:05 Activities Tailored to Age and Developmental Capacities	"I'm in Charge" Games - Activities that build feelings of Control	Regulation/ Music/Shared Timing - Music-based activities that foster rhythmic back-and-forth engagement and Communication	"I'm in Charge" Games - Activities that build feelings of Control	Regulation/ Music/Shared Timing - Music-based activities that foster rhythmic back-and-forth engagement and Communication	Visual-spatial Development - Coordinated movement, Visual thinking, Perception
10:05-10:20 Snack and Self-Care	Target Areas: Independence; Daily Living Skills; Competence; Confidence; Communication; Helping Others; Peer Interactions <ul style="list-style-type: none"> Members are expected to be as independent as possible. Sharing snacks (when appropriate) and helping their peers (e.g., passing out napkins, helping a friend open their lunchbox, etc.) build feelings of Competence and Confidence. 				
10:20-11:00 Social-	Members engage in motivating activities while individual goals are intensively	Friday Special Events <ul style="list-style-type: none"> Concerts 			

Emotional Development	targeted: <ul style="list-style-type: none"> ● Individual DIR and 5Cs Goals ● Social Skills ● Executive Functioning ● Shared Problem-Solving ● Creative and Symbolic Play ● Expanding Ideas in Play ● Abstract Thinking and Reasoning ● Peer Interactions and Collaboration ● Flexibility, accepting, and building off of other's ideas ● Visual-spatial and Motor Development ● Communication 	<ul style="list-style-type: none"> ● Carnival/Petting Zoo ● Color Run ● Talent Show/Dance Party ● Wacky Water and Foam Pit Day ● Last Day Movie Day
11:00-11:45 Outdoor Activities	Target Areas: FUN; Motor Planning and Sports; Exploring Nature and New Experiences; Peer Interactions; Communication; Social Skills; and Creativity <ul style="list-style-type: none"> ● Members enjoy outdoor activities while individual DIR and 5Cs goals are targeted ● Activities include: <ul style="list-style-type: none"> ○ Water slides, wading pools, and sprinklers ○ Water art and bubble stations ○ Pod swings ○ Outdoor toys and games ○ Sports equipment ○ Archery and fishing ○ Outdoor animal play/care ○ Come up with alternative activities for students who do not engage in water play 	
11:45-12:15 Lunch and ½ Day Members Pack Up	Target Areas: Independence; Daily Living Skills; Competence; Confidence; Communication; Helping Others; Peer Interactions <ul style="list-style-type: none"> ● Members are expected to be as independent as possible. ● Sharing snacks (when appropriate) and helping their peers (e.g., passing out napkins, helping a friend open their lunchbox, etc.) build feelings of Competence and Confidence. ● During lunch ½ day, members reflect on their day, identify highlights to share with their caregivers, and are introduced to what to expect the next day. ● ½ day members pack up independently to go home. 	
12:15-12:30 Relaxation	Target Areas: Relaxation and Self Regulation Members learn skills to relax and self-regulate using breathing techniques, imagery, meditation, and yoga	
12:30-1:15 In-house Internships /Self-Help	In-house Internships Target Areas: Competence; Confidence; Control; Cognitive Concepts; Direction Following; Collaboration; Executive Functioning; Independence; Global Awareness Members work jobs in-house or in the community, focusing on meaningful entry-level job skills	Self-Help Target Areas: Competence; Confidence; Control; Independence Students are assessed using the book 'Steps to Independence,' and goals are set for working towards independence with tasks that improve their quality of life (e.g., making their own meals, hygiene, choosing their own music or TV shows, etc.)
1:15-2:00 Outdoor Games/	Outdoor Games/ Sports/ Water Activities	Leisure Skills Target Areas: Competence; Confidence; Control; Independence

Sports/ Water Activities/ Leisure Skills	<p>Target Areas: Engagement; Intentionality; Shared Problem Solving; Using Ideas; Motor Planning and Sequencing; Coordination; Visual-spatial Capacities; Peer Interactions; Competence, Confidence, Control, and Communication;</p> <ul style="list-style-type: none"> • Sports are introduced, such as soccer, t-ball, basketball, hiking, running, archery, and fishing • Water Activities • Outdoor animal play/care 	<p>Students practice (non-iPad or phone) leisure activities that are based on their interests (e.g., reading a book, table/card games, art, music, crafts, hobbies, caring with animals, etc.) The goal is to develop the ability to spend free time independently and productively.</p>
2:00-2:30 Emotions/ Art/Music/ Creativity/ Humor	<p>Target Areas: Understanding Emotions; Expression of Ideas and Emotions through Art and Music; Creativity; and Confidence</p> <ul style="list-style-type: none"> • Members are immersed in creative opportunities that allow them to explore their feelings and creative expression • Humor is used to entice “Belly Laughs!” 	
2:30-3:00 Snack, Self-Care, Leisure Activities	<p>Target Areas: Self-regulation; Independence; Daily Living Skills; Competence; Communication; Helping Others; Peer Interactions; Play Skills</p> <ul style="list-style-type: none"> • After a fun day at camp, members are supported to meet their own needs, including taking a break if needed, a snack, and bathroom • Members have structured leisure time that allows them to spend their free time engaged in meaningful activities that they can do alone at home (e.g., reading a book, table/card games, art, music, crafts, hobbies, caring with animals, etc.) • Afternoon Jobs-Animal Care 	
3:00-3:30 End-of-day Meeting and Pack-up	<p>Target Areas: Intentionality; Confidence; Communication; Self-awareness; Peer Awareness and Engagement; Recall; and Language Goals of the Week</p> <ul style="list-style-type: none"> • Members gather for an end-of-day meeting to reflect on their day and personal goals, identify highlights to share with their caregivers, write in their journals, and are introduced to what to expect the next day. • Members are expected to pack up independently to go home. 	