THE PSYCHOSOCIAL EFFECTS OF A THERAPEUTIC CAMPING EXPERIENCE ON FIRST TIME CAMPERS WITH SPINA BIFIDA

THESIS

Presented to the Graduate Council of the University of North Texas in Partial Fulfillment of the Requirements for the Degree of

MASTER OF SCIENCE

By

Joanna L. Burns, B.A.
Denton, Texas
December, 1994
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Camping has been identified as a resource for educational, therapeutic, and recreational growth. The purpose of this study was to determine the psychosocial effects of a therapeutic camping experience with first time campers with spina bifida. In this study with four first time campers with spina bifida, three areas related to the camp experience were observed and measured: recreation participation, fun/pleasure, and self esteem. Both qualitative and quantitative methods were used, including the Coopersmith Self Esteem Inventory, the Recreation Participation and Fun Inventory, participant and non-participant observations, interviews, and a counselor questionnaire. The measurements of self esteem, recreation participation, and fun/pleasure were taken at three intervals, before camp, during camp and three weeks following the camp experience. The four camper case studies demonstrated that each camper experienced his/her own unique first time camp experiences.
ACKNOWLEDGEMENTS

The choice to do a thesis as part of your graduate requirements is a difficult one. To pour everything you have ever learned into one project requires discipline and self motivation. These are two attributes I now feel that I encompass. Luckily, writing a thesis is not a road you have to travel alone. Many people contribute to the research, writing and success of a thesis project. I would like to thank Dr. Jean Keller for her strength and support. I would like to thank Vance Gilmore for his support and the opportunity to conduct my research at Camp John Marc. I would like to thank Joanne Hurtekant and the Spina Bifida Association of Dallas for their time and effort in assisting me with locating campers. I would like to thank Darlene for being the phone and fax liason. I would like to thank my family for their love, caring and encouragement to reach my goal. And finally, I would like to thank my husband, Brian, for all his love, support and computer expertise.

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>vii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION TO THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Basic Assumptions</td>
<td>5</td>
</tr>
<tr>
<td>Research Questions</td>
<td>5</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>6</td>
</tr>
<tr>
<td>Delimitations and Limitations</td>
<td>8</td>
</tr>
<tr>
<td>2. REVIEW OF THE LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>What is Spina Bifida?</td>
<td>10</td>
</tr>
<tr>
<td>The Value of Camping and Therapeutic Camping</td>
<td>13</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>16</td>
</tr>
<tr>
<td>Self Esteem and Spina Bifida</td>
<td>17</td>
</tr>
<tr>
<td>Self Esteem and Camping</td>
<td>19</td>
</tr>
<tr>
<td>Components Related to Self Esteem</td>
<td>25</td>
</tr>
<tr>
<td>Recreation Participation</td>
<td>31</td>
</tr>
<tr>
<td>Pleasure/Fun</td>
<td>34</td>
</tr>
<tr>
<td>Qualitative Research</td>
<td>36</td>
</tr>
<tr>
<td>Summary</td>
<td>39</td>
</tr>
<tr>
<td>3. METHODS AND PROCEDURES</td>
<td>41</td>
</tr>
<tr>
<td>Introduction</td>
<td>41</td>
</tr>
<tr>
<td>Identification of Population</td>
<td>41</td>
</tr>
<tr>
<td>Description of Research Setting</td>
<td>43</td>
</tr>
<tr>
<td>Description of Camp John Marc Program</td>
<td>45</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>49</td>
</tr>
<tr>
<td>Development of the Instrument</td>
<td>51</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1 Camper A's Video-taped Activities While at Camp TLC 61
Table 2 Camper B's Video-taped Activities While at Camp TLC 68
Table 3 Camper K's Video-taped Activities While at Camp TLC 76
Table 4 Camper M's Video-taped Activities While at Camp TLC 82
Table 5 Camper Results from Recreation Participation and Fun Inventory (RPFI) and Self Esteem Inventory (SEI) at Three Time Intervals 87
Table 6 Camper SEI Scores 90
Table 7 Camper A's SEI Scores and RPFI 96
Table 8 Camper B's SEI Scores and RPFI 96
Table 9 Camper M's SEI Scores and RPFI 96
Table 10 Camper K's SEI Scores and RPFI 96
CHAPTER 1

INTRODUCTION TO THE STUDY

Summer Camp - these two simple words can conjure up memories of friends, good times, new and past adventures, fears, and accomplishments for any individual who has ever been to camp. Where did it all begin? Frederick William Gunn began organized camping in 1861 when he took the entire student body of an all boys school to a campsite to live, explore, and play for a few days (Vinton, Hawkins, Panzter, & Farley, 1978). Since then, many people have become involved in the camping movement, providing opportunities for children and young people to attend and experience camp. One belief which influenced the continued expansion of the camping movement was that camp was one of the finest settings possible for character development and/or the enlightenment of a particular view. Praise for this innovative and effective form of education came from educators and psychologists. As a result, many agencies working with children and adolescents enthusiastically adopted camping as a part of their program (Carlson, 1975).

The first record of a camp for children with disabilities was in 1888. The Children's Aid Society of New York created a two week camping experience for girls in the state of New York who were "crippled". During the half century following the first camp for children with disabilities, private agencies began to
sponsor country homes and camps for children with cardiac, orthopedic, and neurological disabilities (Vinton et. al., 1978). Today, there are many camps in the United States specifically serving individuals with all types of disabilities and illnesses. The number has increased due to the passage of the Americans with Disabilities Act (American Camping Association, personal communication, May, 1994). According to Merritt (1987), early leaders in the camping movement recognized the value of camping experiences for people with special needs. As evidence to support this statement, Merritt (1987) cited the long existence of organized camping for children with disabilities.

There are currently over 10 million children with disabilities and chronic illnesses in the United States (Goldberg, 1990). According to Vinton et. al. (1978) special camps serve just over 10% of those children. These special camps are recognized for their therapeutic value with youth who have disabilities and illnesses such as cancer, asthma, diabetes, learning disabilities, physical disabilities, mental retardation, psychological disabilities, as well as youth with risk behaviors (Shea, 1977). Sports, exercise, and involvement in outdoor activities which occur at camp offer an opportunity for children with disabilities to gain a sense of accomplishment and independence, to experience peer interaction and acceptance, and to vent aggression and hostility (Goldberg, 1990).

The therapeutic camping movement is concerned with the growth and development of the individual. Camping is a recreational, educational, and
therapeutic resource that can be utilized without community or classroom resources. Camping for individuals with disabilities can be a vehicle for better understanding of themselves and their roles in society (Groves, 1978).

Many human interest articles, books, and research studies have been written on the benefits of organized and therapeutic camping experiences. The research has shown increases in self esteem, socialization, interpersonal skills, physical skills, responsibility, participation in activity, personal enjoyment, independence and environmental appreciation (Bates, 1986; Evans, 1992; Groves & Kahalas, 1976; Krieger, 1970; Merritt, 1987; Rapps, 1991; Robinson, 1988; Shea, 1977; Stone, 1986; Vinton et. al., 1978). A fourteen year old boy with a severe form of cerebral palsy kept a diary in which he shared all the important, memorable, and influential times in his life. Forty percent of the events he mentioned in his diary occurred while he was at camp or with friends from camp (Robinson, 1988). This type of evidence certainly demonstrates the powerful influence these camps can have on an individual.

Since a therapeutic camping experience has so much that is beneficial to offer, it is necessary to examine a variety of youth with disabilities served by these special camps. Research on children with asthma demonstrates that camps for this disability group promote social interaction, the development and fostering of independence, self confidence, and pride in achievement (Sosin, 1991). Bates (1986) while working with underprivileged children who had a variety of disabilities from Project Gateway, found improved self esteem,
increased motivation, enjoyment, and success among campers after an outdoor experience. Children with diabetes have achieved notable improvement through camping. In Lipets' (1983) research on campers with diabetes, an increase in self esteem and interpersonal skills was reported.

Currently there is little research on the effects of camping experiences on children with Spina Bifida. Spina Bifida (SB) is a congenital defect in which the spinal cord is damaged. Paralysis, weakness, incontinence, and hydrocephalus are frequently the result of this defect (Minnesota State Department of Health, 1991).

Statement of the Problem

Camping has been identified as a resource for educational, therapeutic, and recreational growth. Campers learn new skills, grow and develop personally, and experience, maintain or master a variety of recreational activities while at camp. This study attempts to measure the benefits derived from camping experiences, and add to an understanding of the impact of camping on an individual. Children with spina bifida frequently have not had the opportunity to explore, experience, and challenge themselves in an outdoor setting, similar to camp. Thus, it is necessary to investigate several aspects of the meaningful attributes of a camping experience with this population. The specific aspects to be studied are: amount of participation in recreational activities, changes in self esteem, observable peer interactions, and observable personal behaviors related to enjoyment and aggressiveness while at camp.
Purpose of the Study

The purpose of the study is to determine the psychosocial effects of a therapeutic camping experience with first time campers with spina bifida. Three specific variables are examined in this study: pleasure/fun, recreation participation, and self esteem. The three variables were measured before, during, and after the camp experience. A qualitative case study method was used to examine the campers' behaviors, participation, and interaction throughout the length of the research project. Both quantitative and qualitative measures were used to build a case study on each of the four campers.

Basic Assumptions

The following assumptions were made for this study:

1. Campers in the study chose to go to camp.
2. Campers wanted to have pleasure/fun.
3. Campers wanted to experience new opportunities.
4. Campers answered questions honestly.
5. Campers had at least minimal social skills.
6. This camp experience had the potential to offer the participant pleasure/fun, recreation participation, and increased self esteem.

Research Questions

The study addresses nine research questions.

Research question one - Did the camp experience have a positive effect on the self esteem of campers with spina bifida immediately following camp?
Research question two - Did the camp experience have a positive effect on the self esteem of campers with spina bifida 2-3 weeks after camp?

Research question three - Did the amount of recreation participation and pleasure/fun increase during camp from the pre-camp measurements?

Research question four - Did the amount of recreation participation and pleasure/fun increase after camp from the pre-camp measurements?

Research question five - Were relationships between level of self esteem and participation in recreation activities discovered over time?

Research question six - Were the types of interactions with peers and campers' initiative indicators for the amount of fun/pleasure had at camp?

Research question seven - Did camper aggression effect how an individual participates?

Research question eight - What factors contributed to a positive experience at camp, according to campers?

Research question nine - Were there interrelationships among camper participation, initiations, aggression and peer interaction?

Definition of Terms

**Active Participation** - an appropriate way to play with a friend or participate in a game. In this type of participation, the child is active in the decisions and physical or mental involvement of the activity (Training generalized, 1983).

**Aggression** - any intentional behavior that results in physical or mental injury to any person or animal, or in damage to or destruction of property (Jewett, 1992).
Cabin - a rectangular building with 10 beds. A cabin consists of approximately six campers and four counselors when full. The cabins are grouped in pairs on the grounds of the camp, and have unique and fun names (i.e. Coyote, Bob White, or Comanche).

Campers - individuals with spina bifida who are at camp for the first time, ranging in age from 8-13 years. The term repeat campers will be used to denote campers with previous camping experience.

Camper Initiation - any verbal or non-verbal behavior made by a camper to initiate social interaction or play with another (Odom, Chandler, Ostosky, McConnell & Reaney, 1992; Training generalized, 1983).

Camp John Marc (CJM) - is an organized therapeutic camping facility in Meridian, Texas for children with chronic and terminal illnesses and disabilities.

Camp TLC - the name of a six nights and five days residential camp session for children with spina bifida.

Fun/Pleasure - enjoyment the camper feels while participating in or after any activity, including recreation, social events, or other interactions with campers, counselors, or staff (Cowan, 1968).

Organized Camping Experiences - group living experiences which take place in the out of doors and are organized and operated for a specific purpose by professional staff for an identified population (Vinton et. al., 1978). They generally include activities such as swimming, fishing, archery, horseback riding,
sports, crafts, outdoor cooking, and challenge experiences. Camping experiences may include a specific education focus, special tutoring groups, a behavior modification program, or other special emphasis depending on the population.

**Passive Participation** - affirmation of a child to an invitation to an activity, while standing aside and observing the group and orienting his/her body in the direction of the action (Training generalized, 1983).

**Recreation Participation** - any recreation activity, organized or unorganized, in which the camper voluntarily chooses to participate whether it is at home, school, camp, or any other facility and which produces some intrinsic reward (Peterson & Gunn, 1984; Wankel & Berger, 1990).

**Self Esteem** - "A personal judgment of worthiness that is expressed in the attitudes the individual holds toward [him/herself]" (Coopersmith, 1967, p. 5).

**Spina Bifida** - a congenital defect in which the spinal cord is damaged; paralysis, weakness, incontinence, and hydrocephalus are frequently the result (Minnesota State Department of Health, 1991).

**Delimitations and Limitations**

The subject group was limited to four first time campers registered to attend Camp John Marc during the Camp Tender Loving Care (Camp TLC) session for individuals with Spina Bifida and who volunteered to be a part of the study. A group of closely aged campers were selected. The study did not control
for the age, race, or gender of the campers, or for the small number of subjects. The subjects served as their own control group as each camper was without the camping experience before the study and each camper received the treatment (camping experience) (Dattilo, Gast, & Schleien, 1993). The data collected in videotapes and participant observations during the case study was limited to observable behaviors exhibited regarding types of participation in activities, peer interaction, initiative, and aggressive/hostile behaviors during activities while at camp. Another limitation was the close testing and re-testing of the Coopersmith Self Esteem Inventory. Other case study measurements were used to counter this effect.
CHAPTER 2

REVIEW OF THE LITERATURE

This chapter is a review of the literature relevant to all the concepts and variables pertinent to the study of the psychosocial effects of a therapeutic camping experience with first time campers with spina bifida. The chapter is divided into the following sections: What is Spina Bifida?; The Value of Camping and Therapeutic Camping; Self Esteem; Self Esteem and Spina Bifida; Self Esteem and Camping; Components Related to Self Esteem; Recreation Participation; Pleasure/Fun; and Qualitative Research.

What is Spina Bifida (SB)?

The cause of SB is not completely known. Physicians and researchers believe it is caused by a combination of genetic and environmental factors. Spina bifida is one of a group of defects of the spine called myelodysplasia. Approximately one to three out of every 1000 babies are born with SB. There are three types of SB: spina bifida occulta; meningocele; and myelomenigocele (Adams & McCubbin, 1991).

Myelomeningocele is the most common form of SB and occurs four to five times as often as the other types (Adams & McCubbin, 1991). The spine is open
at birth and is abnormally formed. The body creates a sac which contains the abnormally formed spinal cord and the nerve endings which protrude from the child's back. This sac can be anywhere on the back of a child. The higher it occurs on the back the more severely the nerves are affected and the greater the degree of paralysis. Surgery must take place very soon after the child is born to repair the defect. In spina bifida occulta, the back of the vertebrae or spine fails to form, but the membranes, skin, and spinal cord are normal. This condition is very common and requires no treatment. With meningocele, the spine is open with a sac attached, but none of the spinal cord is in the sac. In this case, few nerves are affected and surgery is needed to close the sac. Generally, all three are called spina bifida and will be used interchangeably for this study (Adams & McCubbin, 1991; Interstate Research Associates, 1992; Minnesota State Health Department, 1991).

Over the last twenty years improvements in antibiotics and neurosurgical management of infants and young children with SB have resulted in an increasing number of individuals living through childhood and into young adulthood (Blum, 1983). Children and young adults with SB are the second largest group of congenitally disabled persons in this country (Bradbury, 1983; McAndrew, 1979). SB is considered to be a multiple disability because of the combination of effects caused by the illness. The effects of SB include: paralysis of the legs; lack of reflexes in the legs; short legs; bladder and bowel incontinence; lack of sensation below where the sac occurs; and hydrocephalus.
in some children (Adams & McCubbin, 1991; Minnesota State Health Department, 1991).

The treatment of SB is directed toward helping the child make maximum use of the unaffected parts of the body and minimizing the disabilities. Children with paralysis generally use wheelchairs or crutches for ambulation. SB treatment includes catheterization and bowel training. Children five to eight years old with SB may be learning to walk at a later age than their able bodied peers and need peer acceptance as well as the experience of belonging to a group. Physical activities which develop strength in the arms and shoulders are encouraged. Problems for children with SB include accidents in public due to incontinence, decubitus ulcers because of poor circulation, and lack of sensation (Adams & McCubbin, 1991).

All physical development for a child with SB may take a somewhat slower or different route than for children without SB. During the growing years, special equipment can be used to help the child sit up and play. Parents must also be aware of cognitive development, especially in those children with hydrocephalus because some retardation may result, although this is not always the case (Minnesota State Health Department, 1991). Some of the psychosocial effects associated with SB are lack of social contacts with friends, diminished self esteem, and poor social skills. Blum (1983) states that socially, children and youth with spina bifida need organized social groups, both integrated and just for those with disabilities.
The Value of Camping and Therapeutic Camping

Researchers and practitioners describe and define organized camping in many ways and with a multitude of aspects. To understand the depth of the camping experience, it is necessary to look at several points of view. Organized camping provides an opportunity to explore, live, learn, grow, succeed, and play in the wilderness in a controlled and safe environment (Shea, 1977). Krieger (1970) describes organized camping as a creative educational experience in cooperative group living in the out of doors. Giallo (1984) describes camp programs in yet another way, as isolated subcultures ideal for controlling campers' external world while creating an opportunity for success. Individuals with physical disabilities generally have fewer opportunities to explore and challenge their environment. Because of this, camping programs for individuals with physical disabilities encourage campers to investigate and challenge their environment and allow them more opportunities to be more independent, self reliant, and successful (Giallo, 1984).

The concept behind camping experiences can create many unique situations for campers, counselors, leaders, and staff. The uniqueness of an organized camping experience is found in the nature of the setting, character of the camp community, extended block of time, and the camp's concept and purposes. It is important to note how these factors combine together and integrate to produce an effect on an individual's growth and adjustment (Groves & Kahalas, 1976; Groves, 1978; Krieger, 1970). Krieger (1970) states the
unique setting at camp makes it perfect for research and training. One advantage of camping is that an individual can be removed from his/her environment and completely immersed in a new one (Groves & Kahalas, 1976; Groves, 1978). The accelerated social processes and cooperative group living characteristics found at camp point to its usefulness as a therapeutic tool with many populations (Krieger, 1970).

Organized camping requires much planning and coordinating to prepare a meaningful experience for campers. All camps focus their programs around some set of goals. Carlson (1975) has listed seven goals that are common for most camping programs whether they are for regular or therapeutic camps. These goals are:

1. Learning to live outdoors and become acquainted with the outdoor environment;
2. Experiencing individual growth and development;
3. Learning to live and work together;
4. Practicing health and safety;
5. Developing new skills and interests and perfecting old ones;
6. Developing spiritual meanings and values; and

Numerous authors have recorded and written about the benefits and values of camping experiences for children and young people (Bates, 1986; Carlson, 1975; Merritt, 1987; Shea, 1977). Carlson (1975) explained it is often
difficult to describe the "something good" that happens to a child while at camp. It is even more difficult to categorize and subject to scientific inquiry the values that can be gained from camping.

In studying the effects of a camping experience, it is necessary to breakdown the "something good" that happens to a camper into measurable attributes. The benefits of the camping experience are bountiful, some more easily measured than others. One benefit of camp is that the child is provided with opportunity to learn, grow, succeed, and find pleasure in a planned and controlled setting. Each child can accrue benefits that are personal, social, emotional, cognitive, and psychomotor. The camping experience can help a child learn self care skills, build self confidence, improve the ability to work with peers and adults, and improve self awareness (Shea, 1977). Camps are also considered to be physically, psychologically, socially, and educationally beneficial for children with disabilities (Lipets, 1983). Campers can improve their physical stamina and increase motor skills through participation in recreational activities (Shea, 1977). Another benefit of camping is that the experience can be an effective agent for producing change in the development of an individual's personality (Giallo, 1984).

In 1986, Stone completed a study of six camps in hoping to demonstrate positive changes in children's group-living/interpersonal skills, pro-social outlook, outdoor living skills, personal enjoyment, and environmental understanding. Stone used case studies, as well as direct methods to gather data from 837
campers, 546 parents, and 274 counselors. The results indicated that camp was a fun, active, positive living/learning experience which brought about observable changes in group-living skills and behavior. Stone (1986) simply states, "Yes, camping makes a difference" (p.23).

**Self Esteem (SE)**

A positive self esteem is a quality many people desire to attain. Coopersmith (1967) defines self esteem (SE) as "a personal judgment of worthiness that is expressed in the attitudes the individual holds toward [him/herself]" (p. 5). It is described as a complex part of the personality that is generally not easily altered. Hayes (1975) described self concept as the beliefs a camper comes to have about him/herself and his/her relationships with the environment. He believed that self concept is probably the most important single factor in determining human behavior. Coopersmith (1967) proposed that more attention be devoted to developing specific ways to build up the productive potential of the human personality so that an individual can effectively deal with life's challenges.

Understanding self esteem involves examination of its many facets. Feelings individuals have toward themselves, feelings others have toward them, their performance in a variety of aspects in their lives, expectations individuals and others have for themselves all contribute to self concept. One important facet of SE is to feel liked and accepted by others. Another facet of SE is that individuals judge their worth in terms of values and ideals that are relevant and
important to them. Individuals place different weights on different areas of performance that are important in their lives (Coopersmith, 1967). For instance, one person may find it very important to perform well in school, while another person may find it just as important to perform well in a sport.

Coopersmith (1967) stated that the body image and its effect on one's feelings about self is another important facet of SE. Often the body image an individual has of him/herself during adolescence is the one that an individual can retain throughout life. Therefore, the optimal time to encourage or enable the positive growth of self esteem is during the preadolescent years (Coopersmith, 1967). These are prime years for going to camp.

Studies have shown that high self esteem is also associated with personal satisfaction and effective functioning (Bradbury, 1983; Coopersmith, 1967; Hayes, 1975). Children who feel good about themselves as persons will take more active roles in caring for their bodies and will become increasingly independent, especially children with disabilities (Bradbury, 1983). The wide variety of activities available in a camp setting can provide campers with great opportunities to broaden horizons and develop new skills. They develop a sense of independence, based on success, that is physical, mental and emotional (Hayes, 1975).

Self Esteem and Spina Bifida

The spina bifida literature states that children with spina bifida are susceptible to having lower self esteem than their peers (Blum, 1983). As
children with SB grow into adolescence, social isolation and lessened social contact can be factors in low self esteem (Bradbury, 1983). As our nation has moved to inclusive classrooms, several things have occurred. Children with spina bifida have increased opportunity to learn and socialize with peers and meet developmental needs. At the same time, this opportunity has also placed children with SB in situations where they could constantly compare themselves to healthy peers. This may lead children with SB to have feelings of inferiority and low self esteem (Bradbury, 1983).

Macbriar (1983), in a study comparing children with SB and their siblings, hypothesized that the children with SB would have lower self esteem. After using the Piers Harris Children's Self Concept Scale (Piers, 1969) with both groups, researchers found that the children with SB reported lower self esteem than their siblings. However, it was not significantly different. Macbriar (1983) also found that children with greater degrees of disability had lower self esteems.

In Bradbury's (1983) research on SE in youths with spina bifida age nine to fifteen, she used the Coopersmith (1967) SEI and hypothesized that youth with SB would have lower self esteem than their peers without SB. Her findings indicate, however, there were no significant differences between the children with SB and the control group. Bradbury (1983) noted that children with high self esteem are better candidates for coping with a chronic disease and the stigma associated with it. Camp then becomes an excellent place for children with SB to build social skills and self confidence that can aid them in coping with their
disease and feeling equal among peers (Bradbury, 1983).

Self Esteem and Camping

Many camping programs across the country attempt to increase the self esteem of its campers. Numerous researchers have completed studies to determine how much a camper's SE can change during a camp experience. Some have found significant increases in SE (Bates, 1986; Griffin, 1981; Krieger, 1970; Krieger, 1973; Lipets, 1983; Rawson & McIntosh, 1991), while others have seen gains in SE that are not statistically significant (Giallo, 1984; Groves & Kahalas, 1976; Ruzicka, 1988).

In Bates' (1986) research, she observed 84 campers with a variety of disabilities including cerebral palsy, sickle cell anemia, brain tumors, diabetes, severe asthma, learning disabled, and congenital defects, all from underprivileged families to determine how a camping experience would effect their lives. Bates' (1986) research was a pilot study named Project Gateway, in which she used a qualitative case study method to collect the data. She found that the growth in self esteem generated by the positive efforts encouraged at camp better prepared these children to compete in society. She also discovered that camping is a learning and enriching experience for all who participate. Also, when children go to camp they learn to be more independent and acquire social skills. Bates (1986) noted that the positive view of self and life gained during camping experiences will ultimately reduce the individual's dependence on others. She stated a meaningful, healthy, social relationship in a
recreational setting serves as a stimulus for motivation to higher achievements and a belief in self (Bates, 1986).

Griffin (1981) evaluated a residential camping program for disturbed teens, who typically came from high stress and unstable environments. With 1385 clients in the Eckerd Wilderness Educational Program, he utilized several measurements of self esteem, adjustment to personality, verbal and performance intelligence, and academic reading and math skills. The results of the study indicated self concept scores increased significantly after the camping experience and were matched by gains in personal adjustment (Griffin, 1981).

Krieger (1970) completed an important study on camping and self esteem. In his research, he investigated the effects of an organized camping experience on self concept in relation to three variables: age, sex, and observable behavior change. Krieger's (1970) research took place in a Jewish camp, with a majority of Jewish participants, but with all races, religions, and economic groups represented. The study involved 110 campers in the experimental group and 71 campers in the control group ranging in age from eight to fifteen years old during a four week session at camp. He used the Lipsitt Self-Concept Scale for Children (Lipsitt, 1958) and the Bowers' Behavior Rating Scale (Lambert & Bowers, 1961) at the beginning and end of the camp session. Krieger (1970) found a significant difference between the experimental group and control group in self concept change as a result of a four week organized camping experience. It is important to note that some campers had a negative
change in self concept. The potency of the camping experience however, carries across age and sex groups in terms of promoting positive feelings about self. Krieger notes that the unique combination of factors found in a camp setting contribute to positive growth in self esteem and growth as a person (Krieger, 1970; Krieger, 1973).

Research on SE in camping with children with diabetes was conducted by Lipets (1983). She hypothesized that a camping experience would improve SE and locus of control. The study indicated camping as a simple and fun way to teach management skills required for diabetes (i.e. diet and insulin responsibilities) to the campers. Lipets (1983) used two measures of SE and two measures of locus of control, these measures were Hudson’s Index of Self Esteem (Hudson & Proctor, 1985), Piers-Harris Children’s Self Concept Scale (Piers, 1969), Bialer-Cromwell Children’s Locus of Control Scale (Bialer, 1961), and the Nowicki-Strickland Locus of Control Scale for Children (Nowicki & Strickland, 1973). Lipets (1983) used a pre-test, post-test and follow up to measure the SE. The study tested 106 children with diabetes seven to eighteen years old during a two week camping session. All attended regular camp activities plus a diabetes care program. Her research indicated a significant positive change occurred in self concept from the beginning of the camp to the end, noting camp was the major factor for change. Lipets (1983) found improved scores in SE at the follow-up evaluation. The author offered several suggestions for the increase, as well as the camp experience, but none were definitive since
a control group was not used.

Rawson and McIntosh (1991) did research to determine the effects of a highly structured and very intensive camp program (one with behavior modification techniques) on children's self esteem using the Culture Free Self Esteem Inventory (Battle, 1981). They used 127 participants ages six to twelve, the majority being boys, during a ten day camping experience. The participants were pre-tested and post-tested during their individual tutoring sessions on the first and last days of camp. The results indicated a marked and statistically significant increase in general self esteem. Rawson and McIntosh (1991) maintain that specialized therapeutic programs can create a significant increase in SE over a relatively short period of time. Their research demonstrated that providing children the opportunity to mature on their own in a structured, supportive, and very highly reinforcing camp environment leads to sharp, positive changes in how children think about who they are and what they are capable of doing (Rawson & McIntosh, 1991).

While the above mentioned studies establish a definite increase in SE resulting from a camping experience, the following literature demonstrates the impact which camp experiences have even with a self esteem element that is not statistically significant. It is important to note that self esteem is a powerful aspect of an individual's personality and can be difficult to change in a relatively short period of time (Coopersmith, 1967). However, the authors of the following research note that certain changes in the campers may have occurred or camp
experiences may have contributed to other areas of growth in the campers.

Giallo (1984) investigated the effects of a 12 day camping experience on self esteem with 39 physically disabled adults (aged 18 and over). In this study, he compares the effects of a camping experience versus a lecture/slide program. Using the Tennessee Self Concept Scale (Fitts, 1965) with three treatment groups (camp experience, lecture/slide, lecture/slide and camp) and one control, he found the gains in SE between the camp and the lecture/slide group were not statistically significant. Giallo (1984) did find that over a three month period following the camp and lecture/slide groups that both groups maintained the gains made in SE. He also found that females made greater gains in SE than males. Giallo (1984) noted that camping programs should be viewed by individuals with disabilities as more recreational than therapy if an effective change agent for SE is desired. He feels labeling camping a therapeutic experience may take the fun and leisure out of the camp environment. It is important to consider that the manner in which the study is presented may effect the outcome. This study showed that the experience did make a difference in the lives of its participants although it was not statistically significant (Giallo, 1984).

Groves & Kahalas (1976) examined outcomes of self concept after a resident group camping experience. They used a modified version of the Piers-Harris Self Concept Scale (Piers, 1969) with 43 urban teens during a five day camping experience. No significant differences among self concept components
occurred, although large changes occurred in popularity, physical appearance, and attractiveness components. It is noted that the instructional treatment added to this residential camp program had a positive influence on participants' self concept. Although the campers' complete self esteem did not change, valuable parts such as acceptance by others and self image did increase over the five day experience (Groves & Kahalas, 1976).

Ruzicka (1988) completed a study with two groups of 14 adolescent campers with physical disabilities. One group experienced an eight day traditional camp experience, while the other experienced an eight day adventure/wilderness program. The study was developed to determine the effects of these experiences on the self esteem of the campers. All campers were tested at the beginning and the end of the trips with the Coopersmith SEI - Adult Form (Coopersmith, 1967). The results found no significant difference in the SE mean scores of the two groups. The SE of the group in the adventure/wilderness experience increased more than the traditional camp group, yet the increase was not significant. Ruzicka (1988) indicated that the study shows that one single exposure to the adventure/wilderness program will not necessarily significantly affect the self esteem of the camper. However, she did not have a control group that did not attend the traditional camp or adventure/wilderness program.
Components Related to Self Esteem

As noted in the reviewed self esteem studies, self esteem is a vital and integral part of an individual's personality. The level of esteem as measured by many self esteem inventories indicates how a person supposedly feels about him/herself. As seen in the camping and self esteem articles, self esteem can be a difficult attribute to change significantly in a short period of time. However, the intervention of a camp experience may be able to change components related to self esteem in a short period of time. Several of these components are considered in this study. They include: type of participation in activity, peer interactions, camper initiation, and aggressive behavior. These relate to self esteem in that a person with higher self esteem will be more likely to participate in activities, have better peer interaction, be more willing to initiate activities, and tend to display less aggressive behavior (Coopersmith, 1967).

There are many ways children participate in activities. Active participation is an appropriate way to play with a friend or participate in a game. In this type of participation, the child is active in the decisions and physical or mental involvement of the activity. In passive participation a child affirms an invitation to the activity, but stands aside observing the group while orienting his/her body in the direction of the action. A child playing five or more feet away from the group at play, ignoring his/her peers, is in solitary play (Training generalized, 1983).

Social play is the way young children practice a variety of social skills. Play serves a variety of purposes. It enables children to explore shared
concerns, develop expectations about turn taking, and to make friends. Another thing learned during peer play is that children may not always be accepted by their peers. Some social skills are required for group play. Children who do not dominate or call undue attention to themselves are generally more successful in engaging other children in group play. Physical, mental, and emotional disabilities of all types create barriers to communication and interaction with peers (Rogow, 1988).

Peer relationships in childhood provide more than incidental social experiences and constitute social contexts beyond those in the family. In the context of peer relationship, a child's development continues to progress as he/she expands experiences and increases knowledge. Children's relationships with peers, whether with acquaintances, friends, classmates, or adversaries, are important influences on their development. Peer relationships are the most independently maintained aspect in a child's development (Oden, 1981).

Through reinforcement and imitation, children learn to seek, engage in, and benefit from peer relations in the family, neighborhood, and school. Children are socialized to enter into and maintain peer interactions and to form friendships. Peers interact over time and share common territories as they increase their independence from adults. Because of this, they are likely to develop their own unique standards and expectations for social behavior (Oden, 1981).

Social interaction and relationship skills are developmental in that they
become more extensive and complex over time as experience and learning diversifies and increases. As children have increasing opportunities to interact with peers, they prefer the company of particular peers. Children increasingly appear to gain knowledge applicable to social interaction with peers and they learn how social interaction progresses and how to coordinate activity with others (Oden, 1981).

An important feature of peer interaction is participation in the negotiation process. Negotiation is integral to games and activities. Children select which peers they prefer to interact with and negotiate with them by weighing their personal needs with the social context. Activities which enhance children's participation in peer interactions are important to their peer relationship development (Oden, 1981).

Often young children with disabilities lack basic social interaction skills and this limits their active participation in peer social groups. To improve the social competency and peer interactions of children with disabilities, programs encouraging peer initiations were created. While observed by teachers, more socially competent peers without disabilities were encouraged to engage in social interaction with the peers with disabilities during play groups (Odom, Chandler, Ostrosky, McConnell & Reaney, 1992). Initiations were considered to be any verbal or gestural behavior made by the peers, but could not be an extension of a previous interaction (Odom et. al., 1992; Training generalized, 1983). Responses to social initiations consist of either agreeing or disagreeing.
to participate in the interaction or activity (Training generalized, 1983). Social interaction is a reciprocal exchange of social behavior, represented by an initiation and a positive social response over a period of time (Odom et. al., 1992).

The goal in a recent research study on peer initiations, was to increase the participation and social initiations of children with severe disabilities using peer initiation training with non disabled peers. It was found that by training non-disabled children to initiate and encourage social interaction among their peers with disabilities, participation was significantly increased (Training generalized, 1983).

Another important factor in peer interaction is the presence of aggression, defined as any intentional behavior that results in physical or mental injury to any person or animal, or in damage to or destruction of property (Jewett, 1992). Aggressive actions can be accidental, with no intention; instrumental, where a child uses aggression in pursuit of a goal; or hostile, in which a child acts to cause harm to another person. These types of aggressive behavior can be deterrents to friendships and successful social interactions. Aggression is noted as a critical feature of a child's social domain. It emerges from a child's strong developmental push to initiate and maintain relationships with other children at an early age. Peer relationships provide critical opportunities for a child to learn to manage conflict and work toward establishing intimacy. Aggression is responsive to adult expectation and values, as well as to
Childhood aggression has been studied in many different ways. The following research studies are examples of measurement and examination of aggression. In Sancilio, Plumert and Hartup's (1987) research they examined 38 third grade and 36 fifth grade boys divided into aggressive and non-aggressive groups among each grade. The boys were observed during situations that held potential conflict. The situations presented to the subjects consisted of nine in story form and one in a contest form. The research compared how the subjects' reacted to different situations when the person acting upon the subject was a friend, aggressive non-friend, or a non-aggressive non-friend. Findings indicated that the subjects, both aggressive and non-aggressive, agreed on the intent of the actor's actions; nor were friends' actions interpreted or responded to differently than non-friends. However, aggressive subjects generally indicated that more aggressive responses would result from the actor's actions than did non-aggressive subjects (Sancilio et. al., 1987).

Research completed by McIntosh and Vaughn (1993) examined the aggressive behavior of children through peer and teacher ratings of problem behaviors and social skills. Peers also provided ratings of friendship. The researchers hypothesized there would be a difference between sexes on the items of the peer rating scale. The study consisted of 310 first and second graders using the Childhood Aggression Peer Rating Scale (CAPERS) (Dodge & Coie, 1987). The results of the study indicated that the relationship between
peer acceptance and levels of aggression support the idea that aggression is highly related to peer rejection. Peer data, according to researchers' notes, are valid measures and may be more accurate than teacher or self measures because peers are more likely to be present when aggression occurs. The study did not find consistently different results between the sexes. The study concluded that the CAPERS proved to be a reliable assessment of aggressive behavior in first and second graders across gender and ethnic diversity (McIntosh & Vaughn, 1993).

Burdett and Jensen's (1983) research was conducted to study the relationship between a child's self concept and the tendency to behave aggressively. The research question asked if there is a significant correlation between self concept level and aggressive tendencies in elementary school children. The research studied 229 children from third and sixth grade classes, from the lowest and highest socio-economic indicated schools. The students were given the Piers Harris Childrens Self Concept Scale (Piers, 1969) and the Children's Action Tendency Scale (Deluty, 1979). The results indicated that participants in the low self concept group had a significantly larger mean aggressiveness score than participants in medium and high self concepts groups, thus are more likely to be aggressive. The researchers indicated that although a child's self esteem level is a factor influencing the expression of aggression, it is not the only factor (Burdett & Jensen, 1983).
Recreation Participation

When people discuss recreation participation, it is often difficult to define whether they are speaking of any recreational activity (reading, TV, games, sports) or just organized recreational physical activities (league bowling, little league). For this study, recreation participation is defined as any recreation activity, organized or unorganized, in which the camper voluntarily chooses to participate whether it is at home, school, camp or any other facility and which produces some intrinsic reward (Peterson & Gunn, 1984; Wankel & Berger, 1990).

Csikszentmihalyi (1992) created a model with four potential areas of benefits for physical activity. The four areas include: personal enjoyment, personal growth, social harmony/integration, and social growth/change. Campers can improve their physical stamina and increase motor skills through participation in recreational activities through a well-planned cycle of work, play, and rest (Shea, 1977). Sports, exercise, and involvement in outdoor activities can provide an opportunity for children with disabilities to gain a sense of accomplishment and independence, to experience peer interaction and acceptance, and to vent aggression (Goldberg, 1991).

There are many reasons to participate in recreation activities. Studies indicate that, according to youth, fun or enjoyment is the most important reason for participating in activities (Wankel & Berger, 1990). Engaging in leisure activities for the fun or pleasure experienced while doing the activity is a result of
intrinsic motivation from within the participant. Other reasons include desire to be with friends, social interaction, to learn or master skills, to escape everyday responsibilities, to feel challenged, and to succeed (Deci & Ryan, 1985).

In Losier, Bourque, and Vallerand's (1993) proposed model of leisure participation they defined four propositions which predict leisure participation. Although this model was primarily created for the elderly, it appears easily adaptable to the population in this study, children with spina bifida. The first proposition states that leisure opportunities and leisure constraints will both predict leisure motivation. Leisure opportunities are the perceptions of the available activity choices in the camper's area (home, school, neighborhood or camp). Leisure constraints represent the perceptions of factors that could limit the camper's ability to choose recreation activities available in his/her area. The second proposition states that leisure motivation will affect leisure satisfaction. Leisure satisfaction is defined as a positive sensation during or following participation in a leisure activity (Losier et. al., 1993). Deci and Ryan (1985) indicated that self determined types of motivation as opposed to non-self determined motivation lead to more positive experiences, higher self esteem and more satisfaction toward the activity. The third proposition states that leisure satisfaction is a predictor of leisure/recreation participation. In the Deci and Ryan (1985) study, it was found that marital status and gender were predictors for leisure satisfaction and leisure participation, respectively. The study indicated that motivation to participate is an important determinant of the quality
of the experience (Losier et al., 1993). For children with disabilities the predictors may be similar, but they also have more age appropriate factors, such as peer participation. This may seem to be a complicated way to explain how individuals decide to participate in recreation or leisure activities, especially for children, but it indicates that more than a "lets do it" is frequently involved (Deci and Ryan, 1985; Losier et al., 1993).

Closely related to recreation participation is play. From a child's point of view they could be considered equal. Burnett (1979) defined play as an activity which is essentially manipulative, whereby the child restructures his/her environment to match experience and existing knowledge. The child prevails over the setting by controlling the course of all interaction and determining the nature of succeeding outcomes. Play provides the medium by which a child comes to understand the world. Through self directed and self selected manipulations of the surrounding environment, children learn the characteristics and functions of objects and forces. It is through play and its function of aiding the child to explore the environment that the child learns the procedures required to solve problems posed by the environment in later life (Burnett, 1979). Play, then, is considered an important aspect of learning about life in a safe environment, much like camping experiences.

Merritt (1987) completed a study to determine the effects of a leisure education program in outdoor recreation on post camp outdoor recreation interests, participation, and perceived satisfaction of mobility impaired
adolescents that attended summer camp. The campers consisted of 40 individuals with cerebral palsy and spina bifida attending one of two 12 day camping sessions. Merritt (1987) designed two questionnaires specifically to find out what kinds of activities the camper had participated in the during last six months, what they knew about recreation and what kind of satisfaction they received from their participation. Through participation in a leisure education program while at camp and by using qualitative questionnaires as well as participant observer methods, campers explored their leisure interests and how their participation might have changed. Campers increased their participation in outdoor recreation both during and after the leisure education program. Merritt (1987) notes the participant observer techniques provided a unique view of the success of the program. This subjective data gave insight to behaviors and feelings of the campers in the study.

Pleasure/Fun.

Adams and McCubbin (1991) stated, "The ability to have fun and to elicit positive reactions from participation may improve a person's social development and self concept" (p.179). Having fun is one of the most important elements about camp and is generally a major goal for all camps (Carlson, 1975). Without the special aspect of fun inbred into the camp environment, camp would be something children and youth generally would not look forward to attending.

Philosophers and researchers alike have toiled over what constitutes fun or pleasure. Lowen (1970) defined pleasure as the sensation that develops from
the smooth operation of the ongoing process of life. He describes pleasure as being closely related to growth and that a person grows by incorporating the environment into their being both physically and psychologically. Warner (1987) suggests that "enjoyment consists in certain harmony between three elements: the activity or experience, the concepts that the experience or activity causes one to believe it realizes, and a certain desire in which the same concepts figure" (p.125).

Fun and pleasure can occur in many areas of life. Warner (1987) explained that the possibility of enjoyment is a motivator and a justification for participation in a selected recreation activity. For the young child, play and participation in recreation activities are closely equated. Lowen (1970) explained that "children have the ability to commit themselves completely to their games and play activities" (p. 20). He noted that when a child says their play was fun it means that the child entered the situation (play activity) whole heartedly and derived a great deal of pleasure through self expression. Lowen (1970) explained that to be fun, an activity must be pleasurable.

Cowan (1968) described pleasure as private and subjective. He indicates that pleasure is what the individual feels during situations or activities. Pleasure results from the satisfaction of needs. People enjoy a certain amount of tension and may find pleasure in challenging situations or activities (Lowen, 1970). People also enjoy the expansion and extension of themselves through increasing their strength, development of motor coordination and skills, broadening of social
relationships and the enrichment of their lives. The secret of pleasure is the excitement associated with an experience. All human beings have the capacity for excitement, and while an increase in excitement leads to pleasure, a decrease leads to boredom and depression (Lowen, 1970).

Feelings of pleasure are not necessarily a stable thing, but can change with a person's perceptions and attitudes. Veenhoven (1984) noted that feelings of pleasure can only be assessed by asking people about them. She presented four working rules for measuring feelings of pleasure or fun. First, self ratings are preferred over ratings by others. Second, anonymous questionnaires work better than personal interviews, although Veenhoven does not rule out the usefulness of personal interviews. Third, key questions should be focused on life as a whole. Fourth, there must be room for "I don't know" and "no answer" responses.

The element of choice, voluntary involvement, and anticipated outcome all contribute to the amount of fun or pleasure an individual will experience during an activity. Camp provides an environment for all these elements to combine and create an opportunity for pleasure and fun.

Qualitative Research

The terms qualitative research, naturalistic inquiry, case study, and single subject design all refer to a type of research design and method of data collection (Dattilo, 1986; Dattilo, Gast & Schleien, 1993; Howe, 1993; Kazdin, 1982; Merriam, 1988; Yin, 1989). When choosing a research design, the
investigator should select an experimental design based on the research question which is to be answered and the expected effects of the treatment (Dattilo et al., 1993; Yin, 1989).

Qualitative research assumes that there are multiple realities in the world and they are a function of personal interaction and perception. Qualitative research has several characteristics. First, qualitative research is primarily concerned with process - what makes things happen. Second, the research focused on meaning - how people make sense of their lives and their experiences, and how they structure their world. Third, the research is the primary instrument for data collection and analysis. Fourth, qualitative research is characterized by the use of fieldwork. Fieldwork requires the investigator to physically go out where the participants are and to observe them in natural behavior (Merriam, 1988). Qualitative research is both descriptive and inductive. Words, pictures, and sometimes numbers are used to describe what the investigator has learned about the phenomena. Qualitative research is inductive because it builds abstractions, concepts, hypotheses, and theories rather than testing existing theory (Merriam, 1988; Yin, 1989).

Naturalistic inquiry, which focuses on meaning in context, requires a data collection instrument sensitive to underlying meaning for gathering and interpreting data. Humans, according to Merriam (1988), are best suited for this task, and naturalistic inquiry is best when employing methods that make use of human sensibilities such as interviewing, observing and analyzing. Naturalistic
inquiry is easily applicable to therapeutic recreation research. It is applicable when the research questions being asked yield socio-psychological outcomes through the process of therapeutic recreation (Howe, 1993). These outcomes are best understood through the actual lived lives or the observed behaviors and spoken words of the research participants (Howe, 1993).

A case study, as defined by Merriam (1988), is a basic design that can accommodate a variety of disciplinary perspectives, as well as philosophical perspectives on the nature of research itself. A case study can test or build theory, incorporate random or purposive sampling, and can include quantitative and qualitative data. Case studies are forms of descriptive research which are undertaken when a description and explanation are sought to examine events or phenomena (Merriam, 1988; Yin, 1989). This descriptive research creates a thick, rich description of the research under study. The term thick description comes from anthropology and means a complete, literal description of the incident or entity being investigated (Merriam, 1988). As a research endeavor, case studies contribute uniquely to the understanding of individual, organizational, and social phenomena (Yin, 1989). Case studies include as many variables as possible and portray their interaction over a period of time (Merriam, 1988).

Single subject research designs contain the essential feature that all conditions are applied to the same subject and in analyzing results of any change in behavior of an individual. Generally, the single subject research
experiment examines a few cases extensively through repeated measurement to determine if any relationships exist between the individual's behavior and the environmental changes (Dattilo et. al., 1993). "The goal of single subject research methodology is to permit the design of the studies that allow investigators to determine an individual's performance and infer with confidence that a functional relationship between planned interventions and behavior changes exists" (Dattilo et. al., 1993, p. 182). In single subject methodology, each individual receives the identified treatment or intervention and serves as his/her own control. The individuals are therefore observed during a period without the intervention and a period with the intervention (Dattilo, 1986; Dattilo et. al., 1993). Dattilo et. al. (1993) notes that because single subject research requires a repeated measurement of a behavior or behaviors of an individual or a small group, this approach is well-suited for therapeutic recreation investigations.

Summary

In this chapter, all the components of the present study have been discussed through the relevant literature. This discussion has provided an understanding of spina bifida, camping, self esteem, components related to self esteem, recreation participation, pleasure, and qualitative research. The conclusion in the literature is that camping experiences can have a tremendous effect on all types of campers in the areas of self esteem, personal development, acquisition of new skills, interpersonal skills, and a sense of enjoyment (Giallo, 1984; Krieger, 1970; Lipets, 1983; Robinson, 1988; Ruzicka, 1988). It was also
noted that participation in physical, outdoor and recreational activities can contribute to the well being of the child with disabilities (Goldberg, 1990).

According to the literature, camping experiences can affect SE. Four component areas: participation in activity, peer interaction, camper initiation and aggression help demonstrate this. The present literature utilizes many methods and instruments. A qualitative research approach provides methods which enable an investigator to pursue a problem thoroughly and richly. The methods and components in the qualitative research literature above demonstrate that this type of research is appropriate for a therapeutic recreation inquiry into a therapeutic camping experience.
CHAPTER 3

METHODS AND PROCEDURES

Introduction

This study was designed to determine the effects of a therapeutic camping experience on first time campers with spina bifida. Both qualitative and quantitative methods of data collection were used within a single case study (Dattilo et. al., 1993; Merriam, 1988; Yin, 1989). The measurements used include: the Coopersmith Self Esteem Inventory (Coopersmith, 1967) (See Appendix A); a self report inventory of recreation participation and pleasure/fun (See Appendix B); participant and non-participant observations of recreation participation, social interaction, camper initiation, and aggressive behavior; and formal and informal interviews about life at camp.

Identification of Population

The population included four children, three boys and one girl, with spina bifida age nine through thirteen years who were first time campers at Camp TLC. Several ethnic backgrounds are represented by the campers, one camper was Mexican American, one camper was Hispanic and two were Anglo. All the subjects were members of the Spina Bifida Association of Dallas, which includes a large geographical area of north and east Texas. The subjects were originally
recruited from a Spina Bifida Association of Dallas monthly meeting. Prior to meeting with the Spina Bifida Association of Dallas (SBAD), permission to utilize the population of prospective first time campers was granted by the SBAD (see Appendix C). The investigator gave a brief explanation of the study and the methods to parents and campers. Campers and parents were asked to participate on a volunteer basis. The investigator asked first time campers interested in volunteering for the project to meet in order to learn more about the time commitment of the project and to receive answers to any questions. At this time, three parents and campers approached the investigator. One parent and child signed consent forms (see Appendix D), one set of parents wanted to ask their daughter, and one boy wanted to participate but needed to take consent forms home and talk with his sister. The sister in this case was more knowledgeable about the camper's situation than the parents due to a language barrier. Campers attending the meeting were informed of their part in the project. Campers were told they would fill out the Recreation Participation and Fun Inventory (RPFI) (see Appendix B), complete the Coopersmith Self Esteem Inventory (SEI) (Coopersmith, 1967) (see Appendix A), participate in taped interviews, and participate in the activities of their choice while being videotaped during camp.

Since four first time campers did not volunteer at the monthly meeting, Joanne Hurtekant, director of Camp TLC, agreed to help recruit more first time campers as they registered for camp. Several weeks after the first meeting, Ms.
Hurtekant provided the investigator with a list of first time campers registered for camp. The investigator spoke with the parents and campers by phone and asked if they would be interested in the project. Two of the campers were recruited through this process. All the campers and parents signed consent forms (see Appendix D) at that time. The research project was approved for the use of human subjects by the University of North Texas Institutional Review Board (see Appendix E).

Because of a limited amount of time at camp to collect data, the investigator restricted the study to four children. The investigator chose a group of closely aged campers from the volunteers to form the study group. One of the original volunteers was not chosen due to her young age.

Description of Research Setting

Camp John Marc Myers is an American Camping Association accredited residential camp for children with chronic and terminal illnesses and disabilities. Many months prior to the beginning of the research the Executive Director of the camp site granted permission for the camp to be used as a research setting (see Appendix F). The site of the camp is approximately 85 miles southwest of Dallas near Meridian, in the hill country of Texas. The camp sits on approximately 140 acres of land. Camp facilities include a large dining hall/lodge, arts and crafts and learning kitchen building, an all purpose recreation facility, a lake and dock, a medical building, administrative building, home for the director, pool with a wheelchair accessible beach, eighteen cabins with ten beds each, plus two
cabins for staff, a challenge course, a horseback riding ring, sports fields, and many campsites for outdoor camping (see Appendix G). The majority of the camp facilities are wheelchair accessible, but some of the more primitive sites require assistance for wheelchair users.

The camp staff includes the Camp Director, Assistant Camp Director, Program Director and 14 (nine women and five men) individuals experienced in designated program activities. Counselors for cabins and medical staff are provided by the group attending camp. The counselors are all volunteers, frequently college students. Camp medical staff is made up of volunteers who are professionals from the hospitals or clinics where the children receive services.

Camp John Marc (CJM) exists to improve the quality of life of Texas area children with chronic or terminal illnesses or major physical disabilities, while providing necessary daily medical treatment. The goal for the camp facility is to enhance the self esteem of these special children by providing a common bond through fun, organized activities, and by instilling in each individual the attitude of "I can do it!" The essence of CJM's camp program is to nurture health impaired children's positive self-image, provide peer interaction, and allow a chance for adventure and exploration in the great out of doors, in hopes that this will lead to an increased ability to cope with their illness or disability (Camp John Marc, 1988).

Camp TLC is the name of the six nights and five days session held at
CJM in which the children and adolescents with spina bifida attend. This camp is approximately 10 years old and previously was based at another facility before coming to CJM. The camp occurs for a week in the summer and a weekend during the fall. This is the second summer for Camp TLC to be at CJM. The goals of Camp TLC are to encourage independence, to create and promote peer relationships in an atmosphere in which feelings about SB can be shared, to promote a spirit of adventure, and to have fun (J. Hurtekant, personal communication, May 5, 1994).

Description of the Camp John Marc Program

The CJM program consists of several components and many activities. As campers move in on the first day, they meet counselors, cabin mates, and experience an evening of “get to know you” games with the cabin camp staff host. The host explains to the counselors and campers the inner workings of the camp program. First, campers and counselors preview the daily activity period and event schedule (see Appendix H). The campers have the opportunity to choose which activities they would like to participate in during the four activity periods. This opportunity to choose their own activities lends ownership to the campers for their schedule.

Activities are chosen through a lottery organized by the program director. Cabins must attend the lottery number drawing the day preceding the prospective activity schedule. The lottery number chosen indicates when the cabin as a group gets to sign up on the activity board. For example, if the cabin
chooses number one they would get to sign up first, but a cabin may not have number one two days in a row. At lunch the cabins take turns signing up for activities according to the number they drew in the lottery.

Another scheduling aspect of the program is the project time for each camper. Each individual camper is told the types of activities being offered for project time, which occurs the hour before lunch. The camper lists his/her top three choices for a project and the camp staff coordinates the camper with the project activity. Members of the staff try their best to give each camper his/her first choice. During Camp TLC the project choices include fishing, pottery, magic, swimming, and soccer. These project times give the camper the opportunity to participate with campers other than just the ones in his/her cabin.

The activity periods are approximately one hour in length and the schedule allows for travel time between activity areas. Cabins are encouraged to schedule their activities in areas of fairly close proximity when possible. The activities available during Camp TLC include swimming, horseback riding, creative arts, challenge course, canoeing, sports and games, wilderness, fishing, archery and BB guns as well as theme nights. The camp’s full time summer staff leads the activities. Each activity has its own program goals and purpose.

The swimming program includes the opportunity for free swim, assisted swimming, water games, diving, socializing and swimming lessons during project time. Trained lifeguards monitor the pool. On the very first day of camp all campers, as well as counselors, are given a swim test to determine the
swimming proficiency of each. The swim test enables the lifeguards to
determine who needs flotation devices, who swims very well, who needs
assistance, the depth of water campers will swim in and the distance each is
capable of swimming.

The horseback riding program provides two choices. During the first part
of the week at camp, campers have the opportunity to familiarize themselves
with the horses in the riding ring. The leaders explain how to hold the reins and
how to give directions to the horse. The second half of the week campers are
given the opportunity to participate in a trail ride. While in the ring or on the trail,
campers wear helmets and a counselor walks along side the horse with the
camper. Campers must have ridden in the ring in order to go on the trail ride.

Creative arts provide many opportunities for the camper. The leader
regularly changes the cabins’ activity. Campers can make books for autographs
and addresses. Campers are given the chance to write to a mythological
woodchuck living at camp who will answer letters. This activity gives campers
the chance to be as creative as they like. Another activity includes chalk art on
the sidewalks. Pottery is included in this program as a project choice. Campers
learn to create pots, sculptures, frames and creations from the clay. They also
learn and participate in the process of making a clay object.

The challenge course includes two sections of activities. The first set
contains low activities or initiatives. The activities encourage the group to work
together to solve problems or reach goals in a fun and constructive way. All
these activities occur close to the ground. The second set of activities are high elements which occur in a variety of levels off the ground. The campers are given a choice as to which challenges they would like to try. There is a climbing wall reaching 25 feet into the air and a lower course in which campers pull themselves across the obstacles. All the activities are accessible to the campers. Campers must complete a low set of activities before participating in the high activities.

Canoeing offers a chance for campers to explore the lake and surrounding area. The leader of canoeing makes games and challenges for the canoers to accomplish on the lake. One activity had the theme of a Hawaiian luau and campers had to locate as many flamingoes as they could find around the edge of the lake.

Sports and games encompasses a variety of activities from basketball to baseball to soccer. The activities are created and/or modified for wheelchair users. These games encourage team cooperation. Soccer was the project in this area during camp. Campers were given the opportunity to learn and improve soccer skills.

The wilderness area consists of nature hikes, nature observations, creating feeders for wildlife, making creations from things found in nature and getting to know the outdoors. The area of fishing provides campers the opportunity to test their skill and patience at the pier. Fishing, a project area for campers and a cabin activity, provides relaxation. While fishing, the campers
learn about different lures, bait and casting techniques. The archery and BB gun range gives the campers an opportunity to test their precision skills and to learn how to shoot at targets. The campers can see the outcomes of this participation easily.

Theme nights are an exciting part of the camping program. Each evening the staff creates a theme and applies it to the entire evening's activities. One evening was "Yabba Dabba Do" night, based upon the "Flintstones" cartoons. Another night was campout, giving all the campers the choice to sleep outdoors and cook over an open fire. On the third special evening, "Live Entertainment" night, three talented individuals came and performed for the campers. The final theme night was the dance. The campers got dressed up and enjoyed entertainment and music provided by a DJ and his company. All of these activities offer a wide variety of opportunities for the campers.

Instrumentation

The Coopersmith's (1967) Self Esteem Inventory (SEI) (see Appendix A) was used to determine levels of self concept in the campers. The SEI (School Form) was chosen due to the ages of the campers, previous successful research with children with spina bifida (Bradbury, 1983), and previous research with camping experiences (Ruzicka, 1988). It was administered three times by this investigator, before camp, at the end of camp, and a follow up three weeks later. The SEI is a 58 question measurement calling for camper responses of "like me" or "not like me" to the statements provided. This tool focuses on those
conditions that contribute to the development of positive and negative attitudes toward the self. The SEI was specifically designed for children ages eight to fifteen. The 58 scored items are divided into four areas of concern: peers, parents, school, and personal interest. Fifty of the items have a weight of two, making a total of 100 as the high score. The measurement also includes eight items that constitute a lie or defensiveness scale which is scored separately. The questionnaire takes approximately 15 minutes to complete.

The SEI (Coopersmith, 1967) has been proven to be an instrument of both reliability and validity. Coopersmith (1967) administered the scale to a total of 1,748 public school children. These children were diverse in abilities, interests, and social backgrounds and ranged in age from ten to twelve years. The mean for females was 72.2 and the mean for males was 70.1. The test-retest reliability after a five week period with a sample of 30 fifth graders was .88 and after three years with a sample of 56 children of both genders from the original population was .70.

Content validity was determined by the consensus of five psychologists. Many of the items are based on items selected from the Rogers and Dymond (1954) scale, and several items created by Coopersmith are also included. Statements are reworded for use with children ages eight to ten. Psychologists, while developing the tool, divided the items into two groups: those indicative of high self esteem and those indicative of low self esteem. The set of items was then tested with a group of 30 children who were fifth and sixth graders of both
genders. The mean score was 82.3 (Coopersmith, 1967).

Development of the Instrument

An instrument created by this investigator (see Appendix B) was used to measure recreation participation of the campers and the pleasure/fun associated with their activities. The Recreation Participation and Fun Inventory (RPFI) consisted of a list of activities and a seven day schedule. The camper noted any activities he/she participated in and for how long. Beside the time for the activity, the camper indicated how much fun that activity was by using a Likert type scale of illustrated facial expression denoting really fun, fun, OK, and not fun (see Appendix B). The investigator chose the activities included in the inventory based on her experience in working with children and in the camp programs. The Likert type scale was chosen due to the ease with which it is understood and scored.

A pilot study was completed prior to the actual study. Four children between the ages of ten to twelve years participated with the help of Joanne Hurtekant. The group consisted of one child with spina bifida and three children without spina bifida. Participants filled out the RPFI for five days during the pilot study. Following the five day period, the participants gave feedback and comments about the RPFI. The participants were asked if the spaces were big enough, were the activities listed ones the individuals actually participated in, what were the activities they added, how much encouragement from parents was required to fill out the RPFI, was it easy or difficult to remember to fill out, and
any other suggestions to improve the instrument. From the responses, the RPFI was adjusted. These adjustments included: adding soccer, softball, card games, shopping, play with pets, and replacing “attend events” with “go to or rent movies”.

The actual study required the camper’s completion of the inventory at three different times. This was done during the camper’s first full week out of school and preceding the camping experience, again while attending camp and a final time three weeks after camp. After the completion of each RPFI, the SEI was administered as mentioned previously.

In addition to the methods used above, a complete case study of the campers was conducted while at camp utilizing videotaping, participant and non-participant observations, and formal and informal interviewing to obtain valuable data not previously attained. Videotaped and participant observations focused on the campers’ participation in activities (how they participate: actively; passively; with enthusiasm; just watch; or slow to be involved); peer interactions (do they interact in pairs, small groups, large groups, are they the center of attention or equal contributor), camper initiative (does the camper start conversations, initiate activities) and camper aggression or hostility during activities. The investigator gathered this data with input from parents, counselors and camp staff. Parents of the campers contributed to the study by assisting with demographics, medical history, encouraging campers to fill out RPFI and adding comments on the RPFI about the camper’s involvement in
activities. Counselors contributed to the study by completing the Counselor Questionnaire (see Appendix I) concerning the camper in their cabin following the camp experience. Through these qualitative data collection methods and the results of the SEI and RPFI a deep, rich and meaningful understanding of the effects of a camping experience resulted.

Data Collection

The two instruments were administered in three intervals. In the first interval before the camp experience, both parents and campers completed a short demographic questionnaire (see Appendix J). Following the completion of the demographic questionnaire, the investigator gave the RPFI packet to the campers. At this time the campers were informed of the instructions to complete the RPFI. Campers learned that they were primarily responsible for completing the RPFI. The investigator asked parents to offer reminders and encouragement as needed and to note these on the RPFI. Both campers and parents were encouraged to write any comments on the RPFI about the experience. The investigator reminded campers that she would return at the end of the week to pick up the completed RPFI and administer the Coopersmith SEI. Each camper received the SEI individually. The investigator encouraged campers to respond honestly and assured them that there were no right or wrong answers.

The second interval occurred while at camp. Campers received their RPFI packets when they checked in at camp. The investigator reviewed instructions, reminded campers to respond honestly, and told them that they
would take the SEI at the end of camp. On Friday, the last day of camp, campers received the SEI in a self addressed stamped envelope to complete at home and return to the investigator as soon as possible. The investigator collected completed RPFI's as campers were leaving.

During the one week period at camp qualitative data collection took place. The campers met with the investigator individually on the first day of camp and she reminded them of the videotaping, interviews, and participant observations that would take place during the week. During this meeting, the investigator assigned two interview meeting times during rest hour for each camper. The first interview occurred on Monday and the final interview occurred on Thursday. The interviews took place on the porches of the camper's cabin with the knowledge of their counselors. The investigator would ask the camper to join her for the interview. The investigator used a schedule of interview questions (see Appendix K) with each camper and responses were recorded. As the week progressed and information was obtained, the investigator asked additional questions during the final interview. The campers were also given the opportunity to ask questions and express feelings about their experiences while at camp. Information tape recorded during interviews was transcribed verbatim as soon as possible.

The interviewer scheduled videotaped sessions for each camper, taking cabin activity schedules into consideration. Each cabin had the opportunity to design their own cabin schedule. The interviewer completed a schedule the day
prior to videotaping. The schedule called for approximately one hour per day per camper during a variety of camp activities. In addition to cabin activities, each camper was videotaped once during their chosen project. During the videotaped, non-participant observations, the investigator made verbal notes into the videotapes when filming distance allowed, to ease in coding and transcription later. The filming distance of the investigator varied in relation to the activity. The investigator coded and transcribed observations made by videotape during the weeks following the camp experience, making notations of types of participation, amounts and types of peer interaction, number of initiating behaviors, and number of aggressive behaviors.

During the evening activities, the investigator served as a participant observer, taking field notes with pencil and paper after the activities. Field notes were chosen during the evening activities due to the difficulty of filming in the dark and a desire not to obstruct the activities. The four topic areas mentioned earlier were areas for the participant observation as well.

The third interval occurred three full weeks following the camp experience. The investigator called and set up designated times with the campers to deliver the final RPFI packet and review the instructions, she reminded campers at this time to be honest and write any comments about their experiences. At the end of the week, she designated a time to pick up the completed RPFI and administer the final SEI with the individual campers.
Summary

This study uses a qualitative design with an emphasis on process, inductive analysis, finding meaning and description (Merriam, 1988). The investigator selected from a list of nine first time campers a sample of four with spina bifida ranging in age from nine to thirteen. Data collection modes included the RPFI, SEI, videotaped non-participant observations, participant observations, tape recorded interviews and a counselor questionnaire. All the above mentioned data collection methods were triangulated to gain a comprehensive understanding of the data and information collected.
CHAPTER 4

FINDINGS

Introduction

During the months of June, July, and August 1994, the researcher entered the setting of Camp John Marc Myers, Camp Tender Loving Care (Camp TLC), and the lives of four volunteer participants with the purpose of documenting their recreation participation, change in self esteem, and fun/pleasure associated with a summer camp experience. The researcher collected data through the Coopersmith Self Esteem Inventory (1967), the Recreation Participation and Fun Inventory, personal interviews, non-participant and participant observations, and a counselor questionnaire. Using qualitative methods of counting, noting patterns and themes, and clustering as well as quantitative methods of a standardized self esteem inventory the researcher analyzed the data.

The purpose of this chapter is to present the findings from the study. The chapter is divided into four case studies organized chronologically describing the camping experience of each of the four volunteer subjects. Next, the chapter highlights three areas of the study: recreation participation, fun/pleasure and self
esteem. Finally, similarities among campers in the four components related to self-esteem: type of participation, interactions with peers, initiations, and aggression are presented.

Within the case studies, the researcher has divided the activities self reported by the campers in the Recreation Participation and Fun Inventory (RPFI) into two categories: Active and Non-Active. Active activities include all activities which require physical movement by the participant (i.e. sports, crafts, playing games, playing with friends). Non-Active activities include all activities which require minimal physical movement (i.e. watching TV, reading, watching a movie, watching an event). Also, within the case studies, is input from campers’ counselors taken from a questionnaire and personal contact with the researcher while at camp. At least one counselor responded to the counselor questionnaire on behalf of each camper.

Case One

Camper A is a nine year old Caucasian boy who at the time of the study, had completed the third grade. Upon first meeting, this researcher noticed he was a child with reddish brown hair and a bright smile. He was quietly playing on the floor. Camper A opened up slowly, but became very excited when he discussed his favorite show, the "Power Rangers". His family at home consists of father, stepmother and two stepbrothers, both older than Camper A. Camper A’s pets include two dogs, one cat, and a hamster. During this study he spent time with his younger brother and stepmother at her home before camp and then
with his grandmother following the camp experience.

Camper A's spina bifida opening occurred in approximately the L1 region of the spine and he uses a wheelchair for mobility. He is very mobile and agile out of his wheelchair also, he scoots on the floor quickly and is able to pull himself up onto furniture, such as a couch. Camper A controls his incontinence with diapers and a vasacostomy, and requires no aid in dressing, although he occasionally needs help transferring. He has a shunt in his head and has some learning disabilities in reading. Camper A's recreation interests noted prior to camp included boating, fishing, and horseback riding.

Prior to camp, while spending the week with his mother and brother, Camper A completed the RPFI with the aid of his mother. His mother indicated the details of the activities Camper A and his brother participated in during the week. She noted his interest in "Power Rangers" and his ability to use his imagination to make up games with his brother. During a five day period, Camper A spent 56.75 hours participating in recreation and leisure activities. This reflects an average of 11.35 hours of participation per day with an average of 5.6 hours in active activities and 5.75 hours in non-active activities. Camper A rated the majority of his activities as very fun. The following week, Camper A completed the SEI and scored an 84 with a moderate amount of defensiveness.

Upon arriving at camp by bus, Camper A found his wheelchair waiting for him outside the door. Since this was his first time in a new place, the researcher made an effort to greet Camper A and welcome him to camp. For
the next five days, he would become part of the Apache cabin with five other boys and three counselors.

At camp, Camper A was video taped during seven activities with an average filming/observation time of 25.9 minutes (see Table 1). In five of the seven activities filmed, he watched the activity and listened before actively participating. Camper A was an active participant in all seven activities for either all or part of the activity. He was less enthusiastic during sedentary activities such as creative arts. The majority of his observed interactions with peers were with a small group, from his cabin. During four of the seven activities, he was one of a pair, generally with a counselor. For example, when riding the horse, he rode independently and a counselor walked by the side. During the seven filmed activities, Camper A primarily initiated conversations with adults. Towards the end of the week, he began to initiate conversations with peers more frequently, especially concerning a band their cabin was forming for the dance. Camper A exhibited no physically aggressive or hostile behaviors during any of the observed activities. During his first interview, he did indicate it made him mad when two of his cabin mates were fighting.

At the beginning of camp, Camper A was a quiet spoken young boy. His counselor described him as “slow to warm up”. As the week progressed, Camper A became more talkative, more interactive with his cabin mates and more of a participant during all activities. Camper A, during several activities, proved himself to be curious and observant. During wilderness, he noticed
Table 1
Camper A's Video-taped Activities While at Camp TLC

<table>
<thead>
<tr>
<th>Day at Camp</th>
<th>Activity</th>
<th>Period</th>
<th>Time Filmed</th>
<th>Type of Observation</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Wilderness</td>
<td>3</td>
<td>8.5 min.</td>
<td>participant</td>
<td>short staff</td>
</tr>
<tr>
<td></td>
<td>Challenge Course-Low</td>
<td>4</td>
<td>41 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Magic Project</td>
<td></td>
<td>43 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Creative Arts</td>
<td>1</td>
<td>45.5 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Horses</td>
<td>2</td>
<td>19 min.</td>
<td>non-participant</td>
<td>individual ride</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sports &amp; Games</td>
<td>2</td>
<td>12.5 min.</td>
<td>non-participant</td>
<td>camper late rain caused change from fishing</td>
</tr>
<tr>
<td>Thursday</td>
<td>Challenge Course (Highs)</td>
<td>2</td>
<td>12 min.</td>
<td>non-participant</td>
<td>individual climb</td>
</tr>
</tbody>
</table>

the many flowers and trees, and searched intently for wildlife. He was one of the first to observe a snake found in a tree near the treehouse and wanted to view it from all sides. He demonstrated curiosity during participant and non-participant observations and counselor observations.

As Camper A and his cabin mates went to the challenge course, it began to rain. The researcher was a participant due to a shortage of counselors. The researcher was pushing Camper A in his wheelchair and the rain came down harder. Camper A held tightly to his chair, laughing and smiling, as the
researcher quickly pushed the camper to a dry area. Camper A was playful, curious, and worried about the rain storm. The games were moved inside and the researcher was once again an observer. Camp staff began to lead the games, although half the campers were late due to the rain. Camper A was quiet and slowly became involved in the games as he began to understand the directions. By the end of the game, Camper A was speaking loudly, trying to be heard over the other boys.

During magic, Camper A’s project, Camper A sat quietly with a group of boys around a table. He watched with curiosity as the leader performed card tricks and disappearing coin tricks. When it was time for the campers to learn the tricks, one of Camper A’s counselors teamed up with him and another cabin mate. To get closer to the action, Camper A easily transferred himself to the floor. He watched and listened carefully to the instructions, but occasionally needed assistance from the counselor to make the trick work. He became all smiles when a trick worked.

Camper A was slow to become involved with his fellow campers in creative arts. He watched, as others began their projects. He would slowly collect his supplies and then began to work quietly. At times a counselor offered to help him and he refused. Camper A wanted to do the project himself.

On the evening of the campout Camper A, excited about sleeping out in the woods, became enthusiastically involved and was eager to help in anyway he could. When the researcher arrived at his cabin’s camping area, he was
busy helping the counselor cut up food for dinner. When the opportunity came
to help make fry bread (a dessert with flour, milk and sugar fried over the fire) he
was one of the first to volunteer.

While at the riding ring, waiting his turn to ride a horse, Camper A
watched the horses quietly. When it was his turn, he seriously looked at the
horse before mounting and then grabbed the horn and reins tightly when he was
placed on the saddle. Camper A began to smile and relax as a counselor and
staff led the horse into the ring. Smiling quietly throughout his ride, he gently
stroked the horse when it stopped to take a break.

On Wednesday, rain interrupted Camper A’s cabin’s fishing and they
changed to sports and games. Camper A was late to the activity due to the rain.
He sat at a table with his cabin mates discussing plans for the dance. Camper A
was more talkative as he showed increased interaction with his peers. He chose
to move to the floor where people were creating chalk art on the cement.
Camper A, a counselor, and a few cabin mates all began drawing on the cement
with chalk. He left the activity early when he scraped his knee on the ground.

On the final day of camp, Camper A chose to climb the wall, an element
on the challenge course. First, he watched others in his group climb the wall,
waiting with his cabin mates for his turn. He eagerly wheeled himself next to the
wall when it was his turn and camp staff secured his harness to the rope.
Camper A climbed with a staff person next to him, but he pulled himself to the
top with minimal help. When he returned from riding down the zip line he was
smiling and said he would do it again.

Often completing tasks without reminders, Camper A was observed to be quite independent while at camp. According to his counselor he was "highly motivated" and "refused to let anyone help him with things that he could do for himself". He exhibited a willingness to try new things such as horseback riding and climbing a wall, as noted by the investigator during the video, during participant observations, and in counselor interviews.

Camper A demonstrated pride in his accomplishments at camp. When he learned a new trick during magic, he was eager to show it to someone. When he rode the horse and completed the climbing wall, he was all smiles and expressed a desire to do it again. Camper A expressed in his first interview that his least favorite activity was fishing, because "I can only catch one fish". This was the only time he did not seem proud about his accomplishment.

During the evening activities observed by the researcher, Camper A appeared to be an active participant. He took part in all the different games during the "Flintstones" night. He enthusiastically helped prepare food on the campout with other peers and a counselor. He did not appear, however, to enjoy the dance as much as his fellow cabin mates. He said he did not like the music too much because he liked rap and "the music sounds like what my father listens to" at home.

While at camp, Camper A completed the RPFI with the aid of his counselor and reported 36.5 hours of activities. This averaged 7.3 hours of
activity per day. He participated in an average of 6.6 hours of active activities and .7 hours of non-active activities. He rated the majority of activities as fun on the pleasure/fun scale. Following camp, Camper A scored an 80 on the SEI with a minimal defensive rating.

Camper A spent the week with his grandmother three weeks following camp while his father and stepmother were on vacation and his two stepbrothers were visiting their grandfather. At this time, Camper A completed the RPFI independently and reported 30.6 hours of recreational activities during a five day period. The average hours of activity per day were 6.12. An average of 1.12 hours of active activities and 5.0 hours of non-active activities were reported. Camper A rated the majority of activities as OK on the fun scale. Following the week, Camper A scored a 58 on the SEI with a minimal defensive rating. During the final SEI administration, Camper A's brother assisted him with the inventory and his father spoke with the researcher about his vacation. Camper A was quiet on this visit. However, prior to his leaving to visit his grandmother he shared with his stepmother a story about serenading the girls while at camp during the researcher's visit.

Case Two

Camper B is a nine year old Caucasian boy with sandy brown hair and a jovial smile, who had completed the fourth grade. For a nine year old boy, he was physically large. His family consists of father, mother and a sister one year older than him. Camper B's pets include two dogs, a cat, and a hamster. When
the researcher met Camper B for the first time, he was intensely playing a “Sega” video game with his sister. He was curious about the researcher and asked her questions. He was also eager to share his recreation interests.

Camper B's spina bifida opening occurred in the L1 region of the spine and he uses a wheelchair for mobility. Camper B uses diapers to control his incontinence. He does have hydrocephalus and a shunt fixed in his head. He requires assistance in dressing with everything except his shirt and needs some help transferring. His recreation interests noted prior to camp included baseball, collecting baseball cards, hockey, Nintendo, and swimming.

During the researcher's first visit with Camper B he said he was a little nervous about attending camp. His only other experience camping was with the Indian Guides and his father. The researcher explained some of the activities and programs he would encounter at camp. She also explained that all the campers attending Camp TLC had spina bifida. He seemed to be more at ease about leaving home for camp the following week.

During the week prior to camp, Camper B completed the RPFI with the help of his mother. His parents shared little feedback on the RPFI, but indicated Camper B won one of his baseball games. During the five day period, Camper B indicated he spent 50.75 hours participating in recreation activities. He played and participated an average of 10.15 hours per day, including an average of 4.85 hours in active activities and 5.3 hours in non active activities. He rated the majority of the activities as fun on the pleasure scale. At the end of the week,
Camper B completed the SEI and scored a 76 with a minimal amount of defensiveness. Following completion of the paper work from the first phase, Camper B was excited to show the researcher all his gear he had ready for camp. He appeared eager and enthusiastic about the experience, much different from the few days before.

Upon arriving at camp, Camper B made his way off the bus and was helped into his wheelchair. Since this was a new experience, the researcher made a point to welcome Camper B to camp and aid him in finding one of his counselors. For the five days at camp, Camper B was a member of the Apache cabin along with Camper A, four other boys and three counselors.

Camper B was video taped during seven camp activities with an average filming/observation time of 23.35 minutes (see Table 2). During these activities, he began five of the seven filmed activities by watching the activity and/or needing reassurance from a counselor before becoming an active participant. Camper B became an active participant in six of seven activities mentioned above. His peer interactions generally involved his cabin mates and on a few occasions he interacted with other campers. Frequently campers were grouped in pairs, in which case Camper B would choose to be with a counselor. Camper B’s interactions fluctuated during activities. On two occasions he isolated himself from his peers during activities. At other times, he contributed to the activity. Camper B most frequently initiated conversations with adults, over twice as often as with his peers. Camper B’s conversation and play initiations
Table 2

Camper B’s Video-taped Activities While at Camp TLC

<table>
<thead>
<tr>
<th>Day at Camp</th>
<th>Activity</th>
<th>Period</th>
<th>Time Filmed</th>
<th>Type of Observation</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Wilderness</td>
<td>3</td>
<td>8.5 min.</td>
<td>participant</td>
<td>short staff</td>
</tr>
<tr>
<td></td>
<td>Challenge Course-Low</td>
<td>4</td>
<td>41 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Creative Arts</td>
<td>1</td>
<td>45.5 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Horses</td>
<td>2</td>
<td>17.5 min.</td>
<td>non-participant</td>
<td>individual ride</td>
</tr>
<tr>
<td></td>
<td>Fishing</td>
<td></td>
<td></td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sports &amp; Games</td>
<td>2</td>
<td>16 min.</td>
<td>non-participant</td>
<td>rain caused change from fishing</td>
</tr>
<tr>
<td>Thursday</td>
<td>Challenge Course (Highs)</td>
<td>2</td>
<td>18 min.</td>
<td>non-participant</td>
<td>individual climb</td>
</tr>
</tbody>
</table>

occurred more often at the end of the week, both with other campers and adults.

During the video-taped activities, Camper B exhibited little aggressive behavior. He playfully flicked the nose of one of his counselors. This appeared to cause a small amount pain to the counselor. Although the researcher observed minimal aggressive behavior, the counselor reported some difficulty between Camper B and his peers in the cabin due to campers making fun of his snoring. Camper B indicated in the final interview that he had trouble dealing with a specific peer who made fun of his weight. Camper B dealt with his anger about the situation by avoiding the peer when possible.
At the beginning of camp, Camper B frequently waited for a counselor to reassure him that the activity was safe or to encourage him to give it a try when the activity was new, but once involved he was generally enthusiastic. Camper B bonded well with a particular counselor who reassured him that things were OK, and encouraged him to participate and give it a try. During horseback riding and climbing the high elements on the challenge course this reassurance and encouragement was most apparent. By the end of the week Camper B's counselor described him as an active camper.

Camper B was somewhat quiet and hesitant at first, but opened up with his fun and outgoing personality to make friends with peers and adults. His counselor described him as “outgoing, but generally waited to fit in” or be included. Camper B demonstrated a mannerism of rolling his head back and forth during the majority of activities. When exhibiting this behavior, he briefly appeared tired, bored, thinking, or aloof to his surroundings.

At camp, Camper B expressed his needs and fears to counselors. He explained one of the things that made it fun for him was “they (the counselors) just do whatever that you need for you and so you don’t actually have to worry about anything.” Camper B’s counselor said his attitude toward activities at camp changed from good at the beginning of the week to good and enthusiastic by the end of camp. Camper B was willing to try new activities and face new challenges according to the non-participant and participant observations, counselor input, and personal interviews.
On the hike out into the wilderness, Camper B paired up with a counselor. Although quiet for most of the trip, he asked the counselor questions about a snake in a tree. While on the wilderness hike, Camper B liked to play with his water bottle, drinking some water and squirting some at the ground and at peers. He did not assist the counselor pushing him on the hike.

During the challenge course low elements, Camper B participated with laughter and playfulness. After completing his turn in a game, he left the group for a short time and watched his peers, yawning and rolling his head. The camp staff asked him to rejoin the game and to give helpful directions to his peers who were participating. He rejoined the game and participated with loud and excited speech.

Camper B was very playful during creative arts. He sat next to the counselor, with whom he bonded at the beginning of camp. He took time creating his book design. While he created, he talked, laughed, and was sociable with the female staff leading the activity. Camper B also initiated physical contact with his counselor, leaning on him, putting his arm on the counselor's arm, and pretending to arm wrestle. This lasted for the last half of the activity.

During horseback riding, when his counselor and staff helped him on to the horse, Camper B looked worried and uncomfortable. The counselor walked next to him as the horse was led around the ring. He slowly began to smile and relax after the horse had walked half way around the ring. Camper B gave "two
thumbs up" and a big smile. Also he was able to give the horse directions such as when to stop and when to go forward.

During fishing, Camper B baited his own hook and decided where he wanted to fish on the pier. He asked for assistance when his line became tangled with the line of a peer sitting next to him. He was able to cast his line and worked on improving his casting, with the help of staff. Camper B was quiet throughout the experience except when he caught his two fish and had his picture taken. At this time, he was very excited and wanted to show his fish to everyone.

When the scheduled fishing activity with his cabin was changed due to rain, Camper B was disappointed. The campers moved to the recreation building to play sports and games. Camper B began by actively shooting baskets with two counselors and another peer. The camp staff was leading a larger group playing basketball and asked Camper B and his group if they would like to join. Camper B chose to continue playing ball with the counselor who was helping him learn how to do a lay-up. Camper B, although laughing and smiling with the counselor as they played, became frustrated when others joined the game and raised the basket beyond his reach. At this time, he left the game and went to be by himself in the recreation building. Camper B watched others playing but did not join them when they asked. He did play with a sport ball by himself till the end of the activity period.

Camper B chose to try to climb up the wall on the challenge course.
During the climb up the wall, he struggled with his fears and his desire to complete the climb. On the climb up to the first platform, he struggled and worked hard to pull himself to the next handhold. Staff was by his side helping him make the climb. Camper B let out loud noises in his determination to make it to the top. Although he reached the first platform and attempted to reach the second, it became apparent that Camper B would not reach the top because of his size and the difficulty the staff had assisting him. Camper B said it was too high and he was afraid of falling. He became tearful and argumentative with the staff. The staff calmed him by telling him he could choose how high he wanted to go and that he could not fall because of the rope attached to his harness. His cabin mates cheered for him and offered words of encouragement. After several attempts to move upward, he chose to take a rest and go down the wall. He appeared disappointed, but all the staff, counselors, and campers applauded his efforts and his courage. Camper B’s response to this activity in the final interview was “it was weird”. His actions and behaviors during the above activities were evidenced by non-participant observations and counselor input.

During the dance, Camper B was full of energy. He danced with many female staff members and counselors. During one of the dance games, he chose to dance with the researcher and demonstrated all his dancing moves. For the duration of the evening he was smiling, dancing, and playing with peers and counselors.

While at camp, Camper B completed the RPFI with the aid of his
counselor and reported 36 hours of activities. This averaged 7.2 activities per
day with 6.7 hours of activities considered active and .5 hours non-active. He
rated the majority of the camp activities in which he participated as very fun on
the pleasure scale. Following camp, Camper B completed the SEI at home and
scored a 78 with a moderate defensiveness rating.

Three weeks following camp, Camper B went on vacation with his family
to Florida and completed the RPFI while on this trip with help from his mother.
He indicated he spent 54 hours participating in recreation activities during a five
day period. Camper B averaged 10.8 hours of participation per day with 6.6
hours spent in active participation and 4.2 hour in non-active activities. He rated
the majority of activities as very fun on the pleasure scale. After Camper B
returned from vacation, the researcher visited him a final time and he completed
the SEI with some assistance from his mother. He scored a 94 with a moderate
defensive rating. He was eager to talk about his vacation and to reminisce about
camp.

Case Three

Camper K is a thirteen year old Mexican American girl with dark brown
wavy hair, she had completed the seventh grade. Her family consists of her
mother, father and a male cousin three years old, who is like her brother.
Camper K's pets include two dogs and a cat. The camper's spina bifida opening
occurred approximately at the L3 vertebrae in the spine. Camper K uses braces
and crutches, as well as a wheelchair, for mobility. Camper K is not incontinent.
She does have hydrocephalus and a shunt for drainage. Camper K has attention deficit disorder. She requires no assistance in dressing or hygiene. Camper K did not list any recreation interests prior to camp.

Camper K was the first to volunteer for the project at the Spina Bifida Association of Dallas meeting. She spoke quietly upon first meeting. Upon beginning the project, Camper K was tentative about participating but said she would give it a try. During the week prior to camp, Camper K completed her RPFI independently. The parents shared no feedback on the RPFI. Although Camper K listed no recreation interest prior to camp, she reported 49.4 hours participating in recreation and leisure activities during the five day period before camp. This included an average of 9.88 hours of participation per day with an average of 7.49 hours in active activities and 2.38 hours in non-active activities. Camper K rated the majority of activities as fun. Following the week prior to camp, Camper K completed the SEI and scored a 46 with a moderate defensive rating. During the administration of the first SEI, Camper K asked her mother questions and her mother encouraged her to make her own decisions.

Upon arriving at camp in the bus, Camper K exited independently and found her wheelchair with the help of camp staff. Since this was a new experience, the researcher made a point to welcome Camper K to camp and to help her find one of her counselors. For the five day camp experience, Camper K was a member of the Fort Fisher cabin with four other girls, who were also thirteen, and three counselors.
During camp, Camper K was video taped during five activities with an average filming/observation time of 38.3 minutes (see Table 3). During four of the five filmed activities, Camper K participated by watching the activity. During three of five activities she also became an active participant by becoming involved with the scheduled activity. Camper K primarily interacted with her cabin mates, although she frequently (three out of five activities) interacted primarily with her counselors. Camper K's conversation initiations were equally divided between adults and peers, however the majority of adult initiations occurred during the beginning of the week and the peer initiations were near the end of the week.

Camper K exhibited verbal aggressive behavior during the week. At times she made rude comments to peers, often about their weight. She rolled her eyes at peers or counselors, and showed no tolerance for behaviors or personalities different from her own. Camper K had a difficult time being around her cabin mates who openly used catheters in the cabin. She would leave the cabin or remain in the bathroom to avoid these times. Camper K commented at the archery range that she did not want to shoot arrows unless she could shoot staff. While at the pool, she called a peer a racial name and commented on her weight. Her counselors said that this was typical of the interactions between Camper K and her cabin mates.

The participation of Camper K varied depending on the activity. According to her counselors, she participated in those she liked and did not
Table 3
Camper K's Video-taped Activities While at Camp TLC

<table>
<thead>
<tr>
<th>Day at Camp</th>
<th>Activity</th>
<th>Period</th>
<th>Time Filmed</th>
<th>Type of Observation</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Wilderness</td>
<td>1</td>
<td>36 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Challenge Course-Low</td>
<td>4</td>
<td>54 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Pottery</td>
<td>Project</td>
<td>36 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Archery</td>
<td>4</td>
<td>34.5 min.</td>
<td>non-participant</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Swimming</td>
<td>3</td>
<td>31 min.</td>
<td>non-participant</td>
<td>chose to be filmed</td>
</tr>
</tbody>
</table>

attempt activities she did not like. During wilderness, she was paired with a counselor for the trip. However, during the creative section, she worked quietly on her cat, made out of pebbles, and spoke only to counselors. Camper K joined the group for name games, at the beginning of the low challenge course elements. However, during a game with a rope, she dropped the rope and backed away from the group and watched for the remainder of the game. For the rest of the activity period, Camper K bit her nails, put her hands over her face, bit her thumb and made sarcastic comments to staff while watching her cabin mates. At times, Camper K laughed and smiled while cabin mates were participating in the low elements. Camp staff repeatedly asked her to join the games throughout the activity period. At the end of the activity period, staff
asked her to give directions for movement to her blindfolded cabin mate playing the game. She responded with helpful directions for her cabin mate, smiling and watching intensely.

Camper K's project was pottery. She worked with the clay, and it was during this activity that she was most talkative and interactive with specific peers. Camper K spoke primarily to a male peer who was the boy of interest for one of her cabin mates, taking on the role of transmitter between the two teens.

Camper K chose not to shoot arrows while her cabin mates were at the archery range. She did watch her peers, at times. She spoke with the counselors who were not assisting other campers during most of the activity period. Camper K explained to her counselor that the videotaping of the activity made her feel uncomfortable. The counselor relayed this to the researcher. The researcher talked with Camper K to see if she still wanted to continue in the study and she said she did. In an attempt to make her feel more comfortable, the researcher asked if she would like to choose the activity being filmed. She said, yes. The researcher gave her time to choose the activity and asked Camper K to report to her in the morning at breakfast.

During the evening, Camper K came to the researcher's cabin and said that she would like to be filmed during swimming. The researcher introduced her to the campers her in cabin. Camper K enjoyed the laughter and playing which was occurring in the cabin. As it became close to time for lights out, the researcher informed her that she needed to return to her own cabin. Camper K
responded by saying "your cabin is fun and the girls in my cabin stink".

During swimming, Camper K isolated herself in the pool, away from peers and staff, for a small time and played with pool toys. She had a one to one conversation with staff. She talked to herself and the toys she was playing with while in the pool. At times, she would talk to the researcher. Near the end of the activity she began to play with a cabin mate. They splashed each other and called each other names.

On several occasions, counselors of Camper K noted that her level of interest in boys greatly differed from the rest of her cabin mates. The researcher also noted this during her participant and non-participant observations. When her cabin mates began to talk about boys, the male counselors or the male staff, Camper K generally removed herself from the group. This difference in interest seemed to allow for limited bonding between Camper K and her cabin mates, according to her counselors.

One of Camper K's counselors offered to style and curl her hair for the dance. While at the dance, she tentatively stayed away from the dance floor until a male staff member asked her to dance. For the remainder of the dance, she danced and sang with the music with a variety of male counselors and staff. After the dance, in her cabin, she was involved for the first time in the discussions about boys.

Camper K was independent in activities of daily living as she took care of her own needs. She did not ask others to lend things or to help her in obtaining
objects. She shared things about herself with counselors but not with cabin mates.

At the insistence of her counselor, Camper K completed the RPFI on the last day of camp. She reported 18.8 hours of participation in activities during the five days. This averaged 3.76 hours of participation per day with 3.76 hours in active activities and none for non-active activities. She rated all of her activities as fun on the pleasure scale. Following camp, Camper K completed the SEI at home and scored a 58 with a minimal defensive rating. Upon returning the SEI to the researcher, Camper K enclosed a letter describing her experience at camp. The letter read “I’m glad you asked me to be in your project. I really liked it. Are you gonna be around next year? (at camp) I am. Yeah! I really loved camp.”

Three weeks following the camp experience, Camper K completed the RPFI independently. She reported 48.75 hours of recreation and leisure participation during a five day period. This averaged 9.75 hours of participation per day with an average 7.25 hours spent in active activities and 2.5 hours spent in non-active activities. She rated the majority of activities as fun on the pleasure scale. At the end of the week, Camper K completed the final SEI and scored a 42 with a moderate defensive rating. At this visit, Camper K was apprehensive about coming out of her room. She became upset when her mother tried to help her with the SEI. She asked the researcher if she could lie on the inventory. Camper K then completed the inventory quietly.
Case Four

Camper M is a Hispanic boy with dark brown hair and a friendly smile who had completed the fifth grade and was twelve years of age. His family consists of his mother, father, sister, and brother. Both his sister and brother are fifteen years older than Camper M and do not live at home. Camper M’s pets include three dogs and one cat. The camper’s spina bifida opening occurred at the L5-S1 vertebrae on his spine. Camper M is independent in mobility. The camper uses a catheter to control his incontinence. Camper M has hydrocephalus and a shunt for drainage. He occasionally needs assistance reading. Camper M requires no assistance with dressing, but needs help to remember when to catheterize. His recreation interests noted prior to camp included throwing the football, volleyball, baseball, drawing, music, and some basketball.

Upon first meeting at the Spina Bifida Association of Dallas meeting, Camper M was quiet and hesitant to talk. He did finally approach the researcher and ask for information about the project. Camper M said his sister would be interested in talking to the researcher about the project too. Before signing the consent forms, Camper M’s mother wanted to make sure the researcher would not require her son to do anything he did not want to do. The researcher assured his mother that camp philosophy allows choice for the campers. After speaking with his mother and sister, Camper M was excited to be a part of the project. During the week prior to camp, Camper M completed the RPFI independently and reported 28.12 hours of participation in recreation and leisure.
activities. This averaged 5.62 hours of participation per day with 1.51 hours in active activities and 4.91 hours in non-active activities. Camper M rated the majority of his activities as OK on the fun scale. Following the week, Camper M completed the SEI and scored a 42 with moderate defensive rating.

Upon arriving at camp on the bus, Camper M independently exited the bus and began to look for his belongings. Since this was a new experience, the researcher made a point to greet him and assist him in locating one of his counselors. For the five day camp experience, Camper M was a member of the Ranger cabin with six other boys and three counselors. Upon receiving the packet with the RPFI in it for camp, Camper M said “Oh no, not this one again (talking about the RPFI). I like the questions better. It makes me feel good about myself.”

During camp, Camper M was video taped during five activities with an average filming/observation time of 21.55 minutes (see Table 4). During the video taped activities, Camper M’s level of participation varied. During four out of the five activities, Camper M participated passively or just watched. One of the activities required campers to watch while waiting for their turn to participate. In four of five filmed activities, Camper M eventually became an active participant. Camper M’s interactions were primarily with the other members of his cabin. He interacted most frequently with a specific counselor in four of the five activities. Camper M initiated many conversations with counselors or staff and by the end of camp he was initiating more conversations with peers from his
Table 4
Camper M's Video-taped Activities While at Camp TLC

<table>
<thead>
<tr>
<th>Day at Camp</th>
<th>Activity</th>
<th>Period</th>
<th>Time Filmed</th>
<th>Type of Observation</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Horses</td>
<td>2</td>
<td>32 min.</td>
<td>non-participant</td>
<td>individual ride</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Canoeing</td>
<td>3</td>
<td>26 min.</td>
<td>non-participant</td>
<td>time he chose to be in canoe</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Archery</td>
<td>3</td>
<td>23 min.</td>
<td>non-participant</td>
<td>time allotted for his group</td>
</tr>
<tr>
<td>Thursday</td>
<td>Challenge Course-Highs</td>
<td>1</td>
<td>18.5 min.</td>
<td>non-participant</td>
<td>assisted with other campers</td>
</tr>
<tr>
<td></td>
<td>Pottery Project</td>
<td></td>
<td>8.25 min.</td>
<td>non-participant</td>
<td>researcher late due to previous activity</td>
</tr>
</tbody>
</table>

cabin. Near the end of the week, he also initiated several play activities with peers when he was not participating in scheduled activities.

The researcher observed few physically aggressive behaviors. While at the challenge course, Camper M and two other campers who chose not to climb began boxing with each other with a knee pad over one hand to see who could hit the hardest. Although the behavior appeared to be in fun, the facial expressions of the participants indicated that it hurt. Counselors intervened before this became harmful.

According to Camper M's counselor, his level of participation in activities varied. During the beginning of the week, Camper M was isolative and quiet. He
stated in the first interview that camp was his first time ever to be in a group situation. Camper M said he thought we would have "our own cabins instead of just being with a group." He seemed to make an instant bond with a specific counselor and would stay in close proximity to him. His counselor described him as "cautious but curious" about new activities. The counselor also stated that Camper M was "unsure of doing anything for the first time", but "once he did it, he wanted to do it again."

During horseback riding, Camper M picked the horse he wanted to ride. Before getting on the horse, he asked the camp staff many questions about horses. As he was mounting, he appeared fearful and hesitant. The counselor with whom he felt most comfortable was with him next to the horse and assured him it would be safe to participate. Appearing more calm, Camper M smiled, laughed, and held on tightly while the horse was led around the ring.

As the week progressed, Camper M developed special relationships with peers in his cabin. During canoeing he chose to be with a preferred peer and the counselor. At first, Camper M said he would rather go fishing than canoeing, but the counselor he was close to encouraged him to try canoeing and Camper M agreed. The trio entered the canoe with Camper M in the middle. He paddled infrequently with only one hand on the paddle. They talked and laughed while on the lake, but returned to shore half way through the activity because Camper M's foot fell asleep. The trio sat on shore and talked for the remainder of the activity.

During the day of the campout, Camper M said he was going to camp out
with his cabin mates. Yet on the evening of the campout, he changed his mind and chose to stay indoors. He spent the evening with other campers who made the same choice. The morning following the campout the researcher asked Camper M what his group did. He said they played card games and poker.

Camper M participated eagerly during archery. He stood next to his favorite peer and they shot at the target together. During the break between shooting, Camper M removed himself behind the shooting area. He sat quietly waiting his turn with peers sitting around him. During the next round, Camper M worked hard to make the arrow stay on the bow and smiled when he hit the target. During the second break, he talked more with peers in his cabin.

At the challenge course, Camper M chose to put on a harness and watch other members of his cabin climb the wall. He talked and played with two cabin mates throughout the activity. His favorite counselor encouraged him to try the wall assuring him that it was safe. Other campers also encouraged him to try. Camper M made his own choice to stay on the ground. It was during this time that Camper M and the other two campers pretended to box, hitting each other and rough housing. He talked, smiled and laughed during this play time with peers.

During pottery, he sat quietly at a table amongst a group of peers and worked on his clay project. Camper M also carefully listened to the conversations at the table. This was a short period of observation because the researcher was detained in a previous activity of longer duration than
anticipated. The researcher asked Camper M which objects he made and he showed them to her. When he showed her the objects he had made for his parents, he appeared visibly upset because one had broken in the kiln. He became cheerful when the camp staff told him he could glue the project together. Camper M remained quiet throughout the activity.

On the last evening of camp, Camper M attended the dance. For the first half of the dance, he sat and talked to a few peers from his cabin and the counselor who was close to him. Later in the evening when a female camp staff member asked Camper M to dance, he accepted and danced several times. While dancing he smiled and talked. He returned to the edge of the dance floor until another person asked him to dance. He only danced with female staff or counselors.

Camper M did not complete the RPFI during camp. He said he forgot to fill it out, despite reminders from counselors and the researcher. Following the camp experience, he did complete the SEI and scored a 30 with a moderate defensive rating. Three weeks following the camp experience, Camper M went on vacation to visit his brother in another state. He completed the final RPFI and SEI while on vacation and returned them to the researcher by mail. On his final RPFI, Camper M reported 30.8 hours of participation in recreation and leisure activities. This averaged 6.16 hours of participation per day with an average of 1.81 hours of active activities and 4.35 hours on non-active activities. Camper M rated his activities as OK on the fun scale. At the end of the week, Camper M
completed the SEI and scored a 36 with a moderate defensive rating.

Summary of the Findings

Table 5 is a summary of the campers' results from the Coopersmith Self Esteem Inventory (SEI) and the Recreation Participation and Fun Inventory (RPFI). At different times, the four campers varied in their recreation interests and the amount of time spent participating in recreation and leisure activities. Their scores on the SEI also varied over time. They ranged from 30 to 94 over the three time intervals with a mean score of 60.33.

Participation in recreation activities was self reported by the campers in the RPFI. Three of the camper's hours of participation reported during camp decreased from the hours of participation reported prior to camp (Camper A - pre=56.75, at camp=36.5; Camper B - pre=50.75, at camp=36; Camper K - pre=49.4, at camp=18.8). The fourth camper did not complete the RPFI while at camp. Two of the campers, Campers A and B, showed an increase in the number of average hours spent in active activities while at camp (Camper A - pre=5.6, at camp=6.6; Camper B - pre=4.85, at camp=6.7). All three campers which completed the RPFI during camp showed a decrease in the number of average hours spent in non-active activities while at camp (Camper A - pre=5.75, at camp=.7; Camper B - pre=5.3, at camp=.5; Camper K - pre=2.38, at camp=0). At the three week follow up, all four campers completed the RPFI. Two campers, Campers B and M, showed an increase in the number of hours of participation during a five day period from the amount prior to camp (Camper B -
Table 5
Camper Results from Recreation Participation and Fun Inventory (RPFI) and Self Esteem Inventory (SEI) at Three Time Intervals

<table>
<thead>
<tr>
<th>Camper</th>
<th>Pre-Camp - One Week Before</th>
<th>Camp</th>
<th>Follow Up - Three Weeks After Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RPFI</td>
<td>SEI</td>
<td>RPFI</td>
</tr>
<tr>
<td>Camper A</td>
<td>Hours /5 day-56.75</td>
<td>Very</td>
<td>Hours/5 day-36.5</td>
</tr>
<tr>
<td></td>
<td>Avg. Hr./day-11.35</td>
<td>Fun</td>
<td>Avg. Hr./day-7.3</td>
</tr>
<tr>
<td></td>
<td>Avg. Active-5.6</td>
<td></td>
<td>Avg. Active-6.6</td>
</tr>
<tr>
<td></td>
<td>Avg. Non-Active-5.75</td>
<td>84</td>
<td>Avg. Non-Active-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I=3</td>
<td>Fun</td>
</tr>
<tr>
<td>Camper B</td>
<td>Hours /5 day-50.75</td>
<td>Fun</td>
<td>Hours /5 day-36.5</td>
</tr>
<tr>
<td></td>
<td>Avg. Hr./day-10.15</td>
<td>Wt. 3.15</td>
<td>Avg. Hr./day-7.2</td>
</tr>
<tr>
<td></td>
<td>Avg. Active-4.85</td>
<td></td>
<td>Avg. Active-6.7</td>
</tr>
<tr>
<td></td>
<td>Avg. Non-Active-5.3</td>
<td>76</td>
<td>Avg. Non-Active-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I=2</td>
<td>Fun</td>
</tr>
<tr>
<td>Camper K</td>
<td>Hours /5 day-49.4</td>
<td>Fun</td>
<td>Hours /5 day-18.8</td>
</tr>
<tr>
<td></td>
<td>Avg. Hr./day-9.88</td>
<td>Wt. 3.16</td>
<td>Avg. Hr./day-3.76</td>
</tr>
<tr>
<td></td>
<td>Avg. Active-7.49</td>
<td></td>
<td>Avg. Active-3.76</td>
</tr>
<tr>
<td></td>
<td>Avg. Non-Active-2.38</td>
<td>46</td>
<td>Avg. Non-Active-0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I=4</td>
<td>Fun</td>
</tr>
<tr>
<td>Camper M</td>
<td>Hours /5 day-28.12</td>
<td>OK</td>
<td>Not Available</td>
</tr>
<tr>
<td></td>
<td>Avg. Hr./day-5.62</td>
<td>Wt. 2.06</td>
<td>Avg. Hr./day-6.16</td>
</tr>
<tr>
<td></td>
<td>Avg. Active-1.51</td>
<td></td>
<td>Avg. Active-1.81</td>
</tr>
<tr>
<td></td>
<td>Avg. Non-Active-4.91</td>
<td>42</td>
<td>Fun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I=5</td>
<td>Pleasure</td>
</tr>
</tbody>
</table>

Key:
- RPFI
  - Hours /5 day = Number of hours of participation reported by the camper in a five day period.
  - Avg. Hr./day = Average number of hours of participation in one day.
  - Avg. Active = Average number of hours of participation in active activities.
  - Avg. Non-Active = Average number of hours of participation in non-active activities.
  - Fun /Pleasure
    - Wt. = The average weight given the fun responses by the camper. Very Fun = 4 Fun = 3 OK = 2 Not Fun = 1
pre=50.75, three week follow up=54; Camper M - pre=28.12, three week follow up=30.8). The other two campers showed a decrease in the number of hours of participation (Camper A - pre=56.75, three week follow up=30.6; Camper K - pre=49.4, three week follow up=48.75). Two campers, Camper B and M, showed an increase in the average number of hours spent in active activities from the amount prior to camp (Camper B - pre=4.85, three week follow up=6.6; Camper M - pre=1.51, three week follow up=1.81). Campers A and K, both showed a decrease in the amount of active activities (Camper A - pre=5.6, three week follow up=1.12; Camper K - pre=7.49, three week follow up=7.25).

Campers A and B showed a decrease in the average amount of hours spent in non-active activities (Camper A - pre=5.75, three week follow up=5.0; Camper B - pre=5.3, three week follow up=4.2), while Campers K and M showed an increase (Camper K - pre=2.38, three week follow up=2.5, Camper M - pre=4.91, three week follow up=4.35).

Of the three campers who completed the RPFI during camp, one camper indicated an increase in the amount of fun, (Camper B - pre=fun wt. 3.15, at camp=very fun wt. 3.27) while two campers indicated a decrease in the amount of fun they had during their activities compared to the amount of fun prior to camp (Camper A - pre=very fun wt. 3.91, at camp=fun wt. 2.95; Camper K - pre=fun wt. 3.16, at camp=fun wt. 3.0). At the three week follow up, two of the four campers (Campers A and K) showed a decrease in the amount of fun compared to the rating prior to camp (Camper A - pre=very fun wt. 3.91, three
week follow up=OK wt. 2.33; Camper K - pre=fun wt. 3.16, three week follow up=fun wt. 3.04). In the three week follow up, Campers B and M indicated an increase in the amount of fun during activities compared to the amount of fun prior to camp (Camper B - pre=fun wt. 3.15, three week follow up=very fun wt. 3.48; Camper M - pre=OK wt. 2.06, three week follow up=OK wt. 2.14).

All four campers completed the SEI at all three time intervals. See Table 6 for a graph of the results of the SEI scores for each camper. Campers B and K showed increases in self esteem scores just after camp compared to scores prior to camp (Camper B - pre=76, post=78; Camper K - pre=46, post=58). Both Campers A and M showed decreases in self esteem scores just after camp compared to scores prior to camp (Camper A - pre=84, post=80; Camper M - pre=42, post=30). Camper B's score increased again at the follow up three weeks after camp compared to his score prior to camp (Camper B - pre=76, three week follow up=94). Three of the campers showed a decrease in self esteem scores at the follow up three weeks after camp compared to scores prior to camp (Camper A - pre=84, three week follow up=58; Camper K - pre=46, three week follow up=42; Camper M - pre=42, three week follow up=36).

Also while at camp, campers were observed for behaviors in four areas related to self esteem: type of participation, peer interactions, initiations, and aggressive behavior. Type of participation amongst the four campers varied. Three of the four campers (Camper A, Camper B, and Camper M) participated actively in the majority of their activities at camp. They each participated
passively in at least one activity. Both Campers A and B spent some portion of the activity watching, generally at the beginning. Camper K's participation in the five activities filmed was equally active and passive. She also spent time just watching the activity in four of the five activities observed.

For all four campers, peer interaction was primarily in small groups within their respective cabins. Camper A and Camper B were paired with peers or counselors in four of seven activities filmed. Camper K and Camper M were in pairs less often in their respective activities. Each of the four campers interacted in larger groups of more than one cabin at least once during observed activities. Campers A and B were equal contributors in two of seven activities. Camper M was an equal contributor in one of five activities he was filmed. Each of the four campers interacted frequently with their respective counselors in a majority of activities.

Two of the four campers (Camper A and Camper B) initiated
conversations with adults more often than with peers during the filmed activities. Camper K initiated an equal number of conversations with both peers and adults during the filmed activities. Camper M initiated conversations with peers slightly more often than with adults during the filmed activities. Two campers (Camper A and Camper K) initiated play or social interaction one time during the filmed activities. Campers B and M both initiated play or social interaction in the majority of filmed activities (Camper B - five of seven filmed activities; Camper M - three of five filmed activities).

While being filmed, three of the four campers exhibited aggressive behaviors. Camper A exhibited no aggressive behavior during filmed activities. Camper B exhibited minimal aggressive behavior by flicking the nose of a counselor and yelling at the staff while climbing the wall. Camper K exhibited verbal aggressive behavior by making sarcastic comments to peers and staff and by calling a peer names. Camper M exhibited minimal aggressive behavior while pretending to box with two peers to see who could hit the hardest.

In this chapter the researcher presented findings from the study of first time campers with spina bifida before, during, and after their experience at camp. Case studies of each of the four campers were presented through data collected from the RPFI, SEI, counselor questionnaire, camper interviews, participant and non-participant observations. The results from the RPFI and SEI were presented in the graph form reflecting the three measurement areas of recreation participation, fun/pleasure and self-esteem.
CHAPTER 5

SUMMARY, RESEARCH QUESTIONS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the psychosocial effects of a therapeutic camping experience on first time campers with spina bifida. Three specific variables were examined in this study: recreation participation, pleasure/fun, and self esteem. The researcher measured three variables before, during, and after the camp experience. A qualitative case study method was used to examine campers' behaviors, participation, and interaction with others throughout the length of the research project.

The investigator selected from a list of nine first time campers a sample of four with spina bifida ranging in age from nine to thirteen. The Spina Bifida Association of Dallas located the four campers who volunteered to participate in the project. The case study on each of the four campers is based on both quantitative and qualitative measures. Both types of measures were used to add fullness to the case studies.

The qualitative case study method included using the Coopersmith Self Esteem Inventory (SEI) (1967), the Recreation Participation and Fun Inventory
(RPFI), non-participant and participant observations, a counselor questionnaire, and two interviews with each camper. The data collected from these methods were triangulated to form a rich description of the camp experience for each individual. The data were analyzed through qualitative methods of counting, noting patterns and themes, and clustering.

Research Questions

Research question one - Did the camp experience have a positive effect on the self esteem of campers with spina bifida immediately following camp? Following camp, according to their SEI scores, two of the campers showed an increase in self esteem (see Table 6). One camper had a minimal increase while the other camper had a moderate increase. Two campers showed a decrease in self esteem according to their SEI scores. One camper had a minimal decrease while the other had a moderate decrease. Variables such as being away from parents, accomplishing new things, returning from a vacation, and being with new people may have attributed to the results, both the increases and decreases, as well as the camp experience.

Research question two - Did the camp experience have a positive effect on the self esteem of campers with spina bifida 3 weeks after camp? Upon comparing the scores at the follow up with those prior to camp, the researcher found that one camper showed an increase in self esteem (See Table 6). Three of the campers showed a decrease in self esteem. When comparing the follow up with the post camp measurement, two of the campers showed an increase in
self esteem. Intervening variables among campers not controlled for by the researcher may also have had an effect on the campers scores, such as vacations before or after camp.

Research question three - Did the amount of recreation participation and pleasure/fun increase during camp from the pre-camp measurements? All three campers who completed the RPFI during camp showed a decrease in the number of hours in recreation participation as compared to pre-camp measurements. However, two campers showed an increase in the average amount of hours spent per day in active activities. Campers completing the RPFI tended to report participation in scheduled daily activities but on occasion neglected to report participating in evening activities. All three showed a decrease in the average hours spent in non-active activities. When comparing the amount of fun in camp activities to the amount of fun in activities prior to camp, one camper indicated an increase, while two campers indicated a decrease.

Research question four - Did the amount of recreation participation and pleasure/fun increase after camp from the pre-camp measurements? At the three week follow up, all four campers completed the RPFI. Upon comparing hours of recreation participation at the follow up with hours of recreation prior to camp, the hours of two campers increased while two campers decreased. A comparison of pre-camp measurements with those of the follow up revealed an increase in average time spent in active activities for two campers and a
decrease for two. Again the intervening variable of going on vacation and spending time with a parent or family member out of the home may effect results.

Research question five - Were relationships between level of self esteem and participation in recreation activities discovered over time? From the data presented, two relationships existed between the level of self esteem in campers and their reported hours of participation. Campers A and B show a positive relationship between self esteem and participation (see Tables 7 & 8). The tables show that as SEI scores increased or decreased, so did the amount of recreation participation reported by campers. Camper M appears to also have a positive relationship between self esteem and recreation participation (see Table 9). However it is difficult to be certain because he did not complete the RPFI while at camp. For Camper K, the relationship between self esteem scores and recreation participation over a period of time has an inverted relationship (see Table 10). The camper’s SEI scores increased as her reported hours of recreation decreased.

Research question six - Were the types of interactions with peers and campers' initiative indicators for the amount of fun/pleasure had at camp? From the data collected it did not appear that interactions with peers and initiations by campers were indicators for the amount of fun reported by campers. The campers all reported having fun while at camp in both of their interviews at camp. The three campers who completed the RPFI while at camp also reported
having a fun and very fun experience at camp. However, the types of interactions and initiations made by the campers varied in amount and with whom the initiations were made.

Research question seven - Did camper aggression effect how an individual participates? Camper aggression did not seem to effect how the individual campers participated in activities. The verbally aggressive behavior of one camper seemed to effect how the girls in her cabin interacted with her. One of the campers in the project attempted to avoid a verbally aggressive repeat camper when possible. In another camper's case, the physically aggressive behavior of hitting was an opportunity to be included in the action with his peers.

Research question eight - What factors contributed to a positive experience at camp, according to campers? In their interviews, all four campers responded that they had fun at camp. One camper said everything at camp made it fun. Another camper said the things you get to do at camp made it fun. The third camper said the people who work there (staff and counselors) make it fun because “they go to the end of the world just to help us do everything.” The fourth camper said it was fun because no parents are there and campers get to make choices.

Research question nine - Were there interrelationships among camper participation, initiations, aggression and peer interaction? No direct relationships between the four components were immediately discovered in the data. However, over the course of the camp experience campers generally moved
from a high number of interactions and initiations with counselors to more
interactions and initiations with peers. Camper participation reached its peak
during the final evening activity, the dance. Due to the nature of the activity,
which is all inclusive, all the campers, counselors, and staff come together to
celebrate the camp experience. As first time campers, they appeared to grow
more comfortable with their surroundings, peers, and new activities over time, as
evidenced by their increased amounts of participation and interaction with peers
and especially counselors during camp.

Conclusions

The four camper case studies demonstrate that each camper experienced
his/her own unique first time experience at camp. However, several trends were
indicated by the data. The first time campers interacted primarily with
counselors at the onset of the camp experience and increased their interactions
and initiations with peers as camp progressed. Half of the first time campers
needed encouragement and reassurance from a counselor that the activities
presented at camp were safe and posed no harm to them personally, and also to
promote their ability to succeed. First time campers’ participation in active
activities tended to increase during camp, while participation in non-active
activities decreased.

The researcher found several similarities in this study to the findings
presented in the literature. However, due to the small size of the subject group
it is impossible to generalize. In this data, the four campers describe their camp
experience as fun, both in interviews and in the RPFI. The campers also experienced new activities and lived in a group setting. For one camper, it was a first group experience. He learned to live with a group of boys and three counselors during a five day camp experience. This emulates Stone's (1986) findings that camp is a fun, active, positive living/learning experience which can bring about observable changes in group living skills and behaviors.

Krieger's (1970) research found a significant difference, both positive and negative, between the experimental group and the control group regarding self esteem during a four week camp experience. This researcher also found positive and negative changes in self esteem, although after a five day camping experience.

Contrary to Lipets' (1983) research which also used a pre-test, post-test, and follow up measurement of self esteem, a significant positive change did not occur in these four campers. In Lipets' research a positive change occurred in SE from the beginning to the end of camp and at the follow up measurement. In this study, two campers had increased in SE at the post camp measurement, one moderately and the other minimally (see Table 6). At the follow up measurement, two campers increased their SE scores, one greatly and the other minimally (see Table 6).

Similar to Ogden's (1981) research with children with increasing opportunities to interact with peers, campers came to prefer the company of particular peers. In the study, Camper M experienced his first opportunity for a
group experience while at camp. Although at times he said he would like to be alone more, he did prefer to interact with a particular peer and counselor for the duration of camp. Two other campers were also noted to prefer the company of specific counselors.

This study also reflects Jewett's (1992) belief that aggression can be a deterrent to friendships and social interaction, as evidenced by the data for two of the campers. One camper's aggressive verbal behavior toward peers and adults deterred bonding between her and her cabin mates. A repeat camper's verbal aggressive behavior towards a camper in the project caused him to isolate from the repeat camper.

It was also concluded that observed differences in behavior and participation while at camp may be related to developmental differences among the campers, as well as gender, as there was one thirteen year old girl and three pre-adolescent boys. The girl demonstrated many typical adolescent behaviors, such as curiosity about the opposite sex, modeling the behaviors of peers, and finding comfort with younger peers. The oldest boy also demonstrated behavior typical in the transition from pre-adolescence to adolescence.

Culture may also play a role in the differences in behavior among the four campers. Organized camping may be foreign to cultures and families who are not familiar with camping. It also may interfere with traditions and family values. This was evident with one camper in the study whose mother was unsure what would occur while at camp and what her son would be doing. Education about
what occurs at camp discussed with the mother by the researcher seemed to ease her fears.

From the results of the data, the possibility for behavior change to occur in the first time camper during a camp experience is high. As demonstrated in the data, the four campers in the research moved from staying close to counselors and interacting primarily with them to interacting more independently with peers by the end of the five day experience. The amount of change was small yet significant for the camper. This change of growing independent with peers over a period of time may be especially important for children with disabilities.

Methodology Concerns

Since the process of research does not occur in a vacuum, it is difficult to determine all the different events which effect the outcome. In this study, several problems with the methodology were found. First, one of the campers did not complete the RPFI while at camp, therefore vital information in the data was not available. Second, campers going on vacation prior to camp and/or three weeks following camp during the final phase of the study created intervening variables not controlled for by the researcher. Finally, the small population, with a variety of responses, in the data made it difficult for generalizations.

Recommendations

This research study described the effects of a first time camping
experience on four campers with spina bifida who participated in Camp TLC.
This study examined three specific areas related to the camp experience:
recreation participation, fun/pleasure, and self esteem. In this section, recommendations are divided into three areas: recommendations for future research, recommendations for camp related to self esteem, and recommendations for parents of first time campers.

Recommendations for future research include:
1. Replicating the study with a larger group so more generalizations could be made. Replicating the research with a more homogeneous group of subjects; including gender, age, ethnic background, and functional level.
2. Making better utilization of parental input through a formal interview process with parents, before, during, and after their child’s first time experience at camp. Gathering parental input in regards to their perceived changes in their child.
3. Better controlling for campers going on vacation during the study or including this as a factor in the study.
4. Including research from children with other disabilities or illnesses to provide a basis for comparison and contrast in regards to the effects of a therapeutic camping experience for first time campers.
5. Conducting a longitudinal study to follow campers as they become repeat campers to determine the effects camping has on individuals with spina bifida over a longer period including multiple camping experiences.

Important for future study in camping and for professionals is the possible
relationships between amounts of recreation participation and levels of self esteem as presented in Tables 7 through 10. Due to the small population, it cannot be generalized that the positive relationship is more accurate or that the inverted relationship is more indicative of what occurs. Continued research on this finding would benefit camps, campers, parents and professionals working with children with disabilities.

Recommendations for the Camp Related to Self Esteem

In this study, the scores of campers on the SEI shown in Table 6 did not demonstrate a consistent pattern among the four campers. The camp experience and intervening variables may have the potential to create a “let down” period for campers following the camp experience when measurements are taken approximately three weeks after camp. This point is evidenced by three of the four campers showing a decrease in their SEI scores at the three week follow up as compared to their scores prior to camp. However, both of the campers who went on vacation at the three week follow up period indicated an increase in their SEI scores as compared to their score immediately after camp. It would be beneficial in future research to include a fourth measurement period to determine if self esteem scores recover after the potential “let down” period.

Counselors play an important role for the first time camper. It is important to inform counselors when there are first time campers in their cabin so they can prepare for the special needs of the first time camper. First time campers, as presented in the data, generally interact first with their counselors to find safety
and security away from home. As a part of counselor orientation, counselors should learn to encourage first time campers to interact with their peers as they have a tendency to cling to counselors. Counselors should be aware that as the camp experience progresses the first time camper will begin to interact more with peers.

Recommendations for Parents of First Time Campers

For parents of first time campers, awareness of the activities and experiences a first time camper might encounter at camp is important. As shown in this study, self esteem may vary after the camp experience occurs. Also changes in recreation participation may occur as evidenced by the changing amounts of active and non active activities reported by campers in their RPFI. The first time campers reported increases in active activities while at camp which were different from their activities at home. Vacations also appear to effect self esteem following the camp experience as evidenced by the increasing SEI scores of two campers. Parents may want to ask counselors or staff about the progress or accomplishments made by the camper during the experience to be prepared for possible changes at home.

As a follow up to the study, the researcher attended the Fall Camp TLC weekend during the month of September, 1994 as a participant strictly to have fun with the campers. The researcher was pleased to see two of the four campers in this study in attendance at the Fall Camp TLC weekend.
APPENDIX A

COOPERSMITH SELF ESTEEM INVENTORY
Sample Items for the Coopersmith Self Esteem Inventory - School Form

You will find here a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If the statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers.

<table>
<thead>
<tr>
<th>General Self</th>
<th>Like Me</th>
<th>Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>1. Things usually don't bother me.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Self-Peers</th>
<th>Like Me</th>
<th>Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>2. Kids usually follow my ideas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home-Parents</th>
<th>Like Me</th>
<th>Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>3. I usually feel as if my parents are pushing me.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Academic</th>
<th>Like Me</th>
<th>Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>4. I like to be called on in class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the *Coopersmith Self Esteem Inventory* - School Form by Stanley Coopersmith, Ph.D. Copyright 1967 by W. H. Freeman & Co. All rights reserved.

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Recreation Participation and Fun Inventory

Instructions:

1. Please indicate how many hours per day you participated in any of the listed activities.

2. Please add activities you participate in, if they are not already listed.

3. Please show how much fun you had doing the activities using the symbols below.

   - 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊😊 😊
   - Really Fun
   - Fun
   - OK
   - Not Fun

4. Please find today's date and begin with that page and continue for one week.

5. Please feel free to write any comments or share any feelings about your experiences.

   **Example:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>2HRS</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>Listen to Radio</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>30MIN</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>Video Games</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>1HR</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>Computer Games</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>1HR</td>
<td>😕</td>
<td>😕</td>
</tr>
</tbody>
</table>
## Recreation Participation and Fun Inventory

**Comments:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monday Hours/Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>Listen to radio</td>
<td></td>
</tr>
<tr>
<td>Video games</td>
<td></td>
</tr>
<tr>
<td>Computer games</td>
<td></td>
</tr>
<tr>
<td>Board games</td>
<td></td>
</tr>
<tr>
<td>Made-up games</td>
<td></td>
</tr>
<tr>
<td>Card games</td>
<td></td>
</tr>
<tr>
<td>Play with friends</td>
<td></td>
</tr>
<tr>
<td>Parties</td>
<td></td>
</tr>
<tr>
<td>Play with toys</td>
<td></td>
</tr>
<tr>
<td>Reading for fun</td>
<td></td>
</tr>
<tr>
<td>Crafts/Arts/Models</td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
</tr>
<tr>
<td>Play with pets</td>
<td></td>
</tr>
<tr>
<td>Go to or rent movies</td>
<td></td>
</tr>
<tr>
<td>Play sports:</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>Baseball/Softball</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Canoeing</td>
<td></td>
</tr>
<tr>
<td>Challenge course</td>
<td></td>
</tr>
<tr>
<td>Horseback riding</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
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<tr>
<td>Fishing</td>
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<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>TUESDAY HOURS/PDN</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>LISTEN TO RADIO</td>
<td></td>
</tr>
<tr>
<td>VIDEO GAMES</td>
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</tr>
<tr>
<td>COMPUTER GAMES</td>
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<tr>
<td>BOARD GAMES</td>
<td></td>
</tr>
<tr>
<td>MADE-UP GAMES</td>
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</tr>
<tr>
<td>CARD GAMES</td>
<td></td>
</tr>
<tr>
<td>PLAY WITH FRIENDS</td>
<td></td>
</tr>
<tr>
<td>PARTIES</td>
<td></td>
</tr>
<tr>
<td>PLAY WITH TOYS</td>
<td></td>
</tr>
<tr>
<td>READING FOR FUN</td>
<td></td>
</tr>
<tr>
<td>CRAFTS/ARTS/MODELS</td>
<td></td>
</tr>
<tr>
<td>SHOPPING</td>
<td></td>
</tr>
<tr>
<td>PLAY WITH PETS</td>
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</tr>
<tr>
<td>GO TO OR RENT MOVIES</td>
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</tr>
<tr>
<td>PLAY SPORTS</td>
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</tr>
<tr>
<td>BASKETBALL</td>
<td></td>
</tr>
<tr>
<td>BASEBALL/SOFTBALL</td>
<td></td>
</tr>
<tr>
<td>FOOTBALL</td>
<td></td>
</tr>
<tr>
<td>CANOEING</td>
<td></td>
</tr>
<tr>
<td>CHALLENGE COURSE</td>
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<td>HORSEBACK RIDING</td>
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### Recreation Participation and Fun Inventory

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Comments:
May 3, 1996

Joanna Burns
Therapeutic Recreation Dept.
University of North Texas
Denton, Texas

Dear Jo,

As camp director of Camp TLC, a camp for children with spina bifida, I am pleased that you have chosen our group as the focus of your research on the benefits of camping for first time campers with spina bifida. We look forward to having you with us from June 11th through June 17th.

I will assist you in contacting the appropriate parents to explain your project and to get their permission.

Thank you so much for coming to our April meeting to explain your project and visit with the kids.

Sincerely,

Joanna Burns
Camp Director, Camp TLC
Vice President, SBAD
APPENDIX D

PARENT AND CAMPER CONSENT FORMS
Parent/Guardian Consent Form

June 2, 1994

Dear Parents,

My name is Jo Burns. I am a master's student in Recreation and Leisure Studies with an emphasis in Therapeutic Recreation at the University of North Texas in Denton. I am currently working on my thesis to complete requirements for graduation under the direction of Dr. Jean Keller.

We will be conducting a study to determine the effects of an organized camping experience on first time campers at Camp John Marc. We hope you will allow your child to participate in this study. The project will consist of measurements in recreation participation, self esteem, and pleasure (fun) before, during, and after the camp session. This will involve completing two questionnaires three times each, taking approximately fifteen minutes each to complete. The information gained will help demonstrate how camp affects children with disabilities. The study is designed to not interfere with the normal scheduled activities of camp.

The measurements will include completing the Coopersmith Self-Esteem Inventory and a self report questionnaire on recreation participation and pleasure. While at camp videotapes and verbal tape recordings of interviews will be used as measurement. Videotapes and cassettes will be used for the collection of information only. To preserve confidentiality only the first initial of your child's name will be used in any written reports. When the study is complete all videotapes and cassette tapes will be destroyed.

In addition to participating in the measurements and activities at camp, I will need to obtain basic demographic information (i.e. sex, age) and medical background information from you concerning your child's Spina Bifida (i.e. location of spinal opening) on a demographic questionnaire.

Participation in this study is completely voluntary. Your child may leave the study at any time without penalty or discrimination from the services at camp.

At the conclusion of this study, a summary of the results will be made available to all interested parents/guardians. Should you have any questions or desire more detailed information, please contact me at (214)418-7396 or Dr. Jean Keller (817)565-2233. Your participation and support will greatly be appreciated.

Sincerely,

Joanna L. Burns and Dr. Jean Keller

THIS PROJECT HAS BEEN REVIEWED BY THE UNIVERSITY OF NORTH TEXAS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS. (Phone: 817-565-3940)
Please indicate whether or not you wish your child to participate in this study, by completing one of the statements below. Please return to Joanne Hurtevant or myself as quickly as possibly.

☐ I do grant permission for my child, __________________________, to participate in this project at Camp John Marc.

☐ I do not grant permission for my child, __________________________, to participate in this project at Camp John Marc.

Parent/Guardian's Signature  Date  Project Director's Signature

* A copy of this consent form will be provided to you. Phone No. __________________________.
Camper Consent Form

June 2, 1994

Dear Campers,

My name is Jo Burns and I am a graduate student. I will be doing a project this summer at Camp John Marc with first time campers to see how camp effects your life. This project will not interfere with your activities at camp. You will be videotaped during your activities and interviewed during breaks or mealtimes. You will also be asked to complete a questionnaire about the activities you participate in and how much fun you have doing them. You can be a part of helping people learn about camping. If at anytime you feel uncomfortable about the project you may stop. If you would like to participate in this project please ask your parents/guardian for permission and then sign below.

Sincerely,

Jo Burns

I have read/heard the above and asked my parents for permission to participate in the project at Camp John Marc. I have been informed of my responsibilities during the project.

Camper's Signature ___________________ Date __________ Project Director's Signature ___________________

*A copy of this consent form will be provided to you.
APPENDIX E

LETTER OF PERMISSION FOR HUMAN SUBJECTS
June 7, 1994

Joanna Burns
2240 Tarpley Rd. #452
Carrollton, TX 75006

Dear Ms. Burns:

Your proposal, "The Psychosocial Effects of a Therapeutic Camping Experience on First Time Campers with Spina Bifida", has undergone Full Board Review by the University of North Texas Institutional Review Board and has been approved.

Good luck on your project.

Sincerely,

Dr. Sandra Terrell, Chair
Institutional Review Board

ST/tl
APPENDIX F

LETTER OF PERMISSION FROM CAMP JOHN MARC
April 12, 1994

To Whom It May Concern:

The purpose of this letter is to verify that Joanna Burns has the permission of our organization to conduct research at Camp John Marc as part of her graduate requirements.

Sincerely,

Vance C. Gilmore
Executive Director

VCE:000
CAMP JOHN MARC
CAMP TLC

Daily Schedule

7:00    Wake Up
7:30    Morning Gathering & Activity Draw
7:45    Breakfast
8:30-9:30 Activity 1*
9:50-10:50 Activity 2
11:10-12:10 Projects
12:30    Lunch
1:00-2:00 Rest
2:20-3:20 Activity 3
3:40-4:40 Activity 4
5:00-5:30 Free Swim
6:00    Dinner
6:45    Flag Lowering (2 cabins)
7:00-9:00 Evening Activities
10:00    Lights Out

* No Activity 1 after Campout Night

Note: Thursday, we will have banquet dinner, awards, and move straight to the dance.
APPENDIX I

COUNSELOR QUESTIONNAIRE
Counselor Questionnaire

Counselor Name ________________________________
Age _______ Gender ____________________________

Camper's Name ________________________________
Cabin Name ____________________________________

Describe the camper's participation level in recreation activities at the beginning of camp. (Circle the one that best applies) [very active / active / needed encouragement / watched / slow to get involved / participated only if friend did / isolated]

Describe the camper's participation level in recreation activities at the end of camp. (Circle the one that best applies) [very active / active / needed encouragement / watched / slow to get involved / participated only if friend did / isolated]

Describe any changes in the camper's participation in recreation activities over the week.

Describe the interactions of the camper with his/her cabin mates at the beginning of camp.

Describe the interactions of the camper with his/her cabin mates at the end of camp.

Describe the interactions of the camper with his/her counselor(s) over the camp week.

Describe the attitude of the camper towards recreation activities at the beginning of the week. (Circle those that apply) [enthusiastic / good / OK / wanted to do something else / hated it]

Describe the attitude of the camper towards recreation activities at the end of the week. (Circle those that apply) [enthusiastic / good / OK / wanted to do something else / hated it]
Describe any changes in the camper's attitude towards recreation activities during the week.

Which recreation activities was he/she most enthusiastic in?

Which recreation activities was he/she least enthusiastic in?

Did the camper exhibit any aggressive or hostile behaviors during recreation activities towards others or him/herself? Under what circumstances?

Describe whether or not the camper initiated activities, play, or conversations with peers over the week or did he/she wait for people to approach him/her.

Did this behavior change throughout the week?

Please describe anything about the camper's progress, experiences with the camper or something special you noticed about the camper during the week.

THANK YOU FOR YOUR TIME AND INPUT, IT IS GREATLY APPRECIATED!
APPENDIX J

DEMOGRAPHICS QUESTIONNAIRE
Demographics Questionnaire

Name__________________________ Recreation Interests __________
Age____
Grade in School______________
Phone No.______________________

Please Circle One.
Gender: Female / Male
Race: African American / Asian American / Caucasian / Mexican American /
Other_____________________

Does you have spina bifida? yes / no
   If yes, please complete the medical history section below.

Medical History
Where was the opening on the spine of the camper? ______________________
Does the camper use a wheelchair for mobility? yes / no
Does the camper use crutches for mobility? yes / no
Does the camper use braces as aids for walking? yes / no
   If the camper uses other aids for mobility please list.

_______________________________
Is the camper incontinent? yes / no
Does the camper use a catheter? yes / no
   If no, what method of incontinence control is used?______________________
Does the camper have hydrocephalus? yes / no
Does the camper have a shunt? yes / no
Does the camper have any learning disabilities? yes / no
   If yes, what type?_____________________________________________________
What special needs does the camper require, if any?_______________________

THANK YOU FOR YOUR TIME!
APPENDIX K
CAMPER INTERVIEW SCHEDULE
Camper Interview

Remember all information shared will be kept confidential (private).
Remind the camper the interview is being recorded.

First interview only:
What made you want to come to camp?
What do you expect camp to be like?
What do you expect to gain from your camp experience, if anything?
How is camp going so far?
What project did you choose?
Have you met all your cabin mates? counselors?

Both Interviews:
How is your RPFI going?
How do you like camp so far?
If you could describe it in one word what would it be?
Is there anything you would like to change about camp?
What do you like most about your cabin?
What do you like the least about your cabin?
What do you like the most about your cabin mates?
What do you like the least about your cabin mates?
Who do you like doing thing with the most?
What are your favorite recreation activities so far? What makes them your favorite recreation activities?
What are you least favorite recreation activities so far? What make them your least favorite?

Have you felt angry or mad during any recreation activities? What make you angry or mad?

Have you learned anything new at camp? If so, what?

How is your project going?

Have you made any new friends?

How do you like your counselors?

Are you having fun at camp so far?

What has made it fun for you? or not fun?
REFERENCES


