

PROGRAM EVALUATION OF AN INCLUSION PROGRAM AT AN OVERNIGHT
SUMMER CAMP

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ABSTRACT

This dissertation documents the process of planning and conducting an evaluation of a program designed to include children with disabilities in a residential summer camp. The Summer Camp Inclusion Program (SCIP) served children ages 8-16 who carried diagnoses of developmental, physical, and/or cognitive disabilities, and who lived and participated in activities with typically functioning same-age peers over 4 and 8 week camp sessions. The program aimed to serve its participants by enhancing their social skills, increasing their rates of friendship and social interactions, and building their independence in activities of daily living. The program evaluation was planned and conducted using the framework created and developed by Maher (2012). The purpose of the program evaluation was to provide the client, the director of special needs programming at the summer camp, with information about SCIP that would be helpful in understanding how the program was being implemented and identifying its strengths and areas in need of improvement. The evaluation also sought to determine the reactions to SCIP of various stakeholders, including program participants' parents, camp staff members, and typically developing camper peers of the program participants. Six program evaluation questions were delineated in order to gather this information, and were answered using data obtained from parent and staff member questionnaires and interviews with program personnel. The program evaluation was conducted during the summer 2010 implementation of SCIP. Results of the program evaluation indicated that program participants benefited socially from the opportunity to be incorporated into the camp program, and to a lesser degree gained independence in their daily activities. Both staff members and campers in the camp at large benefited from their involvement in the

program, including development of positive personal characteristics such as patience, tolerance, and compassion. Results also suggested that staff members felt very positively about their responsibilities implementing the program, despite the fact that these responsibilities often added stress to their roles at camp. The findings of the dissertation suggest that the program evaluation was feasible, successful, and useful to the client. Recommendations were offered for the continued development and improvement of SCIP.

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CHAPTER I

INTRODUCTION AND OVERVIEW

Chapter Abstract

This chapter introduces the dissertation by reviewing the value and relevance of the dissertation task. A brief literature review establishes the need for inclusive summer camp programs for individuals with disabilities. The task of this dissertation, a program evaluation of such a program, is then introduced and explained. Finally, the organizational context in which the program occurred is outlined.

Introduction

The spectrum of inclusive services and opportunities for children with disabilities or special needs has expanded dramatically in recent decades, as societal attitudes toward this population have shifted (e.g., Avramidis & Norwich, 2002; Florian, 2008). Schools, faith organizations and recreational agencies are making the integration of individuals with disabilities and their typically functioning peers a priority when they develop programs to serve their constituents with special needs (e.g., Fisher, Fray, & Thousand, 2003; Miller, Schleien, & Lausier, 2009; Minton & Dodder, 2003). Despite these initiatives, there is a scarcity of programs designed to mainstream and include this population in overnight summer camps. There is a need for such programs, for a variety of reasons.

First, in certain cultural communities, including particularly many Jewish communities, summer camp attendance is an experience that is highly valued. It can hold a special cache. Children who are unable to attend may feel socially left out, or perceive that they are missing an important developmental rite of passage in their community (Sales & Saxe, 2004). Camp thus provides important socialization opportunities that are otherwise unavailable to camp participants. These opportunities provide both socialization into the particular community served by the camp, and into the general community at large (Sales & Saxe, 2004).

Second, children with special needs are likely to have fewer opportunities than their typically functioning peers to build friendships and develop social skills in school. When students with disabilities are integrated into general education environments, academic considerations typically trump concerns about social-emotional growth when placements are being determined (Curtin & Clarke, 2005). Educational placements are thus often in environments which are not sufficiently supportive of individual needs for social development (Curtin & Clarke, 2005). Because academic proficiencies are less important for summer camp activities, camp may be an easier environment in which to provide these opportunities in social and other nonacademic domains.

Third, because of the degree to which camp is a controlled environment, it has the potential for intentionally-constructed routines which build competencies that children with disabilities might otherwise avoid. For instance, in more structured environments, children's choices and ability to be autonomous and independent are often limited. Camp provides unique opportunity to build these skills (Ramsing & Sibthorp, 2008).

Finally, there is a movement towards inclusion and mainstreaming of students with special needs in many educational contexts and environments at present (e.g., Avramidis & Norwich, 2002; Idol, 2006). This trend, while pervasive in the school system, has had a relatively minor impact on summer camping. Interest in such programs in recreational summer environments such as camp is likely to increase as disability culture continues to explore the benefits of inclusive and integrative programming across domains. This will create demand for documents guiding others in the creation of such programs.

In addition to the specific value for the target population and other more immediate stakeholders, this project seeks to inform more broadly the fields of psychology, special education, and recreation studies. Because of its unique and comprehensive format, overnight summer camp has much to teach professionals and researchers about the effectiveness of alternatives to traditional classroom education as an environment, context and tool to teach specific skills and abilities. For example, social and emotional skills may be more easily taught in an experiential environment where children are living together day and night, and have fewer structured and outcome-oriented activities to fill the time they spend with peers. Recreational activities that take place external to structured academic environments are particularly inductive to the development of friendships and interpersonal competencies (e.g., Devine, 2004; Seymour, Reid, & Bloom, 2009; Siperstein, Glick, & Parker, 2009). Research that supports this premise is relevant and valuable to the fields of psychology and special education, in that it may provide insights into what factors in recreational environments contribute to their positive impact on various skills, knowledge and abilities. In so doing,

such research can increase the knowledge base in the field. Practically, it also has value in that it may inform the techniques used in future programs and interventions designed to teach the skills which it investigates.

Dissertation Task

This dissertation documents a program evaluation of an inclusion program at an overnight Jewish summer camp (“JSC”) located in the Northeastern United States. The program, referred to in this document as “Summer Camp Inclusion Program” (SCIP), has been in existence for several years and is intended to address specific needs of the target population of Jewish children with physical and developmental disabilities. Broadly, these needs may be described as the opportunities to gain knowledge, skills and abilities that are emphasized as part of the overnight Jewish summer camp experience. Indeed, the overnight summer camp experience is uniquely suited to provide many of these skills and abilities. More specifically, identified needs include but are not limited to skills necessary for social interaction, ability to create and maintain friendships, activities of daily living, knowledge of and participation in Jewish rituals and activities, and knowledge of Jewish traditions and the Hebrew language. For the purpose of this dissertation, the impact of the JSC inclusion program on the specific areas of social skills, friendship, and activities of daily living has been examined. Two groups, camp staff members and parents of program participants, each provided information about SCIP and their experiences with it, in order to determine both how the program is designed and implemented to meet the aforementioned needs of its participants, and the degree to which it is successful in doing so. In the course of evaluating the degree to which

program goals targeting the needs of the program participants are met, this dissertation provides specific guidelines for continued modification, implementation and evaluation of the inclusion program well into the future. In addition, recommendations are made as to how other professionals and summer camps can create camp inclusion programs in the future, drawing on the programmatic experiences of JSC.

Organizational Context

“JSC” is one of eleven affiliated camps that share a name and an affiliation with a particular denomination of Judaism. The camps are spread geographically across the United States and Canada, with each loosely serving a particular catchment area. Eight are overnight camps, while three are day camps. JSC, located in Western Massachusetts, traditionally, draws campers from the New England and Mid-Atlantic states, with exceptions for the New York City and Philadelphia areas, which each have separate affiliate camps devoted to their specific respective populations. Demographically, the camper population at JSC reflects that of the other affiliates. All campers must be Jewish. Camper divisions exist according to age and grade level, with the youngest division geared towards children who have just completed the 2nd or 3rd grade, and the oldest division serving adolescents who have completed the 10th grade. The youngest division provides a 2 week camp experience, while campers in all other divisions may choose a full eight week option, or four week options in either the first or second half of the summer.

The staff structure of the camp is roughly hierarchical. Each camper division has a division head, who supervises the day-to-day programming for that division. Serving

under the division head are counselors; typically, each division will have multiple bunks each for boys and girls, and each bunk will have 2-3 counselors. Oftentimes bunks will have a combination of senior counselors (those with past experience, or who are older) and junior counselors (first-time counselors who are of age to have just graduated from high school). It is not uncommon for a bunk to have exclusively one or the other, however. In addition to counselors, specialists who work in other divisions of the camp, such as sports, arts and crafts, or swimming, will sometimes live in bunks with campers, and assume partial counselor responsibilities which do not interfere with their primary roles. Every age division also has a *yoetz* (advisor), who is involved in communication with parents and management of camper issues such as homesickness, conflict, and social adjustment. The *yoetz* is often a social worker or psychologist. Other relevant staff members and stakeholders include the camp director, who oversees the operations of the camp throughout the “offseason” as well as the summer, and the board of directors, who are involved in allocation of funds and the long term identity and vision of the organization.

Since 1970, JSC has had a program for children with special needs that exists alongside and intertwined with the rest of the camp’s programming. In this dissertation, this program is referred to as the Special Needs Program (SNP). The target population of the original SNP was children with developmental disabilities. The SNP’s camper division, its original component, operates similarly to the various age divisions of camp. Though the division is populated by children of varying ages (usually approximately 12-18 years), they live in bunks together with each other and participate in programming similar to that of the rest of the camp population. They have periods in their schedule

dedicated to sports, arts and crafts, swimming, Judaics, and other camp activities. Despite these campers' physical presence in the larger camp environment, however, their programming has typically been exclusive and separate from that of their typically developing peers. Some exceptions exist. A 1:1 buddy program pairs campers in the SNP division with a typically developing peer for two hours a week to spend unstructured time together. In addition, the campers in the SNP division eat their meals in the camp dining hall together with the rest of the camp's campers, and are often friendly with and well-known to their peers based on this and other incidental exposure around the camp. On the whole, however, the program is not an inclusive one.

The addition of other components to the SNP has broadened the roles that individuals with special needs play within JSC. In 1992, a vocational education program was developed and implemented for "graduates" of the special needs division. In this program, individuals aged 18-21 are able to attend camp and live in a building modeled after an adult group home. Their program includes both typical camp activities familiar to them from their time in the SNP division, independent living and life skills training, and part-time vocational opportunities within the camp. In more recent years, the program has expanded to offer the most independent of this program's participants full-time paid jobs within the camp once they are older than 21.

A second recent expansion of the SNP is the component which is evaluated in this dissertation, the Summer Camp Inclusion Program (SCIP). Driven by demand for a program which included children with special needs with their peers more intensively than the original SNP division, SCIP was instituted at JSC in a trial format in the summer of 2005, and has been implemented every summer thereafter through the present. As

such, when this program evaluation was conducted, in the summer of 2010, the program had already been running for several years. Nonetheless, for the purposes of a valuable program evaluation in accordance with Maher's framework (2012), it was important to place the program into evaluable form. The evaluable program design that resulted from this process, which includes description of the attributes and components of SCIP in detail, can be found in Chapter III of this dissertation.

For the purpose of all program evaluation tasks discussed in this document, the program evaluation client was the SNP director. The SNP director oversees all the components of the SNP during the summer and throughout the year. Among other responsibilities, he is involved in recruitment of SNP participants and staff, assessment of prospective participants' appropriateness for the SNP programs, and the design and implementation of the various programs contained within the SNP. The program evaluation consultant worked collaboratively with the SNP director to place SCIP into evaluable form, develop a program evaluation plan, and implement that plan. The program evaluation plan can be found in Chapter IV of this dissertation, with its results found in Chapter V.

Summary

This chapter of the dissertation summarizes the relevance and value of the dissertation task. The need for more knowledge of the benefits and effects of summer camp, particularly for children with disabilities and special needs, is established. The dissertation task, the program evaluation of SCIP, is then introduced and presented as a useful undertaking to increase knowledge in these areas. Finally, the organizational

context in which SCIP is embedded is reviewed in order to increase the reader's understanding of the dissertation task and the program it evaluates.

CHAPTER II

REVIEW OF THE RELEVANT LITERATURE

Chapter Abstract

In this chapter, literature that is relevant to the dissertation is reviewed. Five different areas are covered, and the relevance of each is discussed. The first section focuses on the needs of individuals with the same disabilities as participants as in the Special Needs Inclusion Program (SCIP). Disabilities reviewed include Cerebral Palsy, autism, and Down Syndrome. This section establishes the need for programming that serves SCIP's target population in the areas targeted by SCIP. The second section addresses the benefits of summer camp as a context and modality for programming. In particular, unique benefits of the camp setting in building the specific competencies targeted by SCIP are identified. This section is relevant in that it justifies the particular value of SCIP as a summer camp program. The third section discusses two aspects of faith and spirituality as they pertain to the dissertation: benefits of faith-based programming for individuals with disabilities, and the role played by summer camp in many Jewish communities. This section provides additional context for the value of the program to its target population. The fourth section focuses on inclusion of people with disabilities, its benefits, and people's reactions to it in different settings. This section is relevant in providing additional context for the implementation of SCIP as an inclusive program, and further establishing SCIP's potential benefits. The fifth section reviews the

different types of summer camp programs for individuals with disabilities, and the relative strengths and weaknesses of each. This section also contributes to understanding of the context of SCIP.

Needs of People with Disabilities

Individuals with intellectual, developmental, and physical disabilities have increased prevalence of social skill deficits, and are at increased risk for insufficient opportunities to engage in social experiences critical for social-emotional development (e.g., Coster & Haltiwanger, 2004; Gresham, Sugai, & Horner, 2001; Palisano et al., 2009). There is an apparent need for greater access to environments where individuals with disabilities can learn, practice, and master the social skills necessary for building friendships. In addition, individuals with disabilities are more likely than the general population to lack independence in their adaptive skills and activities of daily living, such as self-care (e.g., Matson, Dempsey, & Fodstad, 2009; Van Duijn, Dijkxhoorn, Scholte, & Berckelaer-Onnes, 2010). In this section of the literature review, different categories of individuals with disabilities are discussed with regard to social skill deficits, inadequate social experiences and relationships, and underdeveloped daily living skills. The particular types of disabilities served by the Summer Camp Inclusion Program (SCIP) at Jewish Summer Camp (JSC) are the focus of this section. This discussion is relevant to the dissertation and to SCIP as it establishes the needs of the program's target population, and establishes the necessity for programming addressing these needs.

Cerebral Palsy and Physical Disabilities.

The term cerebral palsy is used to describe a group of disorders of the development of movement and posture, which cause activity limitation and can be accompanied by disturbances in cognition, communication, and other areas (e.g., Bax et al., 2005). By definition, individuals with cerebral palsy have limitations in their activities of daily living, and studies have supported this relationship (e.g., Coster & Haltiwanger, 2004; Østensjø, Brogren-Carlsberg, & Vøllestad, 2003; Voorman et al., 2006). Coster and Haltiwanger (2004), in an examination of skill levels in physically disabled elementary school students, found that 61% of their participant pool were below criterion cutoff scores in the area of personal care awareness, and 47% were a full standard error or more below the expected age criterion cutoff. 37% were a full standard error below cutoff in the area of personal safety skills.

Children and adolescents with physical disabilities such as cerebral palsy are less socially active than their typically functioning peers, and have greater difficulty successfully pursuing relationships, despite desiring them just as strongly (Wiegerink, Roebroek, Donkervoort, Stam, & Cohen-Kettenis, 2006). Participation in social and community activities is particularly difficult to access for those individuals who do not have the ability to walk (Palisano et al., 2009). For children, daily attendance at school might theoretically compensate for these challenges and create a steady stream of social opportunities. Unfortunately, this does not always succeed so smoothly. Certain environmental factors associated with school can specifically impact opportunities to grow in social areas for individuals with physical disabilities. Seymour, Reid, and Bloom (2009) observed that while students in an inclusive school were likely to begin

friendships with their physically disabled peers, some students found it difficult to expand the friendships beyond the school context due to lack of wheelchair accessibility in their homes. Even when in school, unstructured recreational times that might have been opportunities for friendships to develop and grow were scant, due to the disabled members of the friendships being pulled away from the social milieu to participate in physical therapy and other specialized support services. Nevertheless, given the choice between segregated and inclusive program options (such as for schooling), children with physical disabilities are likely to place paramount value on the opportunity to participate in activities with their nondisabled peers due to the desire to feel included (Seymour, Reid, & Bloom, 2009). This is often true even when they have had experiences of frustration, loneliness, or inadequate supports in past experiences in these environments (Curtin & Clarke, 2005).

Reflective of this preference for integrated programming, many students with physical disabilities are increasingly being given the opportunity to be placed in inclusive environments, which can indeed be catalysts for social growth that might not occur in a segregated setting. However, a certain level of social competency is necessary prior to participation in an inclusive environment in order to experience success and reap the social benefits of the environment (Coster & Haltiwanger, 2004). Coster and Haltiwanger (2004) found that in a sample of elementary school students with physical disabilities, more than 40% did not meet age expectations in several relevant social skill areas, including following social conventions, regulating behavior, positive interactions, and in the composite scales of both initiative-taking and social problem-solving. A number of the skill areas examined, including positive interaction, initiative and social

problem-solving, correlated with and suggested the presence of communication difficulties and low functional language skills. Although this study focused exclusively on physically-disabled students, communication problems common to a variety of disabling conditions may be a significant contributor to the social skill deficits experienced by children with physical disabilities.

Autism Spectrum Disorders and Pervasive Developmental Disabilities.

Social skill deficits are a hallmark symptom of all autism spectrum disorders (APA, 2000; Kanner, 1943; Travis & Sigman, 1998). Indeed, a diagnosis of an autism spectrum disorder – Autistic Disorder, Asperger’s Syndrome, or Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS) – cannot be made without a documented qualitative impairment in social interaction, often shown by poor nonverbal social communication, lack of developmentally-appropriate peer relationships, or lack of social and emotional reciprocity (APA, 2000). The various social challenges experienced by individuals with autism often exacerbate each other. In particular, social interaction skills, including sharing enjoyment, offering comfort, expressing interest in others, and making social overtures, are predictive of peer relationships and participation in social and recreational activities (Orsmond, Krause, & Seltzer, 2004). When these skills are underdeveloped, individuals with autism are less likely to have peer relationships at all. It is therefore not a surprise that children with a diagnosis on the autism spectrum have lower rates of friendship compared to population norms (e.g., Locke, Ishijima, Kasari, & London, 2010; Rowley et al., 2012). They are more likely to feel isolated and experience loneliness than their peers (Locke et al., 2010). Rowley et al.

(2012) found that children with autism are more likely to be victimized and bullied at school than other children, and that the less socially impaired children with autism actually experienced higher levels of victimization than did more impaired children. Outside of school, in socially-oriented community activities, individuals with pervasive developmental disabilities also experience relatively less outreach from others and fewer attempts to build relationships than their typically-developing peers (Minton & Dodder, 2003).

People with autism spectrum disorders also struggle in the area of daily living skills. Szatmari et al. (1995) found that both children with a diagnosis of autism and those with a diagnosis of Asperger's Syndrome had adaptive skills far below those expected of children their chronological age. The adaptive skills of children with autism, based on the report of their parents, were in the impaired range for all three areas of socialization, communication, and activities of daily living. For the children with Asperger's Syndrome, children were in the low average range in their communication skills but in the borderline range in socialization and activities of daily living. Notably, in both groups the greatest impairments were in activities of daily living, relative to other areas of adaptive functioning, suggesting that daily living skill deficits can be as pronounced as the social-communication difficulties endemic to autism spectrum disorders (Szatmari et al., 1995). Sensory differences in children with autism, including sensory avoiding and excessive reactions to sensory stimuli, can also contribute to daily living skill deficits (Jasmin et al., 2009). Skill deficits in the self-care of children with autism have been the focus of research in several areas. Children with autism have poorer oral hygiene than their typically developing peers (e.g., DeMattei, Cuvo, &

Maurizio, 2007; Pilebro & Backman, 2005). The functioning levels in the areas of dressing, grooming and personal hygiene can be lower for individuals with autism and PDD-NOS than for children with comparable intellectual abilities (Matson, Dempsey, & Fodstad, 2009). Overall, children with autism have deficits in social skills, poor rates of friendship and social relationships, and underdeveloped daily living skills.

Down Syndrome.

Down Syndrome is the most common genetic disorder associated with intellectual disability (Guralnick, Connor, & Johnson, 2011). Its behavioral presentation is characterized by cognitive deficits ranging from mild to severe and by language delays, particularly in the expressive domain (Fidler, Most, & Philofsky, 2008). It is also associated with delays and deficits in adaptive skills and independence in carrying out activities of daily living (Van Duijn et al., 2010). Socially, individuals with Down Syndrome have strikingly different presentations and skill profiles from persons with autism. A positive social orientation is frequently one of the most salient features of Down Syndrome. Individuals with the disorder are often described as “charming,” “affectionate,” and “sociable,” and research has found that children with Down Syndrome engage in more pro-social behavior and have more social competencies than other children with comparable cognitive deficits (Fidler et al., 2008).

Nevertheless, there is evidence that the social strengths of children with Down Syndrome are not a robust fit for every context, and moreover that certain situations are likely to render them inadequate. In a study of dyadic interactions between children with Down Syndrome and typically functioning peers, Guralnick et al. (2011) found that the

renowned social skills of the children with Down Syndrome were on full display when playing with partners matched for chronological age. These skilled, supportive play partners were able to scaffold and therefore sustain interactions. However, when children with Down Syndrome were paired with partners matched for mental age, they struggled to uphold their interactions. In these unstructured and therefore more complex social situations, the demand to create and initiate cooperative play in order for it to occur was too high for the children with Down Syndrome, and holes in their social skills were thus exposed (Guralnick et al., 2011). The authors concluded that children with Down Syndrome do indeed have particular social skills deficits, and the less structured and more complex the demands of a social situation, the more likely those deficits are to emerge. Moreover, children with Down Syndrome are likely to benefit from being integrated into social settings with typically functioning same-age peers, who can provide the scaffolding needed for them to capitalize on and continue to develop their social skills. Both conclusions point to inclusive recreational programming as a good fit for this population. Indeed, research suggests that people with Down Syndrome have more success creating authentic relationships and having gratifying interactions in low pressure recreational environments, relative to a school setting (D'Haem, 2008).

Benefits of Summer Camp

This section of the literature review is intended to provide background as to why summer camp is an apt setting for individuals with disabilities to improve their social and adaptive skills and to make friendships. It is perhaps not obvious that overnight summer camp, as an ostensibly recreational setting, would be the best environment to address the

skill deficits and challenges described above. However, a robust body of research establishes camp as a valuable and beneficial experience for a wide variety of campers, across diverse settings. Moreover, there is indication that summer camp can foster growth in skill and ability areas that are more difficult to address in other settings.

Prioritizing Social-Emotional Growth.

From its origin in the early 20th century, the summer camp movement in the United States was rooted in an appreciation for the unique ways that outdoor recreational experiences can lead to character development and personal growth (Eells, 1986; Thurber, Scanlan, Scheuler, & Henderson, 2007). The American Camp Association (ACA), the accrediting body for summer camps and related programs, has periodically commissioned studies to gain information as to where development and growth are experienced and to what extent, both by campers and staff members. In a 2005 benchmark study conducted by Youth Development Strategies, Inc. (YDSI) on behalf of the ACA, over 7,000 campers at 44 different camps reported on the extent to which they felt that their camps provided sufficient support and opportunity in four areas identified by the authors as protective factors and catalysts for developmental growth: supportive relationships, feelings of safety, youth involvement (e.g., in decision-making), and skill building (ACA, 2005; ACA, 2006).

The results of the survey suggested that the summer camp was a powerful contributor to youth development. The strongest effects were found in the area of supportive relationships, particularly those that campers had with counselors and camp staff. The authors found campers experiencing optimal supports from their camp

relationships at a level which exceeded that observed in schools or community-based organizations, in which the authors had previously administered the same survey. A significant majority of campers, 70%, reported experiencing optimal levels of emotional and practical support, adult guidance, and feeling that adult staff knew them well (ACA, 2005). Camp also outperformed schools and community organizations in support for skill-building. In general, the results of the ACA study point to distinctive and powerful benefits of summer camp for youth development in relationship-building, acquisition and growth of specific skills, and the social-emotional benefits that come from the development of those skills and from a supportive and safe environment (ACA, 2005).

The ACA researchers also identified several characteristics of camp experiences that predicted more robust developmental gains. Residential camps outperformed day camps in all areas, most prominently in ratings of supportive peer relationships. Campers who remained at camp for at least four weeks were also significantly more likely to report developmental growth than those who participated in camps of shorter length. Both of these findings support the program design developed for SCIP and outlined in Chapter III of this dissertation. Finally, campers who had attended their camps for four or more years also reported greater developmental growth than did campers with shorter tenures (ACA, 2005).

The results of the ACA survey provide strong indication that campers themselves appreciate the positive effects that their camp participation has on them. Parental perceptions are also important, as parents provide outside perspective on any effects of camp experiences on their children, particularly those that are maintained into the school year. Although parental perceptions of their children's gains have not been as frequent a

measure of camp's benefits as child and staff outcomes, when these perceptions have been studied, they have largely yielded strong positive results (e.g., Dworken, 2001; Henderson, Whitaker, Bialeschki, Scanlin, & Thurber, 2007). Parents of campers at 4-H camps have observed their children coming home from camp with improved social competencies such as relationship-building, leadership skills, teamwork and group decision-making (Dworken, 2001). Henderson et al. (2007) surveyed more than 3,000 parents before camp, immediately after camp, and at 6 month follow-up, about their children's functioning in a number of youth development domains. From pre- to post-camp, parents reported significant albeit small gains in all domains assessed, with the strongest gains in the areas of positive identity, independence, making friends, peer relationships, and adventure and exploration. At 6-month follow-up, gains were maintained or built upon with regard to positive identity, independence, and peer relationships.

Other studies have similarly supported the camp environment as one that fosters social-emotional growth (Kelk, 1994). Camp experiences can lead to less social isolation and greater cooperation, responsibility, and self-control (Michalski, Mishna, Worthington, & Cummings, 2003). Participation in summer camp can also lead to improvements in self-esteem (Dressner & Gill, 1994; Michalski et al., 2003; Readdick & Schaller, 2005). Ramsing and Sibthorp (2008) found that the non-competitive and child-centered instructional approach of camp correlated with increased levels of autonomy support, a predictor of self-determination and goal-oriented behavior. Creative, cooperative, noncompetitive and ungraded activities provided campers with greater confidence in voicing their choices and orientation towards self-beneficial goals.

Camp and Community.

It is well-documented that a sense of belonging within a group, that is to say a sense of community, is an experience that is central to the human condition and that comes with a variety of benefits (e.g., Chavis & Wandersman, 1990; McMillan & Chavis, 1986; Osterman, 2000). McMillan and Chavis (1986) identified feelings of membership, perceived sense of influence on the group, integration and fulfillment of needs, and shared emotional connection as four fundamental elements of community. Children and adolescents value and need these experiences as much as adults. When they experience their environment as accepting of them as individuals and as member of the collective community, this affects their social relationships, self-concept, and commitment to and engagement with their tasks within that community (Chavis & Wandersman, 1990). Osterman (2000) found that in terms of peer communities, schools often do not provide the sense of belongingness that is the essence of community. Students frequently do not sense their own importance within school communities nor do they feel that they can rely on other members of their school communities. Moreover, the sense of relatedness necessary to experience this sense of belonging is at odds with the cultural values, norms, and practices that are found in many schools (Osterman, 2000).

In contrast, camps, with their long history of putting both character development and attention to person-environment interactions front and center in their missions, are an ideal counterpart to schools in their ability to provide just this sense of belongingness and community (ACA, 2006). Camps pay extra attention to fostering relationships, camp traditions, and communal values and spirit in order to enhance the sense of community at camp (Sales & Saxe, 2002). Liddicoat, Dawson, and Kincade (2008) investigated the

degree to which the sense of community contributed to the value of camp for adults with cerebral palsy, who had been attending this particular camp since childhood.

Participants, who ranged in age from 19 to 76, stated that their most common reasons for returning to camp were community-oriented, with participating in camp activities secondary to social elements such as seeing friends and meeting people. Using the criteria for a “sense of community” proposed by McMillan and Chavis (1986), the authors found that camp is a way for participants to experience 3 of the 4 elements – membership, integration and fulfillment of needs, and shared emotional connection – with only influence on the group being absent.

Faith and Disability

This section of the literature review explores the relationship between disability and faith activities and organizations, ultimately concluding that involvement with faith communities poses benefits to individuals with disabilities and their families. In addition, the special role that summer camp plays in some Jewish communities is discussed in the context of Jewish people with disabilities who value their faith communities and seek ways to become more involved with them. This section of the literature review is relevant to the dissertation task in that it provides context and establishes the potential value of involvement in faith-based communities for individuals with disabilities, and supports the value of camp for children in the particular faith community served by SCIP, that of Judaism.

Benefits of Involvement in Faith Communities for Individuals with Disabilities.

For families of disabled children, communities of faith can be highly valued due to the supportive and accepting environments they create and embody. Engagement with spirituality and support from faith communities can lead to greater feelings of stability, providing meaning for the experience of disability, and assistance with coping with the challenges of having a disabled family member or a disability oneself (Treloar, 2002). Parents of children with disabilities have cited prayer and participation in community prayer services as important sources of strength and support (Bennett, 1995). Spiritual leaders have also been powerful advocates for individuals with disabilities, due to religious values and ideals that are conducive to defending and celebrating people with special needs (Gaventa et al., 1997).

Moreover, religious institutions and communities can be particularly appealing to developmentally disabled individuals themselves. Spirituality has been widely identified as a valuable coping method for individuals with a variety of disabilities and illnesses, and many access their spirituality through their faith community (e.g., Kaye & Raghavan, 2002). The presence of music and singing in many religious services is a factor that attracts many developmentally disabled members of religious communities (Minton & Dodder, 2003). Grant (2000) described her own experience, as a woman with autism, of benefiting from church involvement. She identified the multisensory experience of her church's use of artwork, incense, and music as conducive to her strengths, and noted feeling acceptance from both spiritual leaders and fellow congregants. Another valuable factor for many individuals with disabilities is the reach of religious institutions into several spheres of life, often including religious schools and recreational activities such

as summer camps. This can lead to opportunity for developmentally disabled individuals to participate in several types of activities, in familiar locations, and/or with familiar people (Minton & Dodder, 2003). Children with disabilities can find niches in their faith communities even as they are marginalized in other environments. Acceptance and encouragement from a communal group that knows and is comfortable with a child with a disability can lead to increased sense of identity and self-worth (Grant, 2000; Lederman, 2008).

Summer Camp's Role in Jewish Communities.

While individuals with disabilities have found value in their membership in and connection with communities of faith, so too have some faith communities recognized summer camp as an important potential venue to socialize and build connections and community among its members. The American Jewish community, in particular, is one that has benefited from the offerings of the summer camp setting, and this relationship is particularly relevant to this dissertation in the JSC's identification as a Jewish camp. Sales and Saxe (2004) review several reasons why summer camp is an important tool and socializing agent for American Jewish communities, connecting Jewish children and young adults with Jewish values, culture, rituals, and perhaps most importantly, their Jewish peers. The authors establish the context that the natural process of socialization into Jewish community no longer occurs naturally and "by osmosis" as it once did, because most Jewish children no longer live in homogenous Jewish neighborhoods or communities where they are in constant contact with religiously observant and culturally connected Jewish neighbors and peers. As compensation for this loss of an organic

conduit for the transmission of Jewish identity, institutions such as supplementary religious schools, youth groups, and Jewish community centers grew in prominence as Jews became more Americanized and assimilated (Sales and Saxe, 2004). Research into these different institutions has suggested that none of the various Jewish experiences they provide is itself predictive of a lifelong connection to Judaism; rather, an accumulation of diverse experiences is most effective in achieving this end (Abramowitz, 1998).

However, Sales and Saxe (2004) note that there is growing acceptance of the notion that experiential and emotional processes are more important than intellectual ones in achieving this Jewish connection, and that the summer camp format provides a unique opportunity to provide these experiences.

Interpersonal interactions are at the core of socialization, as relationships with others influence a person to adopt the behaviors, attitudes and values of a group (Kelman, 1961). Sales and Saxe (2004) posit that Jewish camps place such great importance on these relationships and the communities they form when aggregated so as to be uniquely suited to the socialization process. They write of the immersive community experience that camp offers:

Camps create the type of environment and encourage the kinds of relationships that are most likely to lead to social learning. These elements are readily applied to the task of Jewish socialization. Camp envelops campers and staff in a Jewish environment for an extended period of time and it gives them a sweet taste of Judaism. Camp exposes campers and staff to Jewish leaders and role models who exhibit Jewish identity, *ruach* (spirit), and... (the value of) being a good person.

Some camps also educate campers and staff, teaching them in Jewish history and Torah. (p. 17)

As a final argument in camp's favor, the authors note that the ages at which individuals attend and work at camps, particularly those of adolescence and emerging adulthood, are those most closely associated with identity formation. With all of these elements, the authors are not surprised to note increasing trends in academic attention to the importance of Jewish camps for the purpose of socialization, philanthropic attention to the creation and expansion of camp offerings, and camp participation from campers and families (Sales & Saxe, 2004).

Inclusion of Individuals with Disabilities

The Summer Camp Inclusion Program (SCIP) is, by definition, an inclusive one, designed to situate its target population in integrative programming alongside typically developing and functioning peers. It is thus instructive to briefly review the associations invoked by the concept of inclusion for different stakeholders, and what attitudes might exist toward it. This section of the literature review addresses the role that inclusion plays in both academic and recreational settings. This is relevant to the task of the dissertation in adding to an understanding of the context of inclusive programming.

Inclusion in Schools.

Trends in special education are moving in the direction of inclusive, rather than segregated models of programming (Avramidis & Norwich, 2002; Fisher, Fray, & Thousand, 2003; Idol, 2006). Various models of inclusive education have been

delineated. Idol (2006) reviewed four forms of service delivery for inclusion models of special education. In the first, a consultative teacher model, the general education classroom teacher has opportunity to consult with a special education teacher, but that teacher does not directly interact with included special education students. The second, the cooperative teacher model, sees both the general and special education teachers working collaboratively in the classroom and together providing programming for all students. The third model involves supportive resource programs, such as “resource rooms.” In this model, special education teachers based out of a separate room work together with classroom teachers to determine what individualized supports might help special education students, who are then brought to the resource room to receive these supports. The fourth model is for paraprofessional aides to accompany special education students while they are in their general education classroom, often in a 1:1 relationship. In practice, there is little standardization to how schools support their students needing special education services, and various combinations and hybrids of these models are likely to exist. Cross-pollination with more traditional, non-inclusive models of special education is also common. For instance, a school might have cooperative teaching in some classrooms; a curriculum coordinator to help design individualized services for included special education students a resource room specific to content mastery in a particular subject area, such as math; and self-contained classrooms for students with emotional disturbances and severe disabilities (Idol, 2006).

Researchers have paid close attention to the attitudes of different stakeholders in special education engendered by the trend toward inclusion. Administrators, teachers and other school staff are much more likely to believe that students with special education

needs are best taught in a fully inclusive environment with adult assistance, relative to working in self-contained special education classrooms or schools (Idol, 2006). In a review of the literature on attitudes among teachers towards inclusive education, Avramidis and Norwich (2002) found that teachers generally felt positively about inclusion. The authors identified a number of modifying variables, however. Teachers were more supportive of partial rather than fully inclusive education. The presence of supports in the form of either physical (e.g., teaching materials, equipment) or human resources (e.g., specialist consultants) were predictive of more positive attitudes toward inclusion. The authors also found an inverse relationship between teachers' acceptance of inclusion and the degree of a child's disability, such that teachers' attitudes were more positive towards inclusion of less impaired students. Newer and younger teachers were found to be more positive towards inclusion. Several studies supported that teachers of younger children were found to be more accepting of inclusion across several studies. The authors posited that elementary education may have a more holistic ethos than secondary education, focused on student development rather than specific subject matter, and elementary education is therefore better suited for inclusion (Avramidis & Norwich, 2002).

Research has also focused on parents' attitudes. Parents of children with milder disabilities and parents of younger children have been more likely to be strong supporters of inclusion than parents of children with more severe disabilities and older children, respectively (Leyser & Kirk, 2004). Parents of children with disabilities ranging from mild to severe, in their support of academic inclusion, often cite its social and emotional benefits (Leyser & Kirk, 2004). Parents' preference for inclusive environments is often

driven by the increased opportunities for developing friendships that come with inclusion with peers (Bennett, Lee, & Lueke, 1998). Indeed, fully inclusive school settings can lead to close friendships between children with and without disabilities. Seymour, Reid, & Bloom (2009) found that children without a disability were likely to list their disabled peers as close friends, and in some cases best friends, in an inclusive school with children with cerebral palsy as approximately half of its population.

Curtin and Clarke (2005) highlighted some of the challenges and choices faced by wheelchair-bound children in achieving successful inclusive education. In their study, which involved open-ended interviews with nine 10-13 year old children with diverse educational experiences, some children had successful social relationships in inclusive elementary school but struggled when transitioning to secondary school and having to make new friends. Some children in the study found fulfillment in relationships with other disabled children, while others had the exact opposite experience, perceiving that their social popularity was due to their differentiating themselves from other students with disabilities. Some study participants were frustrated to sit through mainstream classes that they felt were inappropriate for them, while others were angered not to be included when they were pulled out. Some credited paraprofessional support staff with the success of their school experiences, but others felt frustrated that their aides' constant presence made it difficult or impossible to be seen as normal and make friends. From this diversity of experience the authors conclude that individualization of programming is paramount, and that children's personal experiences of inclusive settings needs to be taken into account when developing an individualized education plan (Curtin and Clarke, 2005).

Inclusion in Recreation.

Concurrent with the trend towards inclusive education, there has been a movement to make recreational activities for children more accessible and inclusive (Miller, Schleien, & Lausier, 2009). Within schools, recreational activities such as physical education and recess can play an important role in successful social outcomes of inclusive education. Seymour, et al. (2009) studied the development of friendships, and what values and activities supported those friendships, in an inclusive school with a population roughly evenly split between students with and without physical disabilities such as cerebral palsy. They found that students without disabilities were likely to appreciate the challenges faced by their disabled peers in competing in athletic activities, and to value adapting those activities to level the playing field. For instance, one student without a disability was inspired to modify the rules of tag so that non-wheelchair-bound students were only allowed to tag other “runners.” At the same time, the authors found that within friendships between the two groups, students with disabilities were encouraged to persevere in athletic activities by their peers’ verbal gestures, such as “nice pass” or “you can do this,” and physical encouragement, such as high fives. Likewise, they reported that peers were able to help and guide them with physical assistance, skill and game play instruction, providing a chance to try, strategy instruction, and looking out for one another.

Outside of the school setting, different approaches have been taken to including individuals with disabilities in recreational activities. Both the design and implementation of inclusive recreational programs tend to be highly individualized, due to contextual organizational factors (Miller, Schleien, & Lausier, 2009). One factor

typically associated with successful programming is ongoing and consistent staff support and training, which may include disability awareness and sensitivity training, and skills for communicating with clients and families (Anderson & Kress, 2003). For those recreational activities which involve some instruction, such as swimming lessons or gymnastics classes, training is most effective when it includes formal inquiry into a child's needs and abilities in the given area (Fennick & Royle, 2003). Another factor that contributes to successful recreational inclusion is peer training (Boyd et al., 2008; Fink, 2000). Social interactions between children with disabilities and their peers can be increased by teaching peers about the strengths and abilities of the children with disabilities and how to interact with them (Miller et al. 2009).

The inclusion experiences of individuals with disabilities can guide practice in how best to structure inclusive recreational programs. Devine (2004) interviewed 14 adolescents and young adults about their experiences in inclusive leisure contexts, such as athletics. Most of the respondents found that these contexts facilitated connection with their peers and their communities. They described staff members creating tasks requiring interdependence between peers, which led to cooperation and in turn social acceptance. The increased independence that came with adaptive equipment was also cited as an important way to bridge barriers, as individuals with disabilities challenged others' stereotypes when they were able to showcase their skills and abilities. In contrast, inclusive leisure could feel distancing for the participants in the study when they felt devalued by not being given responsibilities and roles comparable to those of their peers. Other characteristics which contributed to feelings of distance were being ignored by staff members, and negative attitudes toward inclusion or disability (Devine, 2004).

Hughes et al. (2002) also noted decreased social interactions when activities were structured such that students with disabilities were being tutored by their peers, and therefore having their differences highlighted rather than experiencing equal status or a common goal.

Disabilities at Camp

This section of the literature review explores the different models that have been used to provide a camp experience for children with disabilities. Special benefits of summer camp for children with disabilities are first reviewed. The relative benefits of separate camping and inclusive camps are considered, as are different methods of inclusion utilized by those camps in the latter category. Finally, benefits of inclusive camping to the rest of the camp community (outside of the included individual with a disability) are briefly discussed. This section of the literature review is relevant to the dissertation in its enhancement of understanding of the context in which SCIP is situated.

Benefits of Camp for People with Disabilities.

In addition to the general benefits of camp discussed above, there are a number of ways that the camp experience has unique benefits to offer the camper with a disability. One facet of camp that can make it a good fit for such campers is its tendency to be well-programmed. Unstructured time can often lead to behavioral decompensation for children with developmental disabilities, and stress for themselves and their families. Summers can be particularly challenging if children do not have a comprehensive routine to fill the void left by school vacation (e.g., Brookman et al., 2003; Walker et al. 2010). The community aspects of camp can also be especially valuable to individuals with

disabilities, who may have a harder time accessing accepting and meaningful communities at home. This may be especially true for adolescents, who find particular value in the increased social acceptance and decreased loneliness of camp communities (Michalski, et al., 2003). Liddicoat, Dawson and Kincade (2008) interviewed long-time adult attendees of a camp for individuals with disabilities, and found that many thought of camp as a family or “second home,” and “a rare opportunity to be treated as normal people by a community that loves and respects them” (p. 102). The safety of the camp environment allowed these campers to attempt new challenges and push themselves towards opportunities for personal and social growth.

Camp’s accepting environment can be a gateway to growth in widespread domains for campers with disabilities. The peer support that comes with participation in inclusive camp programming can lead to increased skill development in activities of daily living (Rynders, Schleien, & Mustonen, 1990). Parker (1998) surveyed parents of developmentally disabled adolescents in a mainstream residential camp program which included both formal and informal integrative elements, as well as separate programming within the developmental disabilities division. The majority of parents reported improvements in their children’s social skills, daily living skills, and academic/cognitive skills. Some of the particular gains observed included more confidence, increased social interaction, greater initiative and independence, improvements in written communication, and longer attention span. Siperstein, Glick, and Parker (2009) found that children with intellectual disabilities in an inclusive camp program experienced increased rates of social acceptance, with the majority of participants reporting at least one new friend without a disability. Anderson et al. (1997) also found increased relationship

development and improved quality of life with regard to social activity and interpersonal relationships among adolescents with disabilities after an inclusive wilderness canoeing trip.

Models of Camp for People with Disabilities.

Some camps have partnered with larger unaffiliated organizations to help them implement inclusion programs. In a qualitative evaluation of one such camp, students with disabilities were included with the help and support of an organization with the specific mission to help promote inclusion in camps (Mecke & Hutchison, 2005). The authors found that division of labor and mutual leadership, shared by the camp administration and staff and the external inclusion organization, were primary factors contributing to the camp's success. Specifically, the external organization found campers who might be good fits for camp inclusion, completed initial profiles with their families, and matched them to appropriate camps. Meanwhile, the camp director oversaw staff hiring and training, invited staff to work with disabled campers and sought buy-in, and monitored the process throughout the summer. The camp and the external organization worked in collaboration on some elements as well, such as reviewing camper profiles, designing the staff training, and setting policies of the inclusion program.

Other studies have focused on the programmatic elements which foster an inclusive environment. Brookman et al. (2003) observed a number of program components that contributed to "buy-in" from the larger camp community, and subsequently led to more successful outcomes for campers. These included having any extra inclusion support staff members "blend in" seamlessly with the rest of the camp,

educating the general camp staff population about how to include children with special needs, and establishing good rapport and frequent communication with camp administration, both prior to and during summer camp sessions. Greenberg and Greenberg (2010) cited the refusal to discuss medical diagnostic labels with the camp community as a successful strategy in shifting perceptions of included campers with disabilities away from their limitations and towards individual characteristics that could then be appreciated. Zweig (2009) noted the value of fostering shared responsibility for social inclusion among all camp staff, including those not hired to work directly with children (e.g., facilities staff, kitchen workers), so that all staff members feel empowered to guide campers toward inclusive behavior.

Parker (1998) examined a program in which eleven adolescents with developmental disabilities were partially integrated into the daytime programming at a residential camp for typically developing adolescents, while sleeping in their own separate bunks. A number of factors were identified as fostering success for this partial inclusion model. First, “in-service” for both campers and staff in the typical camp program allowed for any questions about the developmental disabilities program to be answered. Second, while the developmentally disabled campers lived in separate cabins, these cabins were interspersed among the rest of the cabins of the camp. Third, the separate developmental disabilities division was presented to the camp community as not separate at all, but rather a component of the particular age group with which they were integrating. Fourth, both “formal” integration (e.g., seating during meals, recreational and instructional swimming together) and “informal” integration (e.g., reserved time for typical campers to invite their disabled peers to spend an hour of free time with them)

were built into the program. Finally, even when the two groups programmed separately, the physical locations of the programming still allowed for incidental contact. For instance, the campers with disabilities might have vocational training in the dining hall or camp office, where they were likely to encounter their typically developing peers.

Although many researchers have documented the value of inclusive camp programming for children with disabilities, others have asked what benefits might be unique to segregated camp. Wetzel, McNaboe and McNaboe (1995) noted the positive effects of having all staff members in a segregated camp equally committed to the mission of serving children with developmental disabilities. The authors describe close communication and equal participation between all camp staff members in the implementation of programming. In an evaluation of a therapeutic residential summer camp program designed exclusively for children with learning disabilities and related psychosocial problems, Michalski et al. (2003) noted that these children were frequently exposed to bullying and other negative social experiences when they had previously attended mainstream camps. In addition, they were often “kicked out” of these camps when the camps were unable to accommodate their behavioral needs. In contrast, the authors found that the summer camp environment explicitly geared towards this population led to decreases in feelings of isolation, and increases in self-esteem, cooperation, and responsibility. Campers’ parents attributed these gains in their children in part simply to the experience being away from home, but also to the safety and security afforded by an environment of children and adolescents facing similar challenges (Michalski et al., 2003). Similarly, Goodwin and Staples (2005) surveyed a group of adolescents at a segregated camp for teens with disabilities and found that campers

valued being surrounded by people of similar life experiences, which contrasted feelings of disability isolation in their home environments. These adolescents reported feeling a stronger sense of community and more social belonging in the segregated camp context (Goodwin & Staples, 2005). What characteristics of campers with disabilities are more closely associated with benefit from segregated versus inclusive camp experiences merits further research.

Benefits of Inclusion for the Rest of the Camp Community.

In addition to the value of inclusive summer camp experiences for individuals with disabilities themselves, other people in camps stand to benefit from programs which facilitate inclusion. Social interactions between autistic campers and their typically developing peers can be made mutually reinforcing for both groups, such as by facilitating sharing exchanges or constructing situations in which children with and without disabilities must seek assistance from each other (Brookman et al., 2003). Parker (1998) examined a program in which eleven adolescents with developmental disabilities were partially integrated in a residential camp for typically developing adolescents. At completion of the program, the typically developing peers were surveyed as to their experience. 58% felt that the integration had positively affected their summer experience, and 72% experienced positive effects on their perceptions of children with disabilities. The most common changes in the latter category included greater awareness and understanding of disabilities, new appreciation of the capabilities of the developmentally disabled, and increased comfort levels spending time in their presence. Anderson et al. (1997) brought an inclusive group of adolescents with and without

disabilities on a wilderness canoe trip, and found that the participants without a disability experienced a number of positive effects, including a positive attitude change towards disability, friendship development, and personal growth and reflection in areas such as self-confidence, tolerance of others, and comfort being involved with groups.

Summary

This chapter of the dissertation summarizes relevant literature that establishes the context and rationale for the dissertation task. The literature review identifies some of the needs and skill deficits of the target population of the SCIP program, and delineates why a summer camp program is particularly suitable to meet these needs. The particular value of the camp's religious identification is explored with regard to the benefits of involvement with faith and spirituality for individuals with disabilities, and with regard to the particular cultural role of summer camp in Jewish communities. Inclusive practices for people with disabilities in different settings are reviewed, culminating in a survey of the literature on inclusive summer camp programming and its benefits and drawbacks.

CHAPTER III

APPROACH TO PROGRAM EVALUATION

Chapter Abstract

This Chapter reviews the framework of program evaluation used to conduct the dissertation. The framework consists of four phases, and each is discussed in this chapter. The final phase, that of evaluation, is reviewed in some detail as the bulk of activities conducted for the dissertation fall under its purview. This chapter also includes the evaluable program design of the Summer Camp Inclusion Program, as developed by the client and consultant for the purposes of implementation and evaluation.

The Program Evaluation Framework

The program evaluation conducted as part of the current dissertation task was designed according to Maher's program planning and evaluation framework (2012). Maher's framework, which serves to guide program consultants through the process of collaborating with clients, consists of four phases: clarification, design, implementation, and evaluation. The phrases are interrelated in the process of program planning and evaluation, and each phase serves the purpose of informing those phases which succeed it. This chapter will briefly review what each of these phases consists of, focusing the most detail on evaluation, due to the activities of this dissertation being most closely related to that phase. A detailed discussion of the activities of all four phases can be

found in *Resource Guide for Planning and Evaluating Human Service Programs* (Maher, 2012).

Phase I: Clarification

The clarification phase is the first of the four phases of Maher's program planning and evaluation framework (2012). The clarification phase focuses on elucidating the circumstances that are leading to interest in the development of a program, either by the client or other relevant stakeholders. Without a clear understanding of the different variables in the presenting situation, it is unlikely, if not impossible, to ensure that a program will be designed and implemented to have value for a target population. More specifically, then, the first area to be clarified is the identity of the target population. Characteristics of the target population which may be important to this phase include the size of the group, its characteristics and demographics, and whether and how it should be segmented to facilitate successful program development.

The second activity of the clarification phase, which necessarily follows identification of the target population, is an assessment of this population's needs. Maher (2012) defines needs as any discrepancies between current and desired states of affairs, in any domain in which the program in development may function. The needs assessment consists of collection of data in some manner that provides a baseline understanding of the target population's functioning in the domains of interest, and determines in which areas there is need for change. The third and final area targeted in the clarification phase is the context in which the target population's needs are embedded. Characteristics of the relevant context that merit attention, according to Maher (2012), include organizational

resources, values, ideas, circumstances, timing, obligation to the target population, resistance to program development, and attitudes about benefit. When all three of these activities are completed, a clarification report is written and used as a reference point by the consultant and relevant stakeholders for future phases.

Phase II: Design

The design phase is the second of the four phases of Maher's program planning and evaluation framework (2012). In the design phase, the information obtained from the clarification activities is put to use in the devising of the program itself. The purpose of the design phase is to delineate as clearly as possible the activities of the program, and to ensure that its design corresponds to the information gathered in the clarification phase so that it is valuable to the target population. Maher (2012) identifies four major activities to take place in this phase. These consist of identification of the program's purpose and goals; consideration of program design alternatives, so that methods, procedures and materials are chosen which are most likely to lead to goal attainment; development of the program, including preparation of the relevant resources; and documentation of the program design, such that the client have a resource that can guide him or her in implementing the program as closely as possible to the intended design. Like in the clarification phase, these activities are both sequential and interrelated; that is to say, they depend on the information generated and tasks accomplished by the previous activities, and they inform those that are subsequent. They are also reflexive, meaning that new information in one domain may require a return to a previously completed activity to make appropriate modifications.

Phase III: Implementation

The implementation phase is the third of the four phases of Maher's program planning and evaluation framework (2012). The activities of this phase guide the implementation of the program in accordance with the program design document, and are intended to maximize the degree to which the program is implemented as designed. The reasons why the implementation phase is valuable and important include the professional expectation that a program will result in worthwhile outcomes, the increased likelihood of these outcomes when the program is implemented as designed, greater ability to draw connections between the program and its outcomes, and greater likelihood of informed decision-making about future changes to the program. Activities of the implementation phase include a review of the program design, replete with any necessary updates, recommendations, and revisions; the actual facilitation of the program's enactment; and monitoring of the program's process as it is carried out. As in both previous phases, the activities of implementation are sequential, interrelated, and reflexive.

Phase IV: Evaluation

The evaluation phase is the final of the four phases in Maher's program planning and evaluation framework (2012). This phase will be discussed in significantly more detail, as the activities of this phase were the focus of this dissertation and correspond to those completed in the course of this dissertation task. The purpose of the evaluation phase is to establish and seek to answer program evaluation questions; the data yielded in this process, and its subsequent analysis, enable sound judgments about the value being added by the program. Of note is that in Maher's framework, the program evaluation

plan is initially formulated as part of the program design, and so evaluation activities actually begin as early as the design phase.

The importance of the evaluation phase is extensive, because this is the phase that helps determine the value of the program. In the most direct sense, this is critical information which informs decisions about the program's continuation and what, if any, modifications are appropriate. This determination has several more indirect repercussions, however, which enhance the evaluation phase's importance. First, stakeholders have invested resources in the program's implementation, and will seek assurance that their investment has resulted in some value to the target population. Sound program evaluation is necessary to provide this assurance. A second reason is to ensure that the program is continually improved; this is also only possible if sound program evaluation is taking place to determine areas where improvement is necessary or possible. Third, decisions about dissemination and expansion of the program to other sites or target groups are directly informed by sound information about the program's implementation and value. A fourth reason for the evaluation phase's importance is that it addresses concerns of relevant external parties, such as foundations, boards, and agencies, who may be invested in the program due to providing grants, contracts, or other funding that maintains the program's operation. A sound program evaluation both yields information that is of interest to these parties, and organizes this information such that it can be presented to them. Finally, when an evaluation process is intrinsic to a program's design, program implementers and stakeholders are more likely to be involved and invested in the program's improvement and provision of value.

In addition to incorporating a series of activities, which are outlined in the pages to follow, a sound program evaluation must possess four qualities, according to Maher (2012). The program evaluation must be practical, in that it is not disruptive to organizational routines already in place. It must be useful, in that it leads to effective decisions about the program being evaluated. It must be proper, in adherence to any and all relevant ethical and legal requirements. And it must be technically defensible, in that its methods, procedures and instruments can be justified as accurate, reliable and valid. With these qualities as guiding principles, the program evaluation phase contains twelve activities. As in the other phases, these activities are sequential, interrelated and reflexive. A complete list of the activities of the evaluation phase is as follows:

1. Identifying the client
2. Determining the client's needs for program evaluation
3. Placing the program in evaluable form
4. Delineating program evaluation questions
5. Specifying data collection variables for each question
6. Describing methods, instruments and procedures for data collection
7. Describing methods and procedures for data analysis
8. Specifying personnel and their responsibilities to the evaluation
9. Delineating guidelines for communication and use of program evaluation information
10. Constructing program evaluation protocols
11. Implementing the program evaluation
12. Evaluating the program evaluation

The remainder of this section provides brief descriptions of each of the activities of the evaluation phase. More detailed information about these activities is available in Maher's *The Resource Guide for Program Planning and Evaluation* (2012).

1. Identifying the client

In this first activity of the evaluation phase, the client of the evaluation is identified. While the client is often consistent with the client in earlier stages, a funding agency or a board of directors are two examples of stakeholders who may become primary clients at this stage of the program planning and evaluation process. Maher (2012) suggests three guiding questions to lead to identification of the proper client for the evaluation stage. First, who has been directly responsible for the implementation of the program in accordance with its design? Second, who is responsible for managerial or administrative oversight of the program? And third, who, if anyone, among those external to the organization are interested in the design, implementation, and outcomes of the program? The answers to these questions should clarify the identity of the client while placing other stakeholders into an appropriate perspective and time frame.

2. Determining the client's needs for program evaluation

The client's program evaluation needs are determined in the course of discussions about the nature and scope of the client's ideas about the evaluation. These ideas can be categorized as what the client wants to know, why they want to know it, and how they expect the information to be obtained. Information sought by the client is likely to fall into the categories of whether the program has addressed the appropriate and intended

target population, whether and to what extent the implementation of the program has corresponded to the design, and whether and to what extent the program has added value to the target population. After determining what information is sought, it is helpful to think through with the client what that knowledge would actually do for them, to determine if it is a valuable product for a program evaluation. Finally, working with the client to understand how they expect the information to be acquired is important to ensure that they have an accurate perspective on the systemic process of program evaluation.

Maher (2012) highlights several reasons why this activity is important. When a client has the opportunity to make their evaluation needs understood, they are likely to be more involved and invested in a successful program evaluation. In addition, the more explicit the client's needs, the better the consultant is able to decide whether and to what extent the evaluation will be able to address those needs. And finally, the discussion of the client's program evaluation needs provides perspective to the consultant regarding the client's current understanding of what the program evaluation will entail, and what their expectations are.

3. Placing the program in evaluable form

In order for a human services program to be evaluated, Maher (2012) posits that it must be delineated in "evaluable form." There are three key criteria that, when present, identify a program's design as evaluable: clarity, compatibility, and development status. Clarity refers to the extent to which program design elements are able to be understood by all relevant stakeholders, including the consultant and the client. Compatibility refers to the degree to which the various elements of the program design are compatible and

consistent. Development status refers to the extent to which the elements of the program design are developed for successful implementation. While any program that has been the subject of Maher's full program planning and evaluation framework should already meet these criteria due to the attention paid to them in the clarification and design phases, consultants must often evaluate programs that have not been programmatically planned.

There are several reasons why it is important for a program to be in evaluable form for the purposes of evaluation. A program's essential design elements must be clearly understood if the program is to be continuously developed and improved, which is by necessity a goal and task of the evaluation process. Outcomes discovered during the evaluation also cannot be connected to design elements of the program without the program being in evaluable form. In addition, if these discovered outcomes are positive and lead to indication that there may be value in dissemination and replication of the program or its effective elements, then an evaluable design enables an understanding of which elements in fact contributed value, and exactly what the program to replicate is. Finally, the investment of resources, including people and time, indicates that it is sound professional practice to know exactly what program is bringing a return on investment.

4. Delineating program evaluation questions

Program evaluation questions, according to Maher (2012), are those which address elements of the program's design, implementation, or results. Moreover, they are questions whose answers provide information about the program, which then informs decisions about program planning and evaluation actions to be taken by relevant stakeholders including but not limited to the client and the consultant. These actions can

include judgments about the worth and value of the program to the target population or to others, about the capability of the program to be designed as implemented, or about the program's contributions to the organization. They can also include decisions about revisions to the program's design, about whether and to what extent the program is replicable, and about elements of the program to eliminate (or whether the program in its entirety should be phased out).

The first step in generating a list of program evaluation questions is to specify what needs to be known about the program. Information from earlier stages, such as the client's program evaluation needs, can be helpful in this regard. What the client needs to know about the program might include whether and to what extent the target population's needs have been addressed, whether the program added value to the target population, whether the program was implemented as designed, whether the program is sufficiently valuable to consider replication, or whether and in what areas revision to the program design might be appropriate. The next step of this activity is to generate an initial list of program evaluation questions. This involves soliciting questions from as many relevant stakeholders as possible, having them share why they think their questions are important, discussing the questions, and paring the list down to those which all agree upon. All appropriate questions should relate to the program's design in some fashion. In the third step of this activity, this initial list of questions is further edited as the most important questions, and the ones most likely to lead to effective and efficient programmatic decisions, are selected. These questions are then placed into "SMART" form (Maher, 2012). That is to say, they are altered such that they meet the criteria of being Specific, Measurable, Answerable or attainable, Relevant, and Time-framed.

5. Specifying data collection variables for each question

According to Maher (2012), data collection variables are those constructs and items which need to be measured in order to answer the program evaluation questions specified in the previous activity. This activity involves two steps. First, variables on which data can be collected must be listed. If the program evaluation questions are in appropriate “SMART” form, then this list can be generated by pulling out from each question any variable that might be measurable. These might include groups of people; settings; particular knowledge, skills, or abilities; and quantities or qualities of these variables. The second step of this activity is then to operationalize each variable. Operational definitions are those which define terms accessibly, such that any relevant person would be able to understand and apply them. They should also be specific and measurable, such that they make clear what data is needed to answer the program evaluation questions, and such that they guide the next activity, specifying data collection methods, instruments and procedures.

6. Describing methods, instruments and procedures for data collection

The next evaluation activity is to decide exactly how data will be collected on each of the variables specified in the previous activity, with the ultimate goal of answering the program evaluation questions. Data collection must correspond to particular program evaluation questions in order to make the evaluation useful and valuable to the client. As such, the first step of this activity is to review all of the listed and operationalized data collection variables, and decide with the client which of them are sufficiently important to collect data on them. This step is important because some

variables may be unrealistic targets for data collection due to ethical concerns, lack of sufficient time, or a poor data base. In addition, collecting data on some variables may not be helpful to answering the program evaluation question. Once it has been determined for which variables data collection is desired, methods and sources for data collection must be decided upon. Methods, according to Maher (2012), are the particular ways or technologies to be used for data collection. They are determined by the specific nature of the variable, the program evaluation question, and practical factors of the program evaluation. They may include questionnaires, rating scales, tests, permanent products, interviews, or direct observation in naturalistic settings. Sources refer to where the data is coming from. This may be individuals or groups, such as the target population or program personnel, but can also be program records or a database. Like methods, appropriate sources are determined in the context of the specific variables and program evaluation question being asked.

Once variables for data collection have been identified and the data collection methods and sources have been decided, the next step involves determining the appropriate procedures for the data collection. Maher (2012) indicates that there are two decisions to be made in this step. First, it must be decided whether the program will serve as its own control, or whether there will be a comparison group as an external control. Both cases have advantages and limitations, and as with the other steps of this activity the decision will be guided by the particular characteristics of the relevant variables and program evaluation questions. The second procedural decision concerns when to collect data relative to the time of program implementation. For different circumstances, it might be appropriate to develop pre- and post-program procedures; a

time series procedure, in which data is collected at multiple points during or after the program implementation; or exclusively post-program data collection. Once these procedural decisions are made, the final step of this activity involves the instruments used to collect data. While these may sometimes be preexisting instruments which can be selected, more often they are developed expressly for the program evaluation. In this way, they are individually tailored to the program design and setting, and may therefore be more effective in answering program evaluation questions. As with the larger program evaluation plan as a whole, important qualities to guide instrument development are practicality, usefulness, propriety, and technical defensibility.

7. Describing methods and procedures for data analysis

This activity of the program evaluation phase involves determining how the data that is collected will be analyzed and interpreted in order to answer program evaluation questions. Data analysis decisions are guided by the goal of presenting the data, as it relates to each program evaluation question, in a form that is communicable to and understandable by the client and other relevant stakeholders. Moreover, analysis must be systematic, and data must be interpreted in the proper frame of reference in order for the data to be valuable for the purposes of programmatic decision making. The interrelated tasks of this activity, then, include selecting and operationalizing the units of analysis, determining how the data will be organized and displayed for presentation, identifying the frames of reference and points of comparison, and deciding on which statistical procedures will be used in the analysis (Maher, 2012).

8. Specifying personnel and their responsibilities to the evaluation

The next step in Maher's (2012) program evaluation framework involves identifying all of the people who will be involved in the program evaluation in any capacity, and defining their roles and responsibilities with respect to the program evaluation and the activities described above. When it is clear which specific activities are incumbent on which specific individuals, and when they must be completed by, the likelihood that the program evaluation plan will proceed according to design is maximized. The tasks of this activity include comprehensively delineating responsibilities that must be fulfilled during the program evaluation, describing the timeframes for those responsibilities, determining who will be responsible in each case, and ensuring that any information about roles and responsibilities is known to the relevant people. The responsibilities that must be assigned will likely stem from the previous two activities, in that they will pertain to the methods and procedures of data collection and analysis. Responsibilities are assigned to relevant and appropriate people, who may include consultants, program staff, administrators or executives.

9. Delineating guidelines for communication and use of program evaluation information

The next activity of the program evaluation phase focuses on all details concerning communication and use of program evaluation information once it has been gathered and placed into usable and presentable form. If information generated during the program evaluation is not communicated to and used by relevant parties affected by the program, there is little chance that the information will lead to programmatic changes

or other program planning actions. Program development and improvement hinges on the results of the program evaluation, the answers to the program evaluation questions, being communicated. That is to say, they must be conveyed, in written and/or oral form, to relevant audiences. Relevant parties must then be involved in reviewing, the information, considering its implications and meanings, and determining if it merits any actions for the purposes of program development and improvement. The tasks of this activity correspond to these goals. They consist of specifying whom the target audience for the information consists of; identifying which information will be communicated; determining details concerning when, how, and by whom information will be communicated; deciding how to involve the target audience in use of evaluation information, and pinpointing program planning actions to be taken (Maher, 2012).

10. Constructing program evaluation protocols

Throughout many of the preceding program evaluation phase activities, information gathered and decisions made should be recorded, kept organized, and delineated in program evaluation protocol worksheets that correspond to each of the program evaluation questions. In this tenth activity, those worksheets are used to construct a program evaluation protocol for each question being asked as part of the program evaluation. These essentially reiterate the information of the past several activities. Information to be included in each protocol includes the following:

- The program evaluation question
- Data collection variables
- Data collection methods, instruments and procedures

- Methods and procedures for data analysis
- Guidelines for communication and use of evaluation information

Written protocols for each question, containing the above information, make up an important component of the overall program evaluation plan document. Maher (2012) proposes the following format for this document:

- I. Overview of the Program Evaluation
 - a. Client and Client Information Needs
 - b. Timeframe of the Evaluation
- II. Description of the Program that was Evaluated
- III. List of Program Evaluation Questions
- IV. Program Evaluation Protocols (one for each program evaluation question)

Appendix A – Copies of instruments, referenced to program evaluation protocols and questions

Appendix B – Professional biographical sketch of consultant or program planning and evaluation team (optional)

11. Implementing the program evaluation

The program evaluation protocols are put to use in the second to last activity of the program evaluation phase, as the evaluation itself is implemented. In the course of implementing the evaluation, the attention should remain on the processes that are occurring, rather than jumping ahead to outcomes. That is to say, those individuals identified as having roles and responsibilities in the evaluation should focus, as

appropriate, on collecting, analyzing and interpreting data in accordance with the methods, instruments and procedures described in the respective protocols for each program evaluation question. Likewise, communication and use of resultant information should as closely as possible follow the procedures as described in the protocols. If adjustments to these process control indicators are necessary due to changing circumstances in the course of the evaluation, they should be made accordingly, and their rationales and justifications should be clearly appended to the relevant program evaluation protocols.

12. Evaluating the program evaluation

In the final activity of the program evaluation phase, the evaluation is itself evaluated. This activity is conducted in accordance with the same principles guiding the evaluation of the program itself – namely, that the value is increased if the evaluation provides information about how to modify or improve the process in future replications. As described by Maher (2012), the “evaluation of the evaluation” assists the consultant, the client and any other relevant stakeholders in determining how future program evaluations can better serve program planning actions, and the program planning and evaluation process as a whole. In discussing the evaluation itself with any relevant parties, the evaluation of the evaluation should address practicality, utility, propriety, and technical defensibility as areas to evaluate.

Description of Evaluable Program Design

In this section of the dissertation, SCIP's design is outlined. First, the target population of the program is described, including inclusion and exclusion criteria. Second, the statement of program purpose is provided. Third, the three goals of the program with regard to increasing the knowledge, skills and abilities of the target population are delineated. Fourth, the components of the program are described in detail, with reference to their intended respective roles in achieving the program's goals. Fifth, the various camp personnel who have roles in the program as designed are listed, with the corresponding responsibilities for each role.

Target Population

The Summer Camp Inclusion Program (SCIP) at "Jewish Summer Camp" (JSC) was designed to serve Jewish children with special needs, ages 9-12. Children already in the program who had experienced success in past summers were also able to participate in subsequent summers through age 16, corresponding to the oldest age division in the larger camp. Other children ages 13-16 who did not participate in the program previously may have been eligible to participate if deemed an appropriate fit by the program director.

The children generally came from the Northeastern United States, including many from the New York or Boston areas. However, referrals to the program come from many sources and children are not excluded based on geographic location or being outside of a specific catchment area. This is notable in that it contrasts the policy of the broader camp

program for typically functioning children, which generally directs applicants towards the particular camp in the national movement that is zoned for their geographic region.

The target population of the program, broadly speaking, includes children with social skill deficits; cognitive, intellectual, and developmental disabilities; and physical disabilities, including mobility problems. Program participants must be Jewish, and their parents must be willing and able to be readily available to camp personnel over the phone during the summer, for the purposes of consultation. In accordance with program eligibility standards, none of the participants in the program are expected to need a 1:1 caregiver, or to have a classification of a disruptive behavior disorder.

Statement of Program Purpose

Jewish children, ages 9-12, who have social skills deficits and/or developmental or physical disabilities and are enrolled in the inclusion program will participate in the program for the duration of either the four or eight week camp season. The participating campers will be exposed daily to typically developing and age-matched peers, who will act as models of age-appropriate social and other behavior. In addition, the participating campers will take part in the camp programming that is designed for their peers and their age group. As a result of their participation in these activities, the campers participating in the program will increase both the quantity and quality of their social interactions with peers and others, develop new friendships with peers, and increase their independence in activities of daily living at which they are not functioning at age level.

Program Outcome Goals

Three outcomes were identified as goals for the program with regard to the program design:

1. Inclusion program participants will show increased quantity and quality of their social interactions (i.e., proficiency in social interaction) when comparing their behavior before participation in the program and at the end of the program.
2. Inclusion program participants will have gained new friend(s) when comparing their behavior before participation in the program and at the end of the program.
3. Inclusion program participants will increase their ability to independently complete their activities of daily living when comparing their behavior before participation in the program and at the end of the program.

Program Components

Because SCIP is designed to be implemented as an embedded program within the larger camp program of JSC, many of the activities of the program “on the ground” are not specific to SCIP and are reflective of the programming that happens to be taking place at the camp. Please see Appendix C for a sample schedule of the activities in which campers might be participating. Nonetheless, three distinct components of the program are specific and unique to SCIP. They are described in this section.

Counselor training and supervision. This first component of the program, counselor training and supervision, is designed to address all three programmatic goals identified above: increased social interaction, increased friendships, and increased independence in activities of daily living. Two primary methods are identified in the enactment of this component of the program, and they will take place in distinct phases. The initial counselor training will occur prior to the arrival of campers for the summer program, whereas ongoing counselor supervision will take place throughout the summer. Within the former activity, counselors will be trained by the inclusion coordinator in two sessions, taking place during the staff training week prior to the arrival of the campers.

The first of these sessions will be a 120 minute group session for all counselors who have inclusion campers assigned to their bunks. The purpose of this session is to build motivation, knowledge and skills in the counselors so that they are best able to implement the program with an aim towards the enumerated program goals. Two particular techniques are to be utilized during this session. First, the inclusion coordinator and SNP director will deliver lectures about the principles and goals of the practice of inclusion, and of this program in particular. Second, the inclusion coordinator will introduce and implement at least one exercise or activity designed to help counselors develop a deeper appreciation of the importance of helping typical peers and inclusion campers to empathize with each other, be sensitive to each other's particular needs, and to seek out campers different from themselves for friendship and social interaction.

Materials needed for this session include the interactive exercises designed to build sensitivity to differences, as described above. These may include a "dyslexic fairy tale" story designed to give SCIP staff members the experience of having a disability, or

a labeling game in which staff members wear labels that instruct their colleagues to treat them in a particular way. This latter activity is designed to give SCIP staff members the experience of being treated by others as if they have a disability. The materials for these programs are to be used exclusively during staff training week, during this large group session, but can be saved for use in future summers. They are targeted to counselors, and their use is justified by the expectation that they will contribute to preprogram learning by staff and subsequently to increase motivation, sense of obligation, and identification with the values of the program. No particular equipment or tools are needed for this session beyond these activities. The ideal facility for this training session is a room or outdoor location located at the camp that can accommodate 30-40 people, and space for them to mingle, as indicated in the labeling activity. Please see Appendix B for examples of the training materials and curriculum used in the large group meeting during staff training week. This curriculum has been modified from that in the original program design only for the purposes of deidentification.

The second session of the staff training week will be a 90 minute session for each trio of counselors assigned to a particular bunk. The inclusion counselor will thus facilitate one 90 minute session for each camper in the program. The purpose of this session is to make available specific knowledge about the camper whom a particular counselor trio will be caring for, and to provide a forum for questions and concerns of the counselors to be aired. These may be specific or general. Two techniques will be utilized by the inclusion coordinator in this meeting. First, the coordinator will use materials and information gathered during the program application process to didactically educate the counselors about their particular inclusion camper. Personal experience and

professional expertise can be drawn on in this activity, particularly with those campers who are returnees to the program and about whom the camp may already have more extensive knowledge. For new as well as returning campers, however, the inclusion coordinator will teach skills such as organizational and motivational techniques, as appropriate to the particular camper profile. The second technique used in this more personal meeting will involve warm engagement with the counselors and encouragement to ask questions concerning everything which they are unsure about. Everything is fair game for counselors to bring up, including concerns about managing the camper's disabilities, practical and logistical concerns, worry about the emotional burden of the job, etc. The inclusion coordinator will engage with the counselors until they are comfortable with their roles and responsibilities.

Materials needed for this second information session are any relevant forms that have been filled out by the inclusion camper's parents as part of the initial process of application and admission to the program. These forms will include information that relates to the camper's needs in each of the three goal areas. With regard to the program evaluation, these forms are most relevant in their use by the inclusion coordinator and counselors in the initial informational meetings; however, they or the information in them will also be available as needed throughout the summer, to counselors and to other camp personnel working with inclusion campers in specific areas, at their request. The use of these forms is programmatically justified, as the forms are expected to contribute to staff understanding of program participants by increasing staff knowledge of inclusion campers' skills and abilities, and of how the inclusion campers' behavior has been understood in the past.

The second phase, or method, of the counselor support program component is the ongoing supervision counselors will receive throughout the summer. The inclusion coordinator will be available to counselors daily to provide guidance based on professional expertise and personal knowledge and experience. The inclusion coordinator will seek out counselors daily for “check-ins” during the first week of a particular camper’s time at camp, and will make a check-in schedule for the rest of the summer, based on the need of counselors for support and supervision. Counselors will also receive support and supervision throughout the summer from their division head and from their *yoetz* (advisor), although neither of these activities is specific to SCIP and both would occur with or without an inclusion program participant in a particular counselor’s bunk. In the inclusion coordinator’s interactions with counselors, the same effort as in the initial meetings will be taken to foster a safe environment and encourage counselors to ask questions and seek out knowledge and support. The inclusion coordinator will utilize the techniques of troubleshooting difficulties with the counselors, and increasing definition of or making amendments to roles and responsibilities with regard to care for the camper and implementation of the program. In terms of materials, the same admission and enrollment forms described above may be utilized as needed and appropriate, when counselor support relates to information about the camper that predates the summer. As above, use of these forms is justified by their contribution to counselor knowledge of program participants’ characteristics, skills, and abilities. No particular equipment, tools, or special facilities are required for the implementation of this component of the program.

Peer training discussions. The second component of the program involves direct interaction with the typically functioning children that share a bunk with the program participants. The inclusion coordinator will meet with the peers of the inclusion campers on a bunk-by-bunk basis to provide a forum for sharing questions, concerns, and thoughts about the inclusion experience. One discussion will be scheduled within the first ten days of camp, to ensure that the benefits of this component take effect near the beginning of the program. At least one, and possibly more follow-up sessions will be scheduled during the remainder of the summer. The need for additional sessions to the introductory and wrap-up meetings will be determined on a case-by-case basis, based on need. By providing encouragement and skills for socially engaging with the inclusion campers, and therefore bolstering peers' ability and motivation to befriend them, this component addresses the goals of increased social interaction and increased friendships, respectively.

A variety of techniques will be employed by the inclusion coordinator in the implementation of this component. First, the inclusion coordinator will increase knowledge among the peer group regarding the value of socially engaging with the inclusion camper in their bunk. Empathy, the benefits of interacting with and learning from those different from oneself, and Jewish values of kindness, compassion and inclusion are all potential topics that can be incorporated into this technique and contribute to building an appreciation of this value. Second, the inclusion coordinator will work to normalize any discomfort or frustration experienced by peers in living and interacting with the inclusion camper. Both positive and negative stories and incidents that the peers have experienced involving the inclusion camper will be solicited. In addition, the inclusion coordinator will encourage peers to share past experiences,

external to camp, of interacting with, respecting, and/or learning from individuals with disabilities, including, for instance, classmates and relatives. Sharing and frank discussion of these stories, even if the teller had a neutral or negative experience, will set a tone of openness and demonstrate to peers that they will not be judged negatively if they are struggling or not fully motivated to engage with program participants. The third technique utilized by the inclusion coordinator will be teaching the peers new skills for interacting socially with the target population. Skills taught will be determined based on analysis of the enrollment forms and other information pertaining to the particular inclusion camper in that bunk, and therefore specific to that camper's strengths and weaknesses. These skills might include speaking in short and simple sentences so that the inclusion camper will be able to understand and attend to peers; encouraging the inclusion camper to make eye contact when interacting; contextualizing the inclusion camper's behavior to their disability or challenges, which will increase empathy and patience; and simplifying preferred activities to keep the inclusion camper participating and engaged.

No specific materials will be needed for programmatic purposes in order to implement this component of the program. The desire to record or note content of these discussions, either by taking notes with pen and paper or using an audio recording device, may necessitate the use of those materials for program evaluation purposes only, and not as directly related to program goals. No special equipment or tools are needed to implement this component of the program, and discussions may take place in the bunk where the peers live. They do not require a separate space.

Instruction and practice in activities of daily living. The third component of the program targets the program goal of increased independence in activities of daily living (ADLs) by providing direct instruction and practice in ADLs for program participants. The methods of this component will be utilized in distinct phases. First, the inclusion coordinator will solicit from parents a baseline assessment of the inclusion camper's level of independence prior to the beginning of the program. This will be accomplished technically by sending to parents a modified version of the Katz Activities of Daily Living Scale, included in the Pre-Program Parent Questionnaire, via post or email (see Appendix A). This checklist will be accompanied by an explanation of its purpose and the appropriate means and instructions to return the assessment.

Second, each inclusion camper's individual counselors will rate the inclusion camper's level of independence in ADLs at the beginning of the summer, to verify the camper's parents' assessments and to adjust their ratings as necessary for the context and setting of camp. This will establish a baseline level of behavior, for comparison purposes. Ratings will be obtained by the inclusion counselor, who will distribute to and collect from counselors the same measure sent home to parents, and will provide a verbal explanation of the purpose of this technique – namely, to determine what each camper's baseline skill level is for the purpose of tracking progress towards the goal of increased ADL independence.

Third, once counselors have established a baseline, they will work together with the inclusion coordinator to jointly identify 1-3 activities of daily living as areas needing improvement for their particular camper. The inclusion coordinator will engage the counselors in a discussion to merge their assessment of the inclusion camper's needs with

their own assessment of what goals are feasible for them to focus on. The inclusion counselor will ensure that counselors “buy in” to the selected emphases, that they feel their opinions are heard, and that they do not feel that the chosen goals are too difficult to address. Improvement in the agreed upon areas will be the specific goal under the broader programmatic goal of increasing ADLs. The determination of which areas to emphasize will take place during the first week of camp, giving the counselors several days to gain knowledge and familiarity with their camper’s abilities.

Fourth, counselors will conduct regular practice of the identified skill area(s) in need of improvement. Depending on the area of emphasis, these practices are expected to take place approximately once per day, but may be more or less frequent based on what is appropriate to the specific ADL identified. Value will be placed on practicing skills at times that they naturally occur in the daily routine, so as not to interfere with other programming. Counselors will engage in a number of specific techniques to help inclusion campers improve in their ADL independence. These techniques will naturally vary with different skill area focal points, but may include:

- The creation of diagrams and checklists enumerating or illustrating the specific steps involved to complete a task (visual component).
- Verbal coaching through the steps of the task as the camper completes the task, or at other times in discussion with the camper, preparing for or processing an attempt at the task (auditory component).
- Modeling the task for the camper, or directing the camper to observe peers completing the same task (visual component).

- Physically guiding the camper through the task, such as through the use of “positive practice” or hand-over-hand practice (kinesthetic component).

The fifth and final phase of this program component involves tracking of progress. Counselors will rate the inclusion campers’ levels of independence in the identified ADLs periodically throughout program, including at the end of the summer, to measure for progress. Like the initial determination of skills to focus on, these ratings will be made during discussions with the inclusion coordinator. During the summer, the inclusion counselor will use these progress updates as an opportunity to help counselors troubleshoot any difficulties they are encountering in their attempts to work on particular skills with inclusion campers.

In terms of materials, the modified version of the Katz Activities of Daily Living Scale is the most important item needed for the implementation of this program component. This scale will be distributed to parents prior to the beginning of the program, and to counselors during the first week of camp in order to establish baseline levels of independence in ADLs, and to do a miniature needs assessment to determine which ADLs are appropriate target areas for campers to improve throughout the summer. This scale will be used again throughout the summer to assess progress toward these goals. The form will be filled out either using paper and pencil or online, and returned to the inclusion coordinator, who will use the data initially to determine goals and subsequently to assess progress toward goals. A second material likely to be needed for this component is a variety of diagrams and checklists that can assist inclusion campers in working on their identified target goals. These will be directed towards only those

program participants for whom they are deemed appropriate. In those cases, they will be used to improve inclusion campers' skills and abilities by teaching them how to accurately complete the steps of a given task. They will be available and visible for the duration of the task during every instance of attempting the task, and at other times as appropriate. Their use is justified in the expectation that they will contribute to learning of the desired skills and abilities by the target population during the program.

In terms of equipment, tools, and facilities, there are very likely to be specific items needed for the implementation of this component; however, these will need to be determined no earlier than the first week of camp, when the particular ADL target areas for each camper are chosen. That is to say, necessary equipment and facilities will depend on and be specific to the identified areas of need for individual campers. For example, if independent tooth care is identified as an individual's goal, a sink with a mirror may be a necessary piece of equipment. Other equipment needed for particular camp goals may include a particular type of shower or toilet, access to laundry machines, a broom and dustpan, a mop, a bed and linens, or cutlery and dishes. The significant majority of possible facility needs can be met by the camper's bunk, which contains a full bathroom and a living and sleeping area. Depending on the identified needs, other needed facilities may include a laundry room or the camp dining hall.

Program Personnel

While the inclusion coordinator is responsible for either directly administering or coordinating many of the activities that make up SCIP, he or she is one of many personnel who have roles and responsibilities that contribute to the successful

implementation of the program. Table 1 illustrates the allocation of responsibilities among the different roles that program personnel fill, and what the expected accomplishments are as a result of the fulfillment of those responsibilities.

Table 1.

Program personnel, roles & responsibilities.

<u>Role</u>	<u>Role Accomplishments</u>	<u>Responsibilities</u>
1. Inclusion Coordinator	<ul style="list-style-type: none"> • Staff trained & supervised • Parents kept informed • Participants kept safe 	<ul style="list-style-type: none"> → Train staff and monitor their performance → Maintain contact with parents, provide feedback and progress reports → Account for whereabouts of participants at all times
2. Counselors	<ul style="list-style-type: none"> • Activities attended • Activities of Daily Living learned • Peer interactions 	<ul style="list-style-type: none"> → Ensure that campers arrive at and participate in activities → Teach participants new skills and assist them with practice → Foster and create opportunities for interactions between participants and peers
3. Specialty Staff (e.g., lifeguards, art staff, sports staff)	<ul style="list-style-type: none"> • Information communicated 	<ul style="list-style-type: none"> → Keep counselors and inclusion coordinator informed of problems arising in specialty programming
4. Division Head	<ul style="list-style-type: none"> • Atmosphere created • Participants included 	<ul style="list-style-type: none"> → Set tone of support for goals of inclusion with counselors → Modify programming to account for special needs of program participants
5. Yoetz – psychologist/ social worker	<ul style="list-style-type: none"> • Collaborations 	<ul style="list-style-type: none"> → Develop working relationship with inclusion team
6. Special Needs Program (SNP) Director	<ul style="list-style-type: none"> • Staff hired • Number of program participants • Supervision provided • Funds acquired 	<ul style="list-style-type: none"> → Interview, hire, and achieve buy-in with program staff → Interview applicants and evaluate with regard to program appropriateness → Meet regularly with inclusion coordinator to discuss program → Write grants and seek out sources of financial support for program
7. Peers	<ul style="list-style-type: none"> • Social opportunities created 	<ul style="list-style-type: none"> → Participate in activities with program participants and engage them socially
8. Program Participants	<ul style="list-style-type: none"> • Social interactions engaged in • Friendships made • Activities of Daily Living completed independently 	<ul style="list-style-type: none"> → Participate in activities with peers → Engage with peers socially in activities of common interest → Practice identified goals within Activities of Daily Living

Chapter Summary

This chapter of the dissertation has two main sections. In the first, the program evaluation framework developed by Maher (2012) is explained as the framework used for the purpose of this program evaluation, and is briefly outlined. All four phases of the framework are reviewed: clarification, design, implementation, and evaluation.

However, extra attention is paid to the evaluation phase, as its activities correspond to those undertaken in the course of the dissertation task. In the second section of this chapter, the evaluable program design of SCIP is presented. Elements of the program design described in the chapter include the program's target population, purpose, goals, components, and personnel.

CHAPTER IV

PROGRAM EVALUATION PLAN

Chapter Abstract

In this chapter of the dissertation, the program evaluation plan designed for the evaluation of SCIP is presented, as developed cooperatively between the consultant and the client, the SNP program director. The first section of the program evaluation plan includes discussion of the appropriateness of the client and identification of relevant stakeholders. The second section reviews the needs of the client for program evaluation, including the desire for knowledge about the program's outcomes, implementation, and various people's reactions to it. These needs are then formulated into six program evaluation questions, which drive the remainder of the program evaluation plan. Each of the six questions is the focal point of its own protocol delineating what steps will be taken to answer it. Each protocol includes what data is to be collected for the purposes of answering the given question, what instruments and procedures will be used both to obtain the data and to analyze it, and the roles and responsibilities of relevant personnel in accomplishing these tasks. The three questionnaires developed for the purpose of this program evaluation (see Appendix A) are discussed with regard to which items on each questionnaire are relevant to each of the six program evaluation protocols. The final sections of the program evaluation plan describe the plan for communication of program

evaluation information to the client, and an outline of important questions to consider when evaluating the program evaluation itself.

Overview of Program Evaluation

Identifying Information of the Client and Relevant Stakeholders

The identified client in this program evaluation of the Summer Camp Inclusion Program (SCIP) was the director of the Special Needs Program (SNP) at the camp, the larger program in which SCIP was contained. The title of SNP director signified direct responsibility for assuring that all programs subsumed under the SNP were implemented as designed. In addition, the SNP director acted as manager for the direct service workers implementing many elements of the program. Changes to the program design were made under his direction, and he was held accountable by certain stakeholders for their effectiveness in meeting program goals. Thus, because of the autonomy with which he functioned and his degree of motivation and involvement with SCIP, the SNP director was identified as the sole client for the purposes of program evaluation.

Nonetheless, a case could be made that the camp director was also a client of sorts, in that his endorsement of the program evaluation process was critical in order for it to occur, whereas his veto would have made it difficult. Moreover, he expressed interest in the results of the evaluation and contributed information to the needs assessment and development of program evaluation questions, as discussed below. He, along with program participants, their parents, and the board of directors of the camp were all identified as other relevant stakeholders. The camp director and the board in particular

were interested in the outcomes of the program for the purposes of publicity, the camp's reputation, and sources of revenue.

Needs of the Client and Stakeholders for Program Evaluation

In any programmatic context, assessment of needs can be made by comparing the current state of affairs with a desired state of affairs, and assessing for discrepancies. The client of this program evaluation, the director of the camp's special needs program (SNP), expressed need in two primary areas with regard to evaluation of the inclusion program: the implementation of the program, and value added by the program. Specific information sought in each of these areas is enumerated in this part of the program evaluation plan.

In the area of implementation, the SNP director lacked knowledge of the extent to which the program was being implemented according to design. More specifically, five areas of interest were identified for evaluation. First, knowledge was sought as to whether adequate amounts of information about program participants was being gathered and disseminated prior to the beginning of the program for successful implementation of subsequent program elements. Second, information was sought as to whether program participants were receiving adequate support and supervision during their daily activities. Third, the extent to which counselors and other personnel felt sufficiently trained and supported by the inclusion program structure in their work with inclusion campers was unknown. Fourth, knowledge was sought as to the extent to which peers of the inclusion campers feel supported, comfortable, and educated in their roles as peers of the target population. Fifth, knowledge was sought as to the extent to which program staff is

attempting to increase program participants' skills and abilities in activities of daily living. In each of these areas, the desired state of affairs for the SNP director was knowledge of the extent to which the program has been implemented according to design, and knowledge of various people's reactions to the program with respect to the above specific people and types of reactions.

In the area of added value, the SNP director expressed a need for knowledge of whether and to what extent the program adds value to the program participants. For the purposes of this program evaluation, particular information was identified as needed based on three of the program goals enumerated in the program design. First, information was sought as to whether and to what extent program participants increase the quantity and quality of their social interactions – i.e., their proficiency in social interaction – when comparing their behavior before participation in the program, and at the end of the program. Second, information was sought as to whether and to what extent program participants gain new friends when comparing their behavior before participation in the program and at the end of the program. Third, information was sought as to whether and to what extent program participants increase their ability to independently complete their activities of daily living when comparing their behavior before participation in the program and at the end of the program. Overall, with regard to added value, the desired state of affairs and thus the need for program evaluation was in knowing whether and to what extent the program has added value to its participants with respect to these dimensions.

In addition to the SNP director, the other relevant people considered to be stakeholders in the program evaluation of SCIP could be said to have some overlapping

needs with the SNP director. Parents of program participants, the board of directors of the camp, and the camp director all had program evaluation needs that corresponded to those related to added value of the program, while the latter two categories also shared the needs delineated relating to implementation.

Program Design and Description

A full description of the SCIP program is provided in Chapter III of this dissertation.

List of Program Evaluation Questions

In order to generate this list of program evaluation questions, the SNP director's program evaluation needs, as described above, were discussed with the client and analyzed. Guiding questions included why the particulars of the desired state of affairs were important, and how answering various questions might contribute to the program and the organization in the future. The ensuing discussion guided consolidation of needs assessment information into six questions, which were then shared with other sources of information and stakeholders, namely the camp director and the SCIP coordinator, in addition to the SNP director. Their feedback was taken into account in further refining the questions. The following list of questions was generated:

1. To what extent are campers in the inclusion program making progress toward the goals of
 - a. Increased friendship?
 - b. Improved social skills and interactions?

- c. And independence in activities of daily living?
2. To what extent are staff members in the inclusion program trained and supported in their responsibilities working with the program participants?
 3. What roles are peers and bunkmates playing in the program? To what extent are peers/bunkmates of the inclusion campers supported in their roles fostering social growth and friendship in the inclusion campers?
 4. What are people's reactions within the camp community to the presence of the inclusion program?
 5. To what extent is support being provided to the inclusion campers in their daily programming?
 6. To what extent are the components of the inclusion program, as found in the evaluable program design, being implemented as designed?

According to the program evaluation framework proposed by Maher (2012), each program evaluation question can best be answered through the construction and implementation of a specific protocol geared towards that question. Each program evaluation protocol contains five elements: a restatement of the program evaluation question; definitions of any data collection variables contained within the question; the methods, instruments and procedures that will be used to collect data on those variables; the methods and procedures for analyzing the collected data; and the responsibilities of all program evaluation personnel with regard to those activities, including timelines for those responsibilities. The following pages contain the program evaluation protocols for

each of the six program evaluation questions listed above and used in the evaluation of SCIP.

Protocol #1

1. Program Evaluation Question

To what extent are campers in the inclusion program making progress toward the goals of increased friendship, improved social skills and interactions, and independence in activities of daily living?

2. Data Collection Variables

- a) Campers in the program: all participants in the inclusion program, as determined by the camp's official roster.
- b) Friendship: any relationship classified as such by both parties, based on the definition of a cooperative and supportive relationship based on mutual care.
- c) Increased friendship: an increase in the number of relationships of inclusion campers perceived to be friendships, as defined in (b).
- d) Social skills: skills and knowledge facilitating interaction, communication, and relationships with other individuals.
- e) Improved social interactions: an increase in score on the scale of social interactions included in the questionnaires.
- f) Activities of daily living: activities that most people engage in on a daily basis for the purposes of self-care, home upkeep, work, or leisure.

- g) Independence in activities of daily living: the degree to which someone is able to complete these activities without the verbal or physical assistance of other individuals.
- h) Making progress: change in a net positive direction, referencing the above three points as to what is considered a positive direction for the three goal areas.

3. Data Collection Methods, Instruments and Procedures

- a) Pre-Program Survey of Camper Needs & Goals – Parent Form

(See Appendix A)

This questionnaire was designed to establish baseline measures in the three goal areas of the program, and to specify individualized goals within these areas.

These measures were then compared to measures of the same variables taken on the post-program instruments outlined below, with the aim towards answering program evaluation question #1. The questionnaire was distributed to parents of program participants approximately six weeks prior to the program's start, via mail, in May. A posted return envelope was included and parents were asked to return the questionnaire no less than 10 days before the start of camp. This deadline was set in order to give program staff sufficient time to use the information contained within the questionnaires for establishing camper goals.

- b) Inclusion Program Evaluation Survey – Camp Staff Form

(See Appendix A)

This questionnaire was designed to solicit information that would assist with answering all six of the program evaluation questions. It was administered to

camp staff members who played a role in the implementation of SCIP. A comprehensive list of which staff members of the camp at large fell into this category can be found in the personnel section of the program design delineated in Chapter III of this dissertation. The questionnaire was distributed approximately at the time of program completion, during the final week of a given staff member's employment and/or involvement with the inclusion program. Depending on different staff members individual schedules, opportunities were created for them to fill out the questionnaire on the spot, when it was given to them. When this was not possible, the questionnaire was left with staff for 2-3 days, at which point they were asked to return them to the program evaluation consultant. For the majority of staff members, this sequence occurred during the final week of the full summer camp season, in mid-August. A minority of staff members were employed on one month contracts or shifted roles during the second half of the summer so that they were no longer involved in SCIP; these staff members completed their surveys in mid-July.

c) Post-Program Evaluation Survey – Parent Form

(See Appendix A)

This questionnaire was designed to solicit information from parents of program participants concerning any effects of the program on their children, and concerning their reactions to the program. As such, it was intended to directly address program evaluation questions #1 and #4. It was hypothesized that the results of this questionnaire, depending on the information shared by parents, might also yield information useful towards answering any of the other program

evaluation questions as well, particularly #5 and #6. This questionnaire was distributed via post or electronically, depending on parent preference, during the academic year following the campers' participation in SCIP, but no earlier than 3 months after program completion, in order to provide parents sufficient time to observe and reflect on any changes in their children following the program.

- d) As a component of SCIP, counselors of program participants were instructed to track participant progress towards goals and report that progress, or lack thereof, to the inclusion coordinator. The inclusion coordinator kept record of this information and was able to share and reflect on it in discussions with the program evaluation consultant following the completion of the program.

4. Methods and Procedures for Data Analysis

- a) Increased friendship: Parent measurements of the number of friends their child had and the amount of time spent with these friends were compared before and after program participation. This data was solicited on the pre-program questionnaire items #1, 2, and 3, and on the post-program questionnaire items #1, 3, and 7. Quantitative comparisons between the pre- and post-program measures were conducted to determine overall rates of friendship before and after the program, and what percentage of program participants saw an increase in their friendships following program participation. In addition, the post-program questionnaire solicited more specific information about friends made at camp and the types of activities that may have sustained those friendships, as well as ways that program participants communicated with new friends, if any. This

information was requested in items #2, 4, 5, 6 and 8 on the post-program questionnaire. This data was analyzed qualitatively.

- b) Improved social skills: Parent ratings of their children's social skills were compared before and after program participation. These items were found on the pre-program questionnaire items #4-7, and the post-program questionnaire items #11 and 12. Trends were examined in a number of areas, including which particular program participants made improvements in their social skills, and which particular social skills were improved the most following participation in SCIP.
- c) Increased independence in activities of daily living (ADLs): Parent ratings of their children's independence in ADLs were compared before and after program participation. These items can be found on the pre-program questionnaire items #8 and 9, and the post-program questionnaire items #9 and 10. Trends were examined in a number of areas, including which particular program participants made improvements in their ADL independence, and which particular ADLs were most likely to be improved following participation in SCIP.

5. Program Evaluation Personnel and Responsibilities

A list of the personnel involved in this protocol and their respective responsibilities is displayed in Table 2.

Table 2.

Program evaluation personnel and responsibilities.

<u>Personnel</u>	<u>Responsibilities</u>
Program Evaluation Consultant	Distribute Parent Pre-program Questionnaire
	Retrieve Parent Pre-program Questionnaires and begin to analyze data. Share results with relevant stakeholders.
	Weekly conversation with inclusion program coordinator to monitor activities of the program
	Distribute Camp Staff Post-Program Survey
	Distribute and retrieve Parent Post-Program Questionnaire
	Analyze data
	Present results of program evaluation to client
Inclusion Program Coordinator	Weekly conversation with program evaluation consultant to monitor activities of the program
	Assist Program Evaluation Consultant in determining who will complete Post-Program Survey for Camp Staff, and in distributing and retrieving it.
	Complete Post-Program Survey for Camp Staff
Inclusion counselors and other camp staff involved with the program	Complete Post-Program Survey for Camp Staff
Parents of Program Participants	Complete and return Pre-Program Parent Questionnaire
	Complete and return Post-Program Parent Questionnaire

Protocol #2

1. Program Evaluation Question

To what extent are staff members in the inclusion program trained and supported in their responsibilities working with the program participants?

2. Data Collection Variables

- a) Staff members in the program: all staff members employed by the Jewish Summer Camp (JSC) who have responsibilities related to SCIP as components of their roles.
- b) Trained: given knowledge of their responsibilities and how to fulfill them, as well as any supporting details about the inclusion campers that are relevant to those responsibilities.
- c) Supported: have regular access to supervisors, other SCIP staff members, or other individuals for the purposes of answering questions, providing encouragement, or other needs expressed by the individual staff member.
- d) Responsibilities working: any responsibilities included as components of the staff members' roles that necessitate interaction with or activities related to SCIP participants.
- e) Extent: how much, as based on staff member ratings and comments.

3. Data Collection Methods, Instruments and Procedures

- a) The primary instrument of data collection for Protocol #2 was the Inclusion Program Evaluation Survey – Camp Staff Form (See Appendix A). Details concerning the methods and procedures for distribution, implementation and collection of this instrument can be found in Protocol #1, specification 3b.
- b) The program evaluation consultant made regular contacts with the inclusion coordinator in order to receive more detailed information concerning the implementation and regular operations of the program, including information

about training and support of staff members. This contact occurred both over the phone and in person, every 1-2 weeks throughout the summer.

4. Methods and Procedures for Data Analysis

Qualitative analysis was conducted of both the inclusion coordinator's oral reports on program proceedings and the relevant items on the Inclusion Program Evaluation Survey – Camp Staff Form. Items #11-17 of this questionnaire inquired about staff members' experiences of having responsibilities to SCIP, and thus were specifically targeted in this protocol; however, occasionally staff members made comments relevant to this protocol on other items. Qualitative trends and patterns in all of these data were studied. In addition, these data were compared to the inclusion coordinator's description of any training and support activities engaged in during the course of the program, as well as to the program design described in Chapter III of this dissertation. Commonalities and discrepancies between these data sources were explored.

5. Program Evaluation Personnel and Responsibilities

All personnel roles and responsibilities relevant to this protocol overlap with and are described in detail in the corresponding section of Protocol #1. Briefly, the program evaluation consultant was responsible for conversations with the inclusion coordinator; distribution, collection, and analysis of the Inclusion Program Evaluation Survey – Camp Staff Form; and presentation of program evaluation results to the client. The inclusion coordinator was responsible for assisting the consultant with all but the last of these activities, as well as helping to determine which staff members were appropriate to

receive a copy of the questionnaire. Camp staff members who were involved with SCIP were responsible for completing the questionnaire.

Protocol #3

1. Program Evaluation Question

What roles are peers and bunkmates playing in the program? To what extent are peers/bunkmates of the inclusion campers supported in their roles fostering social growth and friendship in the inclusion campers?

2. Data Collection Variables

- a) Peers/bunkmates: All campers who are not enrolled in the inclusion program and live for the summer in a bunk at JSC shared by a participant in the program.
- b) Supported: have regular access to counselors, other inclusion staff members, or other appropriate individuals for the purposes of answering questions, providing encouragement, or other needs of individual campers.
- c) Role fostering social growth: spending time with inclusion campers and modeling social skills; facilitating interaction, communication and relationships with other individuals.
- d) Friendship: any relationship classified as such by both parties, using the definition of a cooperative and supportive relationship based on mutual care.
- e) Role fostering friendship: creating opportunities to engage in activities that develop friendships.
- f) Extent: how much, based on peer/bunkmate and counselor ratings and comments.

3. Data Collection Methods, Instruments and Procedures.

- a) The primary instrument of data collection for Protocol #3 was the Inclusion Program Evaluation Survey – Camp Staff Form (See Appendix A). Details concerning the methods and procedures for distribution, implementation and collection of this instrument can be found in Protocol #1, specification 3b.
- b) The program evaluation consultant made regular contacts with the inclusion coordinator in order to receive more detailed information concerning the implementation and regular operations of the program, including information about the roles being played by peers and bunkmates, and how they were being supported in those roles. This contact occurred both over the phone and in person, every 1-2 weeks throughout the summer.

4. Methods and Procedures for Data Analysis

Qualitative analysis was conducted of the responses provided by camp staff members to items #4, 8, 9 and 10 on the Inclusion Program Evaluation Survey – Camp Staff Form, and observed trends and patterns were explored. The other primary data source in this protocol, verbal reports from the inclusion coordinator of activities aimed at supporting peers/bunkmates in their roles, was accounted for and incorporated into this analysis.

5. Program Evaluation Personnel and Responsibilities

Like Protocol #2, all personnel roles and responsibilities relevant to Protocol #3 overlap with and are described in detail in the corresponding section of Protocol #1. Briefly, the program evaluation consultant was responsible for conversations with the inclusion

coordinator; distribution, collection, and analysis of the Inclusion Program Evaluation Survey – Camp Staff Form; and presentation of program evaluation results to the client. The inclusion coordinator was responsible for assisting the consultant with all but the last of these activities, as well as helping to determine which staff members were appropriate to receive a copy of the questionnaire. Camp staff members who were involved with SCIP were responsible for completing the questionnaire.

Protocol #4

1. Program Evaluation Question

What are people's reactions within the camp community to the presence of the inclusion program?

2. Data Collection Variables

- a) People in the camp community: campers and staff members of JSC.
- b) Reactions: opinions and beliefs about the program, based on ratings and comments.

3. Data Collection Methods, Instruments and Procedures

- a) The primary instrument of data collection for Protocol #4 was the Inclusion Program Evaluation Survey – Camp Staff Form (See Appendix A). Details concerning the methods and procedures for distribution, implementation and collection of this instrument can be found in Protocol #1, specification 3b.

- b) The program evaluation consultant made regular contacts with the inclusion coordinator in order to receive more detailed information concerning the implementation and regular operations of the program, including information about any observed reactions to the program. This contact occurred both over the phone and in person, every 1-2 weeks throughout the summer.

4. Methods and Procedures for Data Analysis

Qualitative analysis was conducted of the responses provided by camp staff on the Inclusion Program Evaluation Survey – Camp Staff Form, particularly items #4-13, which directly address reactions to the program. However, this entire questionnaire was relevant to this protocol, and overall trends and patterns in the data were found and explored. This analysis was informed by conversations with the inclusion coordinator and the client.

5. Program Evaluation Personnel and Responsibilities

Like Protocols #2 and #3, all personnel roles and responsibilities relevant to Protocol #4 overlap with and are described in detail in the corresponding section of Protocol #1.

Briefly, the program evaluation consultant was responsible for conversations with the inclusion coordinator; distribution, collection, and analysis of the Inclusion Program Evaluation Survey – Camp Staff Form; and presentation of program evaluation results to the client. The inclusion coordinator was responsible for assisting the consultant with all but the last of these activities, as well as helping to determine which staff members were

appropriate to receive a copy of the questionnaire. Camp staff members who were involved with SCIP were responsible for completing the questionnaire.

Protocol #5

1. Program Evaluation Question

To what extent is support being provided to the inclusion campers in their daily programming?

2. Data Collection Variables

- a) Staff members in the program: all staff members employed by JSC who have some responsibilities related to SCIP as components of their roles.
- b) Support: assistance and facilitation enabling inclusion campers to participate in the activities of the daily camp program.
- c) Inclusion campers: all participants in the inclusion program, as determined by the camp records and by who is classified as such by the SNP director and the inclusion coordinator.
- d) Daily programming: all activities that are part of the regular camp programming for an inclusion camper's given age group, not specific to the inclusion camper's status as being in the inclusion program.
- e) Extent: the degree to which the support provided is enabling camp program participation, based on ratings and comments of staff members.

3. Data Collection Methods, Instruments, and Procedures

- a) The primary instruments of data collection for Protocol #5 were the Inclusion Program Evaluation Survey – Camp Staff Form, and the Post-Program Evaluation Survey – Parent Form (See Appendix A). Details concerning the methods and procedures for distribution, implementation and collection of these instruments can be found in Protocol #1, specifications 3b and 3c.
- b) The program evaluation consultant made regular contacts with the inclusion coordinator in order to receive more detailed information concerning the implementation and regular operations of the program, including information about support being provided to SCIP program participants. This contact occurred both over the phone and in person, every 1-2 weeks throughout the summer.

4. Methods and Procedures for Data Analysis

The three primary data sources used to address this program evaluation question, as delineated above, were the staff questionnaire, the post-program parent questionnaire, and conversations with the inclusion coordinator about program proceedings. Qualitative analysis of these three sources was conducted. Particularly relevant items were responses given by camp staff on the staff questionnaire to items #3, 5, 6, 16, and 17; and responses given by parents on the post-program parent questionnaire to items #13-19. Trends and patterns in this data were explored in the context of information provided by the inclusion coordinator.

5. Program Evaluation Personnel and Responsibilities

As in Protocols #2-4, all personnel roles and responsibilities relevant to Protocol #5 overlap with and are described in detail in the corresponding section of Protocol #1. Briefly, the program evaluation consultant was responsible for conversations with the inclusion coordinator; distribution, collection, and analysis of all questionnaires; and presentation of program evaluation results to the client. The inclusion coordinator was responsible for assisting the consultant with all but the last of these activities, as well as helping to determine which staff members were appropriate to receive a copy of the questionnaire. Camp staff members who were involved with SCIP were responsible for completing the staff questionnaire, while parents of program participants were responsible for completing and returning the questionnaire designed for them.

Protocol #6

1. Program Evaluation Question

To what extent are the components of the inclusion program, as found in the evaluable program design, being implemented as designed?

2. Data Collection Variables

- a) Components: different elements of SCIP, including methods, procedures and phases, specified as part of the program design.
- b) Implemented: carried out and put to use.
- c) As designed: according to the program design document (see Chapter III of this dissertation).

- d) Extent: the degree to which the program is being implemented, as based on ratings and comments of camp staff members and other data sources.

3. Data Collection Methods, Instruments, and Procedures

- a) The primary instrument of data collection for Protocol #6 was the Inclusion Program Evaluation Survey – Camp Staff Form (See Appendix A). Details concerning the methods and procedures for distribution, implementation and collection of this instrument can be found in Protocol #1, specification 3b.
- b) The program evaluation consultant made regular contacts with the inclusion coordinator in order to receive more detailed information concerning the implementation and regular operations of the program, including information about implementation of the program design. This contact occurred both over the phone and in person, every 1-2 weeks throughout the summer.

4. Methods and Procedures for Data Analysis

The primary data sources used to address this program evaluation question, as delineated above, were the staff questionnaire, and moreover conversations with the inclusion coordinator about program proceedings. Trends and patterns in this information were explored in comparison to the intended program as specified in the evaluable program design.

5. Program Evaluation Personnel and Responsibilities

All personnel roles and responsibilities relevant to Protocol #6 overlap with and are described in detail in the corresponding section of Protocol #1. Briefly, the program evaluation consultant was responsible for conversations with the inclusion coordinator; distribution, collection, and analysis of the Inclusion Program Evaluation Survey – Camp Staff Form; and presentation of program evaluation results to the client. The inclusion coordinator was responsible for assisting the consultant with all but the last of these activities, as well as helping to determine which staff members were appropriate to receive a copy of the questionnaire. Camp staff members who were involved with SCIP were responsible for completing the questionnaire.

Guidelines for Communication and Use of Program Evaluation Information

Upon completion of the program evaluation of SCIP, information was generated that was of value and use most directly to the client, the SNP director. This information was also valuable to other relevant stakeholders, however, including the overarching JSC leadership and organization, the national camp movement with which the JSC is affiliated, and the larger fields of special needs work in Jewish education and summer camping. This section of the program evaluation plan specifies guidelines that were established and followed to communicate the results of the program evaluation.

First and foremost, a presentation of evaluation results was made to the client, in the form of a program evaluation results document. This document was a slightly modified version of and closely resembled Chapter V of this dissertation, which relates the findings of the program evaluation. Because of logistical difficulties that prevented

an in-person meeting, sharing of this program evaluation information was completed over the telephone. The program evaluation results document was provided to the client electronically, several days prior to a scheduled phone conference with the program consultant. During that phone conference, the document was reviewed in detail, and opportunities were presented for the client to provide thoughts, feedback and commentary on the information being presented, as well as to ask questions.

The program evaluation results document contained diverse types of information gathered during the program evaluation process. As a result, the information was presented in several different ways. Some information was presented graphically. For instance, bar graphs were utilized to illustrate what social skills, relative to the others in the pre-parent questionnaire instrument, were deemed areas of greatest need by program participants' parents. Similarly, tables were constructed which compiled in a clear, organized manner information such as what parents had found to be the greatest successes of the program, and what types of support staff members felt would improve their experiences, as two examples. Meanwhile, some information was more conducive to presentation, interpretation, and subsequent programmatic action when presented in narrative form. For example, some anecdotes shared by counselors about the effects of the inclusion program on typically functioning peers were valuable in a standalone format, as they highlighted specific instances of the program's impact on that area of needed information.

In addition to presentation of program evaluation results using the results document and accompanying phone conference, a bulleted list of recommendations was included in this communication with the client. This was provided in written and verbal

form because of the importance and salience of this part of the feedback. These recommendations were stated to be a work in progress open to amendments, due to the client's unique perspective and ability to account for variables not factored into the initial recommendations. Amendments to the recommendations were discussed as a part of the meeting.

In the course of meeting with the client, decisions were made as to how best to further disseminate the information that resulted from the program evaluation. Justifications for presentation of the information to other stakeholders in the program, including the JSC's Board of Directors and the camp director, were discussed.

Evaluation of the Program Evaluation

The final step of the program evaluation was, upon completion of its other activities, to evaluate the program evaluation itself to assess whether it was completed in accordance with the plan described above, as well as with program evaluation standards, as detailed by Maher (2012). Maher describes four qualities which a sound program evaluation should possess: practicality, utility, propriety, and technical defensibility. A program evaluation can be measured against standards in each of these four areas by asking the following four respective questions:

1. To what extent was the program evaluation conducted in a way that allowed for its successful accomplishment? (Practicality)
2. In what ways was the resulting program evaluation information helpful to people? Which people? (Utility)

3. Did the program evaluation occur in a way that adhered to legal strictures and ethical standards? (Propriety)
4. To what degree can the evaluation be justified with respect to matters of reliability and validity? (Technical defensibility)

Chapter VII of this dissertation document contains the evaluation and assessment of the program evaluation process that was conducted in fulfillment of this final phase of the program evaluation. Each of these questions is asked and answered as part of that chapter.

Chapter Summary

This chapter of the dissertation contains a comprehensive description of the program evaluation plan that was implemented in evaluating SCIP. The SNP program director's program evaluation needs were organized into six evaluation questions, each of which then guided the development of a specific protocol for procuring and analyzing data to answer it. The roles and responsibilities of all relevant parties were clearly delineated so as to ensure that data collection instruments were utilized to the full extent of their intended purposes, and subsequently analyzed. The following chapter contains the results of the program evaluation, including a general description of what activities were completed in its implementation, and how they correspond to the program evaluation plan described here.

CHAPTER V

RESULTS OF THE PROGRAM EVALUATION

Chapter Abstract

This chapter reviews and reports the results of the evaluation of SCIP undertaken at JSC in the summer of 2010. Six program evaluation questions were addressed. The methods, procedures, and instrumentation described in Chapter IV were used to answer each programmatic question, and are discussed in the chapter. Copies of all instruments used in the program evaluation are presented in Appendix A.

Overall Evaluation Results

Four primary sources were drawn upon in order to gather data to answer the six program evaluation questions delineated in the program evaluation plan. First, information was gathered from the parents of program participants. The list of children who were scheduled to participate in the program was obtained from the client and the inclusion coordinator, who was the primary administrator of SCIP. Table 3 lists all of the participants in SCIP and provides information as to the nature of their participation in the program: their genders, the age groups into which they were integrated, the camp session(s) they attended, and whether or not they had participated in the program in past summers. Table 3 also provides very basic information about the particular disabilities which qualified each of the participants for the program. Although this information was

not sought as a direct component of any of the program evaluation questions, it is relevant in so far as responses to all program evaluation questions reference specific situations involving particular program participants, and these situations were in many cases affected by the specific disabilities of those participants. The names provided for each program participant in Table 3 are de-identified pseudonyms. These pseudonyms are substituted anytime a specific camper is referenced at any point in the remainder of this and the following sections of the dissertation.

Table 3.

Participants in the Summer Camp Inclusion Program (SCIP) and the nature of their participation.

SCIP Camper (n=12)	Gender	Group at Camp (by grade level completed)	Session	New or Returning Camper	Disability/Diagnosis
Claire	Female	7 th	1st	Returning	Cerebral Palsy
Brian	Male	7 th	1st	Returning	Cerebral Palsy Anxiety
Max	Male	8 th	1st	New	Autism
Becky	Female	6 th	1st + 2 wks *	Returning	Down Syndrome
Jeremy	Male	3 rd	2 wks **	New	Autism
Leah	Female	4 th	2nd	New	Communication Disorder
Miriam	Female	6 th	2nd	Returning	Cerebral Palsy Social-Emotional Deficits
Aaron	Male	7 th	2nd	Returning	Cerebral Palsy Anxiety
Kevin	Male	7 th	2nd	New	Autism
Gary	Male	8 th	2nd	Returning	Cerebral Palsy Sensory Processing Dis. ADHD Anxiety
Molly	Female	8 th ***	Full	Returning	Communication Disorder Intellectual Disability
Andrew	Male	9 th	Full ****	Returning	Pervasive Developmental Dis.

Listed names are pseudonyms for actual campers in the program.

** By special arrangement, Becky stayed for the full first session followed by half of the second session. This was intended to be a transitional step towards being in the program for the full summer in future years.*

*** For children in Jeremy's age range, only 2 week sessions are offered. They take place during the 2nd session of camp.*

**** While Molly's SCIP placement was in the 8th grade group, because of her functioning level she was housed in the special needs program and participated in programs with typically developing peers during the day.*

***** Andrew was originally enrolled for the full summer session, but was discharged from the program after approximately 6 weeks of participation due to behavior problems.*

The first two data sources in the program evaluation counted program participants' parents as the providers of information. First, parents of program participants shared information about their children and their program goals on the pre-program parent questionnaire prior to their children's participation in SCIP. Second, the same group of parents was sent the post-program parent questionnaire 3-6 months after their children had participated in the program. Table 4 provides information about overall return rates and which SCIP participant parents returned each of these questionnaires.

Table 4.
Return rate of SCIP parent questionnaires.

SCIP Camper	Pre-Program Questionnaire	Post-Program Questionnaire
Claire	X	X
Brian	X	X
Max	X	
Becky	X	
Jeremy		X
Leah		
Miriam	X	X
Aaron	X	X
Kevin	X	
Gary		
Molly	X	X
Andrew	X	
Total Return Rate	9/12 (75%)	6/12 (50%)

As displayed in Table 4, the return rate was 75% for the pre-program questionnaire, with 9 returned questionnaires, and 50% for the post-program questionnaire, with 6

returned questionnaires. In this chapter, for the purposes of program evaluation results, some data is reported in terms of comparisons between parents' pre- and post-program reports. When this is the case, two different groups of data from parent data sources are reported and discussed: the aggregate data of all parent respondents, and that of only those respondents who completed both the pre- and post-program questionnaires. The latter analysis is included in order to more accurately compare various data for the same group of participants. Please see Chapter VI of this dissertation for discussion about the relative rates at which parents completed and returned these surveys, and implications for assessment of this program evaluation's merits and for future research.

The third source of data was staff members of the Jewish Summer Camp (JSC) who had some involvement with and responsibilities towards SCIP. 57 such staff members shared their impressions of the program on the Staff Post-Program Questionnaire. Table 5 lists information about relevant characteristics of this group of staff member respondents.

Table 5.
Characteristics of Respondents to Staff Post-Program Questionnaire.

Total Respondents	57
Gender	
Male	29
Female	28
Job title at JSC*	
Counselor in a typical bunk with a SCIP camper	38
Counselor in a typical bunk without a SCIP camper	11
Counselor in a Special Needs Program bunk	2
Division Head	4
Yoetz (advisor)	3
Specialist (e.g., sports, arts & crafts, Judaics teacher)	16
Past Camp Experience**	
First-time staff member	29
Returning/veteran staff member	26
Sessions Involved With SCIP	
First Session	19
Second Session, and/or Full Summer	38
*Some staff members reported multiple job titles, with some referring to multiple roles in the current implementation of the program, and others to both current and past roles from previous summers.	
**Two staff members did not report their number of years of camp experience.	

The fourth source of program evaluation data was the inclusion coordinator. The inclusion coordinator participated in a series of conversations with the program consultant. Conversations which were recorded and utilized in answering program evaluation questions took place at three points in time. First, the consultant spoke with the inclusion coordinator in mid-July, during the final week of the camp's first session to obtain information about the program's implementation during that session. Second, the consultant and the inclusion coordinator spoke in mid-August, two days prior to the completion of the camp's second session, to obtain information about the program's

implementation during that session. Finally, the inclusion coordinator and the consultant spoke at the end of August, approximately two weeks after program completion. This conversation contained a more comprehensive interview about the program, including the inclusion coordinator's ideas about potential improvements to the program for future summers.

Specific Program Evaluation Information

As discussed previously, six particular program evaluation questions were formulated and agreed upon by the client and the evaluator to be examined in the course of the program evaluation. This section of the dissertation contains the data collected, and how it corresponds to results for each of these six questions. Broader analysis of the program, such as conclusions pertaining to its strengths and weaknesses with regard to meeting its goals and other relevant factors, are discussed in Chapter VII, which also contains recommendations which correspond to these conclusions.

Results of Program Evaluation Question #1

Program Evaluation Question #1: To what extent are campers in the inclusion program making progress toward the goals of increased friendship, improved social skills and interactions, and independence in activities of daily living?

The first program evaluation question sought to determine the degree to which SCIP was meeting the specified program goals in the three areas identified in the needs assessment. As specified in the program evaluation plan, specific questions on the three

questionnaires targeted each of these three goal areas. Each area is discussed individually in this section of the dissertation.

Increased Friendship

Information from SCIP participant parents. Parents of SCIP program participants were surveyed prior to their children's participation in the program as to how many children their child considered to be friends, and then asked the same question on the post-program questionnaire. Similarly, parents were queried at each of these points as to how many friends their children had who communicated with them during the school year (i.e., while not at camp and participating in SCIP) via phone, text, or email. Figure 1 shows the average number of friends reported by parents in each of these categories, before and after participation in SCIP.

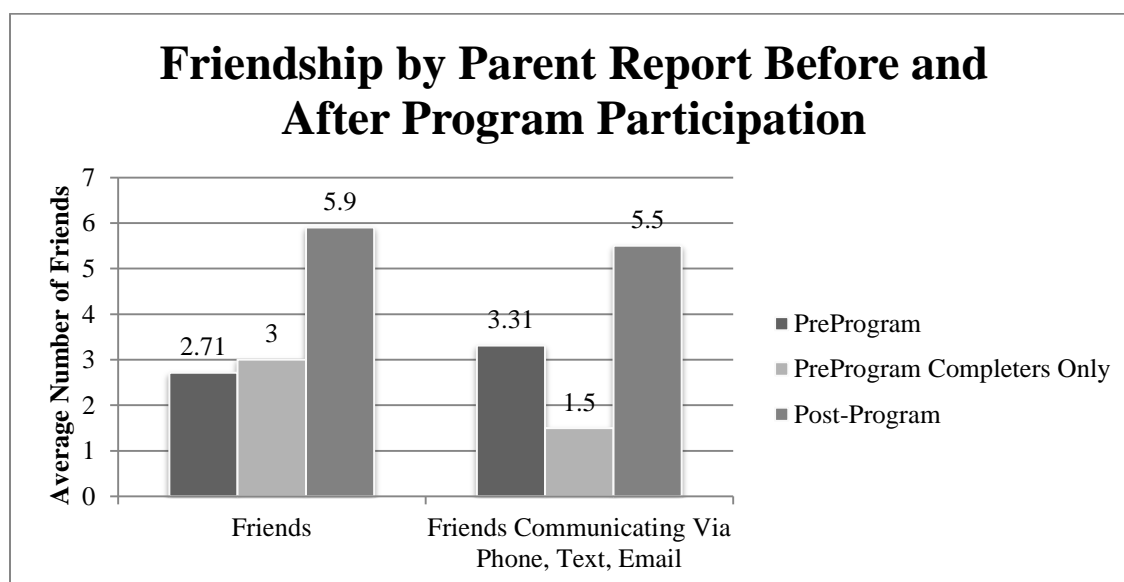


Figure 1. Friendship by parent report before and after program participation.

Figure 1 illustrates that both measures of the number of friends a child had – their own consideration as interpreted by their parents, and children with whom they maintained telecommunication – increased following participation in SCIP. This was true both when comparing the post-program values to all data received prior to the program, and when comparing to just the pre-program data for those parents who completed the post-program survey.

On the post-program survey, parents were also asked how many of these friends, in both categories, had been made during their children's camp experiences (survey items #2 and #4). Many parents provided qualitative answers to these questions. For example, one parent wrote that "when Molly is at camp, she considers everyone she knows to be her friend, both bunkmates and counselors." Brian's parent specified that there were five children her son considered friends, but that none of them had come from camp; she described his camp relationships as "friendly acquaintances" rather than bona fide friends. Only one parent indicated directly that friends with whom his or her child communicated at distance had been met at camp. Miriam had two friends in total with whom she communicated via phone, text, or email, and according to her mother, both of these friends had been made at camp.

Other survey items related to how SCIP participants had communicated with camp friends, and how often. Item #5 on the post-program parent survey inquired as to the methods by which SCIP participants maintained contact with their friends from camp during the year, while items #7 and #8 asked how much time children communicated with friends outside of school, and how much of that time was with camp friends. 5 of the 6 parent respondents indicated that some contact had been maintained, a rate of 83%.

Molly's mother explained that her daughter had participated in the special needs program's "Shabbat Calling" initiative, in which special needs program participants log on to a group video chat just prior to the Jewish Sabbath on Friday afternoons, in order to see camp friends and provide well-wishes for the Sabbath ahead. (Molly's individualized programming had included more intensive involvement in the camp's separate special needs program and she was connected to this community as well. While Molly was communicating with her friends from the special needs program by these means, they did not include her typically-developing peer bunkmates. However, her mother also shared that at the time she completed the post-program questionnaire, she had recently witnessed Molly "pick(ing) up the phone to call a (typically developing) friend for the first time, but (she) did not have the number." She cited this initiative to reach out to a friend as a significant accomplishment for her daughter, which she attributed in part to her positive camp experiences of friendship.

Other parents shared different means that their children had used to communicate with friends made at camp. Brian's mother mentioned Facebook as a forum her son used to communicate with camp friends, and reported that 10 of his weekly 30 minutes (approximate) spent communicating with friends was with friends made at camp. Miriam's mother reported that her daughter communicated via online instant messaging with camp friends. Claire's mother qualified her daughter's frequent contact with a friend from camp by noting that this friend lived locally, and that Claire had known her prior to camp.

Table 6.
Number of Bar/Bat Mitzvah Invitations Received by Each SCIP Participant.

SCIP Participant	Number of Bar/Bat Mitzvah Invitations Received
Jeremy	0
Aaron	1
Brian	1
Miriam	2
Molly	6
Claire	“many”

Survey item #6 on the parent post-program questionnaire inquired as to whether respondents’ children had been invited to the Bar/Bat Mitzvahs of children from camp, or any other reunions or group gatherings. Table 6 displays the results of this item, and indicates that 5 out of 6 parents reported that their children had been invited to such events. Two parents indicated that attendance at these gatherings and any related activities (e.g., sleepovers beforehand or afterwards, or transportation to and from the event) were their children’s most prominent method of interacting and maintaining contact with camp friends during the school year. Aaron’s mother noted her disappointment that while her son had been invited to multiple events, he himself had invited six camp friends to his own Bar Mitzvah but only one had come, and even this one peer had only come due to “coaxing mother-to-mother.”

Information from JSC staff members. In addition to information received from parents on the post-program questionnaire regarding friendship, information was also gathered regarding this goal from camp staff members on the Staff Post-Program Questionnaire. Staff ratings of SCIP’s effectiveness at meeting all program goals are reported in Table 7.

Table 7.
Staff ratings of SCIP effectiveness at meeting program goals.

	Creating New Friendships	Developing Existing Friendships	Increasing Hebrew Vocabulary	Building Jewish Knowledge and Skills	Increasing Independence	Improving Social Awareness
Not at all effective	0	0	9	1	4	0
Slightly effective	5	6	12	2	2	2
Moderately effective	13	16	15	24	15	18
Largely effective	27	20	7	15	21	27
Fully effective	10	8	3	6	3	5

Overall, all staff members reported some degree of program effectiveness at meeting both the goal of creating new friendships for program participants, and that of developing existing friendships (i.e., no staff members reported that the program had been “not at all effective” in meeting either of these goals. Ratings of effectiveness were higher for the goal of creating new friendships than for any other program goal, with 10 of 55 respondents reporting that the program had been fully effective at meeting this goal. 27 staff members reported that the program was largely effective, 10 rated it as moderately effective, and only 5 staff member respondents described the program as slightly effective.

In the course of analyzing the results of the program evaluation, numerical values were assigned to each effectiveness rating, such that 1=Not at all effective, 2=Slightly effective, 3=Moderately effective, 4=Largely effective, and 5=Fully effective. Using this quantification method, the average staff ratings of effectiveness for the goals of creating new friendships and developing existing friendships were computed as 3.7 and 3.6,

respectively, indicating that on average, camp staff found the program to be between moderately and largely effective at meeting both goals. Figure 2 illustrates the average ratings of effectiveness for each of these goals as attributed by different subgroups of staff member respondents.

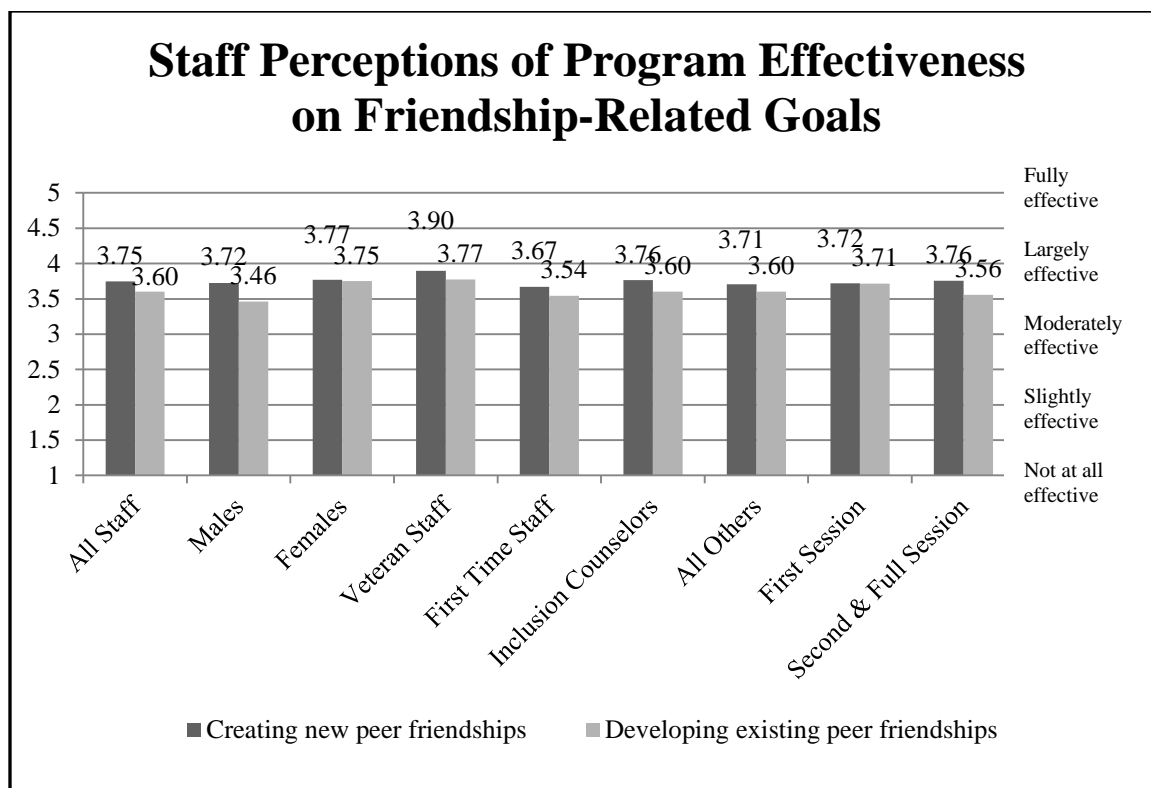


Figure 2. Staff perceptions of program effectiveness on friendship-related goals, by groups of staff.

While all groups of staff members reported effectiveness ratings in the same range (i.e., between moderately and largely effective), there were some notable patterns when looking at differences between groups of staff. Veteran staff members – those who had previously worked at JSC for at least one summer prior to 2010 – rated SCIP as more effective in meeting both friendship-related goals than did first-time staff members. Similarly, female staff members found the program to be more effective in meeting

friendship-related goals than did male staff members. This discrepancy was particularly pronounced in the goal of developing existing friendships. This can be at least partially explained by the fact that a greater percentage of male SCIP campers were participating in the program for the first time, relative to female campers. Each camper's status as a new or returning program participant can be found in Table 3. While only 1 of 5 female SCIP participants was new to the program, 3 out of 7 male participants were new. Male staff members may therefore have had less exposure to campers for whom developing existing friendships was a relevant and applicable goal.

In addition to rating program effectiveness at meeting friendship-related goals, many staff members provided qualitative reports of their experiences which were relevant to the question of the extent to which campers in the inclusion program were making progress toward the goals of increased friendship. Item #6 on the Staff Post-Program Questionnaire asked staff members what they had witnessed to be the greatest successes of SCIP. The question was open-ended. 19 staff members spontaneously and independently mentioned the creation of new friendships as one of the greatest benefits for SCIP program participants, while 2 staff members made reference to the opportunity to develop existing friendships. One counselor reported, "the camper (in my bunk) said to me this summer that this is the first time he has ever had friends...(he) was able to create friendships with people who were willing to take upon themselves the difficulties that come with creating relationships with challenging people." Another counselor provided insight into the form that new friendships took for the camper in his bunk. "The greatest success of the inclusion program was that it helped my camper create new and his first friendships," he wrote. "My camper... looked up to the other kids and that's how

he formed friendships.” Other staff members also mentioned the dynamic of inclusion campers “looking up” to their peers, and peers utilizing occasions to teach and assist inclusion campers as opportunities to build on relationships with them. One of the division heads wrote that the greatest benefit of the program to its participants was that “typical peers make an effort to befriend them.” She indicated that this befriending was intertwined with something akin to a social mentorship role: “I’ve seen them make friends and teach inclusion campers to act in a more social manner, be nice to friends, and behave properly.” Similarly, a camp Judaic programming specialist observed regarding one SCIP camper, Molly, that “her peers are her friends and at the same time knew the strategies of how to help her in times where she needed help,” suggesting that these two roles – friend and helper – can exist simultaneously but still distinctly for peers of inclusion campers. Regarding this same camper, a longtime camp lifeguard remarked that “I’ve watched her camp friends walk with her, wait for her, swim with her, climb the iceberg with her, support her, encourage her, argue with her about what she should do, and just generally be really supportive friends.”

A small minority of staff members had a more negative interpretation of program effectiveness in fostering friendship, and some took a skeptical view of those friendships which they witnessed. One counselor reported that “campers in the program benefit the most when their bunkmates act like they are mutual friends, unfortunately this happens rarely from what I’ve seen.” Another counselor referred to “phony friendships with inclusion campers” as a negative effect of the program. A third counselor highlighted the challenges and complexity of both building and gauging genuine friendship in the context of peers who were also in a “helper” role:

I was very pleasantly surprised by the attitudes non-inclusion campers took towards Gary. Even the most talkative and rowdy campers would help him with his wheelchair, and help him get around. I cannot say how much they really socialized with him - my sense is he didn't have really close friends, but they all seemed kind to him.

The inclusion coordinator's views on the program's effectiveness at fostering friendship were largely positive and in line with those reported by other staff members. She made mention of friendship as one component of her answer to the question of the program's greatest success and benefit, as well:

When the campers in the bunk no longer see the differences of the camper in the program... as detrimental to their relationships. They celebrate the differences and they see the kid as different but can still be friends... When the girls cheer Molly on going up the iceberg or the ropes course, they think, this is a friend I'm cheering for.

The inclusion coordinator shared an anecdote that illustrated the authenticity of the friendships referenced in the quote above. At one point during the summer, Molly's bunkmates approached the inclusion coordinator to express their disappointment that Molly was spending more time with the special needs program and not as much time in mainstreamed inclusive activities with them. The inclusion coordinator proceeded to work with other staff to fit more inclusive opportunities into Molly's schedule. Inclusive activities were chosen to be added into Molly's program less on the basis of activity content, or what they were, and more on the basis of whether or not her friends were

involved in the activities, given that both Molly and her peers clamored for more opportunities to be together.

Although the inclusion coordinator identified several similar situations that illustrated successful fostering of friendships, she also commented on some of the challenges that impeded fully successful achievement of friendship-related goals. Notably, she observed that it was often the SCIP campers rather than the peers who made it difficult for staff to cultivate friendships between the two parties:

Overall kids go home making friends... On the other hand, all of them require significant support that interferes with social time. Kids like Leah and Becky self-exclude themselves – they take themselves out of the group and play their own games, or push activities away. A certain amount of self-exclusion happens, therefore the program is not fully effective.

In addition to camper characteristics, programmatic elements sometimes limited opportunities for building of friendships. For instance, the inclusion coordinator expressed her frustration that because of poorer swimming skills, most SCIP campers were not allowed to go in deeper water in the lake, and therefore missed out on opportunities to be alongside their peers during free swim, a highly social activity that could build relationships. She reported that it was “socially debilitating” for inclusion campers to be confined to the shallower section of the swimming area.

Improved Social Skills and Interactions

Information from SCIP participant parents. Parents of SCIP program participants were surveyed prior to their children’s participation in the program as to their

perceptions of how frequently their children were demonstrating various social skills. They were then asked to provide these same ratings on the post-program questionnaire, after their children had participated in SCIP. In addition, parents were asked, prior to the program, to identify areas in which they felt their children's social skills were most well-developed, as well as those areas where they would most like to see growth and improvement. Table 8 lists the social skills for which ratings were sought, and tallies those skills which parents identified as strengths and growth areas.

Table 8.

Pre-program parent ratings of SCIP participants' social skills, strengths, and areas in which improvement was most desired.

Social Skill	Pre-Program Rating*	Number of parents identifying skill as one of child's 1-2 most well developed areas	Number of parents identifying skill as one of 1-2 top priorities for social growth
Approaches others positively	1.11	2	1
Expresses wishes and preferences clearly; gives reasons for actions and positions	1.11	1	1
Asserts own rights and needs appropriately	1.11	1	0
Is not easily intimidated by others	1.00	0	0
Expresses frustrations and anger effectively	1.33	1	0
Gains access to ongoing groups at play and work appropriately	0.78	0	4
Enters ongoing discussions on topic, makes relevant contributions to ongoing activities	0.67	0	4
Takes turns fairly easily	1.78	0	0
Shows interest in others; exchanges information with and requests information from others appropriately	1.44	0	1
Negotiates and compromises with others appropriately	1.00	0	0
Does not draw inappropriate attention to self	1.44	1	0
Accepts and enjoys overtures from peers and adults	1.63	3	1
Interacts nonverbally with other children with smiles, waves, nods, etc.	1.33	1	1
* An average of each parent's rating of their child's proficiency with that skill, in which 0=not at all/rarely, 1=some of the time, and 2=most or all of the time.			

Based on parent's ratings of their children's social skills prior to participation in SCIP, both common themes and individual characteristics of each child's skill profile and goals are evident. The two social skills which received the lowest average ratings for proficiency – gaining access to social groups at work and play, and entering discussions on topic and making relevant contributions – were also identified by the most parents as areas in which they most wanted to see their children improve. Indeed, 4 parent respondents identified each of these skills as a primary goal, whereas no other social skill was a commonly identified goal to more than one parent respondent. In addition, no parent identified either of these particular skills as one of their child's primary strengths.

A total of 7 social skills were identified by at least one parent as a target area, out of 13 possibilities. In contrast to the two aforementioned most-requested social skills, all other social skills that were identified as goal areas by a parent were also mentioned as an area of strength for their child by another parent, with the exception of showing interest in others and exchanging information with others appropriately. Other social skills identified as primary goals by parents included approaching others positively; expressing wishes and preferences clearly and giving reasons for actions and positions; accepting and enjoying overtures from peers and adults; and interacting nonverbally with other children using smiles, waves, and nods.

In addition to the social skills listed in the questionnaire, parents were asked, in pre-program survey question #7, to identify any additional social skill areas that they wanted to see their children develop over the course of participation in SCIP. Seven different parents responded to this item, with some elaborating on skills in the questionnaire and others introducing new areas of focus. Kevin's mother expanded on

the listed conversational goals by identifying her wish to see Kevin “be able to introduce himself to others and to ask them initial intro questions so as to start an appropriate conversation: stop, listen, hear what they answer and respond appropriately.” One recurrent theme was assertiveness. Aaron’s mother expressed a desire to see Aaron assert his own rights and “not be so easily intimidated.” Similarly, Miriam’s mother reported that she wanted to see Miriam “be more confident and assertive.” Another common theme among parents’ responses to this item was to focus less on development of specific social skills as a discrete goal, but rather to emphasize the desired outcome of SCIP participation with regard to social involvement: namely, friendship. 3 of the 6 respondents who answered this open-ended item referenced developing friendships as the most important social goal. In addition, the words “strong,” “meaningful,” and “reciprocal” were used to qualify the types of friendships that parents sought, suggesting that friendship quality was a priority area for them, more so than the mere absence or presence of nominal friendships.

Figure 3 illustrates how ratings of social skills changed before and after SCIP participants’ involvement in the program. As in other areas where program evaluation results are based on parent reports, both the average ratings of the entire pre-program parent respondent group and those of only the parents who completed the post-program questionnaire are provided for comparison with post-program ratings.

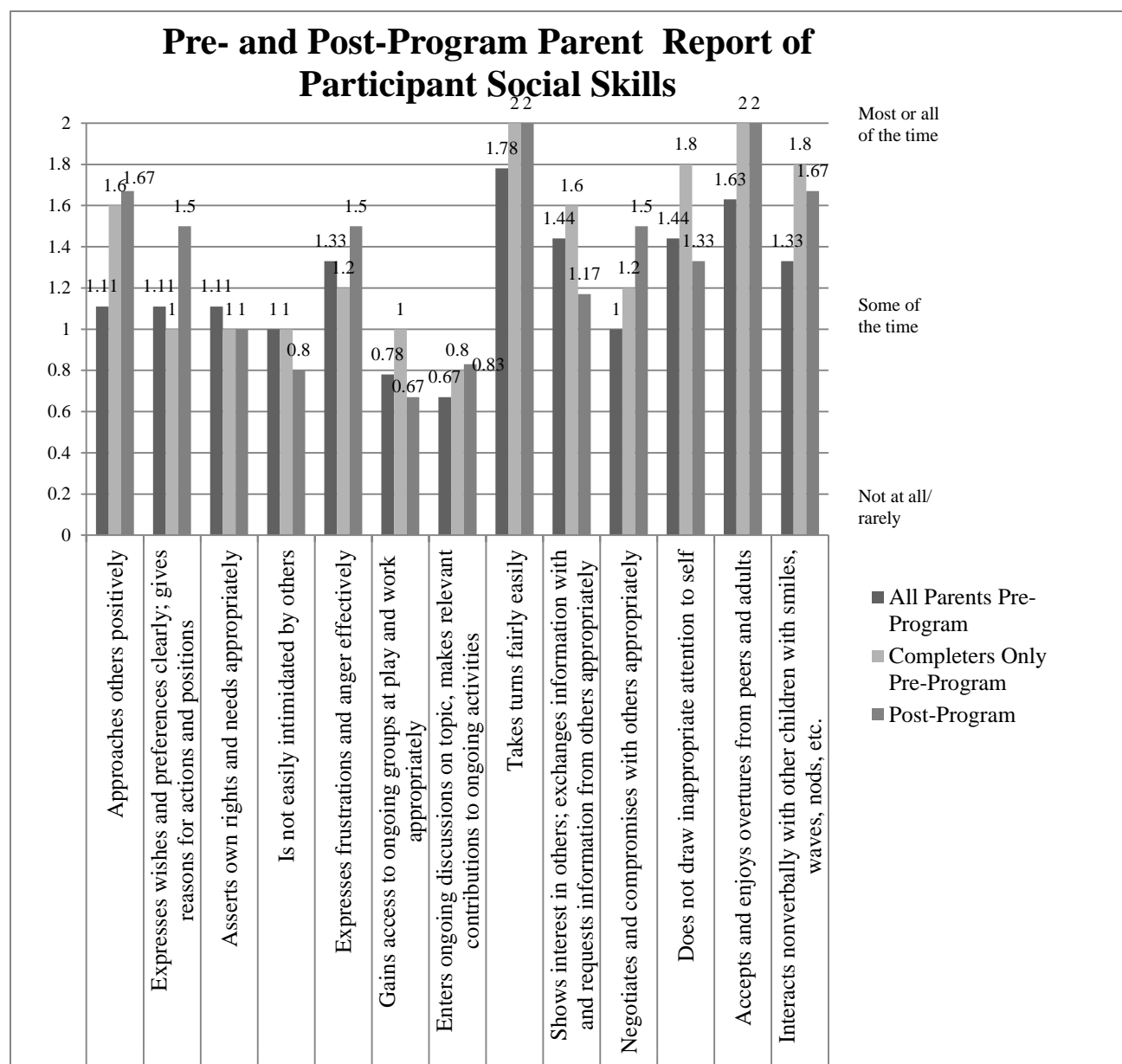


Figure 3. Pre- and post-program parent report of participant social skills.

Overall, when comparing post-program parent ratings to those of the entire parent respondent group pre-program, participants improved in 8 out of 13 social skills. Social skills in which improvement was seen included approaching others positively, expressing wishes and preferences clearly and giving reasons for actions or positions; expressing frustration and anger effectively; entering discussions on topic and making relevant

contributions; taking turns fairly easily; negotiating and compromising with others appropriately; accepting and enjoying overtures from peers and adults, and interacting nonverbally with other children. When comparing post-program ratings only to the pre-program ratings of parents who completed both data points (i.e., completers only), participants improved in 5 out of 13 areas, and maintained the same rating in an additional 3 (including 2 areas in which all 6 participants were completing the skills all or most of the time to begin with).

With regard to the particular social skill areas that were identified by parents as primary goals, the data is similarly mixed. Of the 7 skills mentioned, participants as a group improved in 4 of them, when comparing to either the full group of pre-program parents or just the completers. This list includes the skill of entering ongoing discussions on topic and making relevant contributions, which was one of the two areas where improvement was most desired (see Table 8). In contrast, parents saw participants become less proficient in 2 of the 7 identified goal areas, including the other most commonly identified goal, gaining access to groups at work and play. One of the 7 goal areas, interacting nonverbally with other children, had conflicting results, as participants improved relative to the full group of pre-parent ratings but not to those of completers only.

Compared to the quantitative ratings of social skills proficiency, parents' qualitative reports of changes in their children's social skills were more consistently indicative of positive effects of the program. Post-program survey question #12 asked parents to report on changes observed in their children following the program. Two parents specified positive effects that related directly to the inclusive aspects of SCIP, and

the opportunity for such extensive exposure to typically-developing and functioning peers. Aaron's mother reported that since participation in the program, Aaron "acts more his age," in that he has "more age appropriate discussions and interests." Similarly, Brian's mother stated that he was "more aware of typical teenage boy behavior and language," and was thus more able to fit in with his peers during the year following the exposure to peers experienced in SCIP. Miriam's mother reported that she had become more effective at accomplishing social goals and solving social problems, whereas Claire's mother observed an increase in Claire's self-esteem.

Information from staff members. In addition to information received from parents regarding social skills, information was also gathered regarding this programmatic goal from camp staff members on the Staff Post-Program Questionnaire. Staff ratings of SCIP's effectiveness at meeting all program goals are reported in Table 7. Overall, all staff members reported some degree of program effectiveness at meeting the goal of improving social awareness (i.e., no staff members reported that the program had been "not at all effective" in meeting this goal). 5 staff members rated the program as fully effective, 27 as largely effective, 18 as moderately effective, and only 2 as slightly effective.

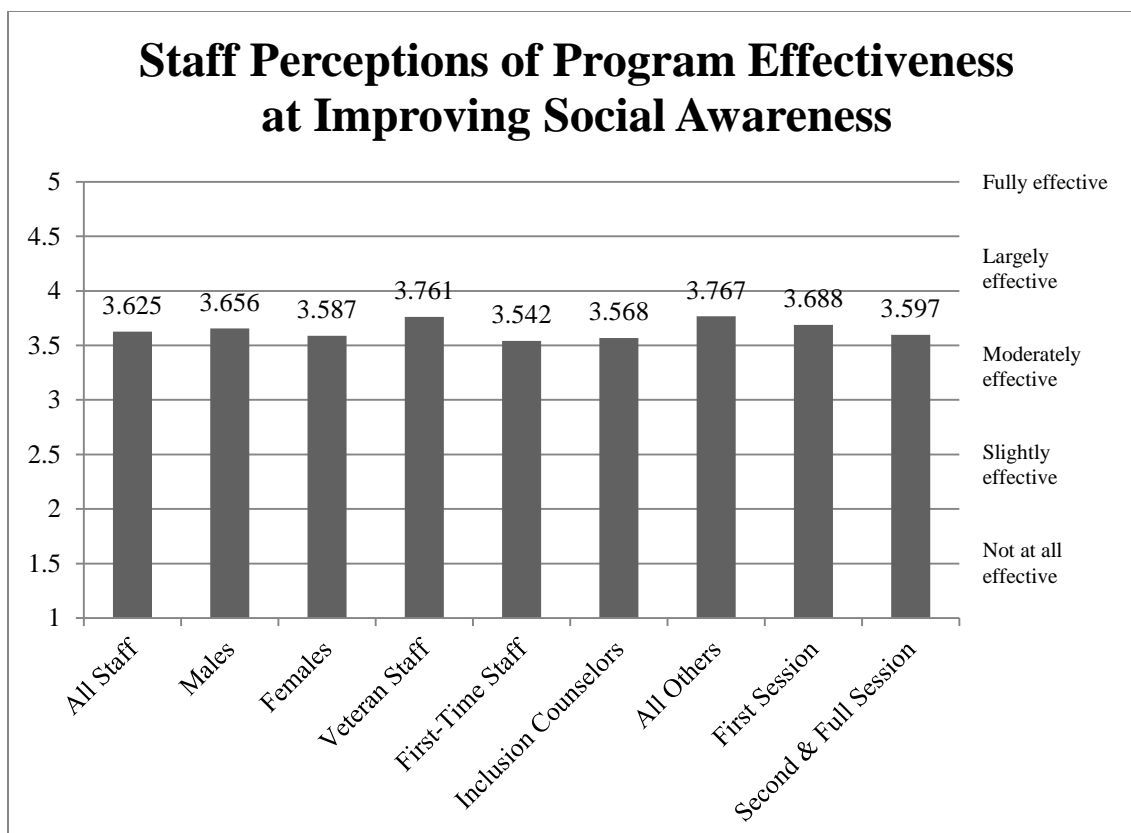


Figure 4. Staff perceptions of program effectiveness at improving social awareness.

In the course of analyzing the results of the program evaluation, numerical values were assigned to each effectiveness rating, such that 1=Not at all effective, 2=Slightly effective, 3=Moderately effective, 4=Largely effective, and 5=Fully effective. Using this quantification method, the average staff rating of effectiveness for the goal of increased social awareness was 3.625, indicating that on average, camp staff found the program to be between moderately and largely effective at meeting this goals. Figure 4 illustrates the average ratings of effectiveness as attributed by different subgroups of staff member respondents. While all groups of staff members reported effectiveness ratings in the same range (i.e., between moderately and largely effective), there were some notable patterns when looking at differences between groups of staff.

Most significantly, veteran staff members found the program to be more effective at improving social awareness than did first-time staffers. This parallels a similar finding with regard to friendship-related goals, discussed above. Also notable was a discrepancy between the ratings of SCIP participant's counselors and those of all other staff respondents. Inclusion counselors rated the program as less effective at improving social awareness than did other staff members. This discrepancy contrasts with these subgroups' ratings of friendship-related goals, which revealed inclusion counselors to rate the program as slightly more effective than other staff members at establishing new friendships, and equally effective at developing existing friendships. One possible interpretation of this difference is that inclusion counselors, with greater exposure to SCIP participants and their daily behavior, had more opportunity to witness social skills deficits and social gaffes, as they were present for the unstructured and intense peer interaction times that occur within the bunk. Meanwhile, other camp staff were more likely to see SCIP participants during organized activities, whose structure might serve to mask social skill difficulties. In contrast, the unstructured time overseen by counselors may also have been the most conducive to friendship development, whereas organized activities did not provide as many opportunities for non-counselor staff to see friendships in action.

In addition to providing a scaled rating of program effectiveness at increasing social awareness, some staff members provided qualitative reports of relevant experiences. In their answers to item #6 on the Staff Post-Program Questionnaire, which asked staff members what they had witnessed to be the greatest successes of SCIP, 8 counselors specifically mentioned newly learned social skills or increases in the quality

of campers' social interactions as the greatest successes of the program. Multiple counselors referred to bolstered social skills as a natural effective of an environment this inclusive. One counselor commented that, "it's difficult not to learn certain skills when living in such close quarters." A specific improvement mentioned was successful participation in bunk games. For instance, one counselor reported that "on the 1st shabbat (*Saturday*), the camper read by herself all day, but by the 2nd she was socializing and playing cards with the whole bunk." A number of social skills might contribute to this change, including assertiveness, reading of peers' cues, and on a more direct level, game-playing skills such as remaining on topic, waiting for one's turn, or negotiating and compromising with others appropriately. Another social skill mentioned by counselors was "holding a mature conversation." Counselor observation of improvement in this area was consistent with parent reports, described above, that SCIP participants were more aware of and more likely to engage in age-appropriate conversations and conversational topics. In addition to gains in specific social skills, some counselors referred to a reduction in inappropriate behaviors more generally as one of the key changes they observed in their camper's social behavior. For example, Andrew's counselor reported:

Andrew would have little habits the he brought with him to camp, but through interactions with his bunkmates and living with them, along with extra support, he was able to stop some of these unsavory habits. The way many kids propped up Andrew and took him under their wings also was a great success. He was forced to have social interactions he probably doesn't have at home, and he can definitely learn from these.

Some staff members also commented on the challenges of working towards and achieving the goal of improved social interaction. In response to Post-Program Staff Survey question #7, which inquired about areas where the program was failing to meet participant needs, two staff members made reference to areas where social skill deficits were problematic. One counselor described a situation that simultaneously highlighted an impairing social deficit for her SCIP camper, and a corresponding skill that might have helped to alleviate this problem, had teaching it been more emphasized as part of the program:

Sometimes specific issues with Miriam are dealt with, but keep recurring. For example, she has a hard time articulating herself when she's angry and she has temper tantrums. The bunkmates don't understand that part of the reason is her disability. Perhaps the inclusion program could have helped us (counselors) figure out tactfully how to explain this to the kids, or, have Miriam explain herself so she doesn't separate herself socially.

Another staff member, a lifeguard, raised the problematic issue of a dynamic in which adaptive and age-appropriate social skills did not drive social inclusion or integration, potentially reducing motivation for SCIP participants to work on them and appropriate contexts to practice them. On the contrary, age-appropriate social skills may actually have hindered relationship-building in these cases. The lifeguard explained that in his observations, the SCIP campers most likely to find a buddy to swim with were not those who were “acting their age,” but those who were “cute.”

The inclusion coordinator also weighed in on the goal of increased social skills. She evaluated the program as “largely effective” during the first camp session and “fully

effective” during the second session at meeting this goal. She stated that she had worked with counselors to target the social integration goals identified by parents before the summer, and that she felt that counselors had been successful on this front. She described several programmatic activities that had the social skills program goal in mind, including coaching of SCIP participants as to what peer behavior to pay attention to and how to interpret it, and frequent conversations with SCIP participants about what it means to be a friend and how to act on desires to make friends. For example, she shared one anecdote in which Becky had called a peer “fat.” This triggered the inclusion coordinator to have a long conversation with her about how the other girl might feel, and the impact that Becky’s actions had on her friendships. The inclusion coordinator expressed her feeling that the inclusive camp environment contributed to the depth and effectiveness of this intervention, given the myriad opportunities to connect its lessons to daily camp life.

According to the inclusion coordinator, individual campers’ specified social skills goals were reached, for the most part; however, some obstacles made full achievement of goals elusive. One such obstacle was the intensity of the environment; the inclusion coordinator hypothesized that the lack of opportunity for breaks from the social milieu may have caused some SCIP campers to become overwhelmed. “Living in a bunk is not like the real world,” she stated. “In the real world you get to be with your friends and then go home.” A potential negative effect of this intense environment was that SCIP participants might reject or avoid social opportunities due to feeling too overwhelmed to take advantage of them. For instance, the inclusion coordinator described challenges integrating Brian and providing him with opportunities to practice social skills because he

gravitated towards counselors and preferred to spend his time with them, despite the fact that both he and his peers seemed to like each other. As a result, she implemented a rule approximately halfway through his month at camp that counselors should only accompany Brian when there were other children around, so as to avoid stigmatizing him.

Another challenge with regard to helping program participants improve their social skills was that their maladaptive social behavior sometimes triggered other camp systems outside of SCIP which then interfered with SCIP personnel responding in their preferred manner, such as by using these instances as teaching opportunities. This pattern occurred primarily in the case of Andrew, the oldest inclusion camper and the only one in his age group at camp. The inclusion coordinator shared several anecdotes which repeated this pattern. For example, Andrew demonstrated a tendency to make inappropriate social overtures to peers, such as by slapping them with papers, or throwing ice cubes or rocks at them. The inclusion coordinator explained that physically aggressive behavior was “director territory” and that Andrew needed to discuss his behavior with the camp director. External consequences imposed as a result of this process sometimes involved being separated from peers, and therefore deprived of opportunities to work on the skills that Andrew was lacking.

Increased Independence in Activities of Daily Living

Information from SCIP participant parents. Parents of SCIP program participants were surveyed prior to their children’s participation in the program as to their perceptions of their children’s proficiency in several activities of daily living. They were then asked to provide these same ratings on the post-program questionnaire, after their

children had participated in SCIP. In addition, parents were asked, prior to the program, to identify adaptive skills in which they most desired growth and improvement for their children. Table 9 lists the activities of daily living for which ratings were sought.

Table 9.

List of activities of daily living included on parent pre- and post-program questionnaires, with number of parents identifying each activity as a primary goal for their child.

Skill	Number of parents identifying as a primary goal
Getting out of bed with alarm/at a prescribed time	0
Picking out clothing/outfit for the day	1
Getting dressed	0
Putting on/tying shoes	0
Brushing teeth	2
Washing face	1
Toileting	1
Showering/bathing self (excluding hair)	0
Washing hair	0
Menstrual care	0
Sorting laundry	2
Making the bed	1
Sweeping floor	0
Mopping floor	0
Taking out trash	1
Serving self food/portion control	2
Using a fork and knife/feeding self	2
Cleaning up after a meal/clearing dishes	1

In addition, parents were asked to provide specific guidance as to the areas in which they hoped to see their children improve, both with regard to skills and activities included on the questionnaire and any possible activities of daily living not mentioned. Several parents made a point of stating that while they were happy to have their children acquire new independent adaptive skills in areas such as personal hygiene and self-care, they were more focused on social skills. For instance, when asked about areas where

they would like to see their child become more independent, Brian's mother stated, "feeling more confident interacting with groups," and Molly's mother reported that she wanted to see her work on "manners and not interrupting," adding, "she needs friends!!" Consistent with this theme, other parents specified that their greatest goals, even in the realm of self-care, related to their children taking the initiative to use skills that they already had. For instance, Kevin's mother stated her desire to see more self-awareness in her son, and that he "take care of himself and things around him without prompts, as appropriate for a child his age." By way of examples, she stated that "if his shirt gets dirty after lunch, he knows to go change it," and that he learn to "go to the bathroom without waiting till bursting." Like Kevin's mother, Max's father also emphasized the executive function element of self-care in his desire to Max build independence in "organizing his personal area." Other skills supplemented by parents to the list in the questionnaire included portion control and table manners.

Figure 5 illustrates parent ratings of their children's independence in each of the activities of daily living listed in the questionnaire, before and after participation in SCIP. As with the other program evaluation participant goals evaluated by parents and measured by parent report, both the average ratings of the entire pre-program parent respondent group and those of only the parents who completed the post-program questionnaire are provided for comparison with post-program ratings. As displayed in Figure 5, based on parent ratings, SCIP participants as a group improved relative to their baselines prior to the program in 6 daily living skill areas when comparing to all parent reports, and 9 total areas when comparing only to reports of the parents who completed the post-program survey.

With regard to skills as discrete and specific as those being looked at for this goal, it may be more instructive to look at individual campers' changes from before participation in SCIP to afterwards. The skill that saw the most participants improve was washing hair, in which Aaron improved from no independence to limited independence, Brian improved from limited independence to independence with prompts and reminders, and Miriam improved from independence with prompts and reminders to full independence. Similarly, both Aaron and Miriam made the same improvements in showering, as rated to exclude hair-washing. These corresponding improvements in two bathing-related skills suggest that SCIP was perhaps most able to contribute towards achievement of the goal of increased independence in activities of daily living in this particular area. Other improvements were observed in more than one child in the categories of putting on and tying shoes, and using a fork and knife to feed oneself. Improvements in independence were observed in just one participant in the categories of getting out of bed on time, brushing teeth, menstrual care, making the bed, sweeping the floor, taking out the trash, and cleaning up after meals.

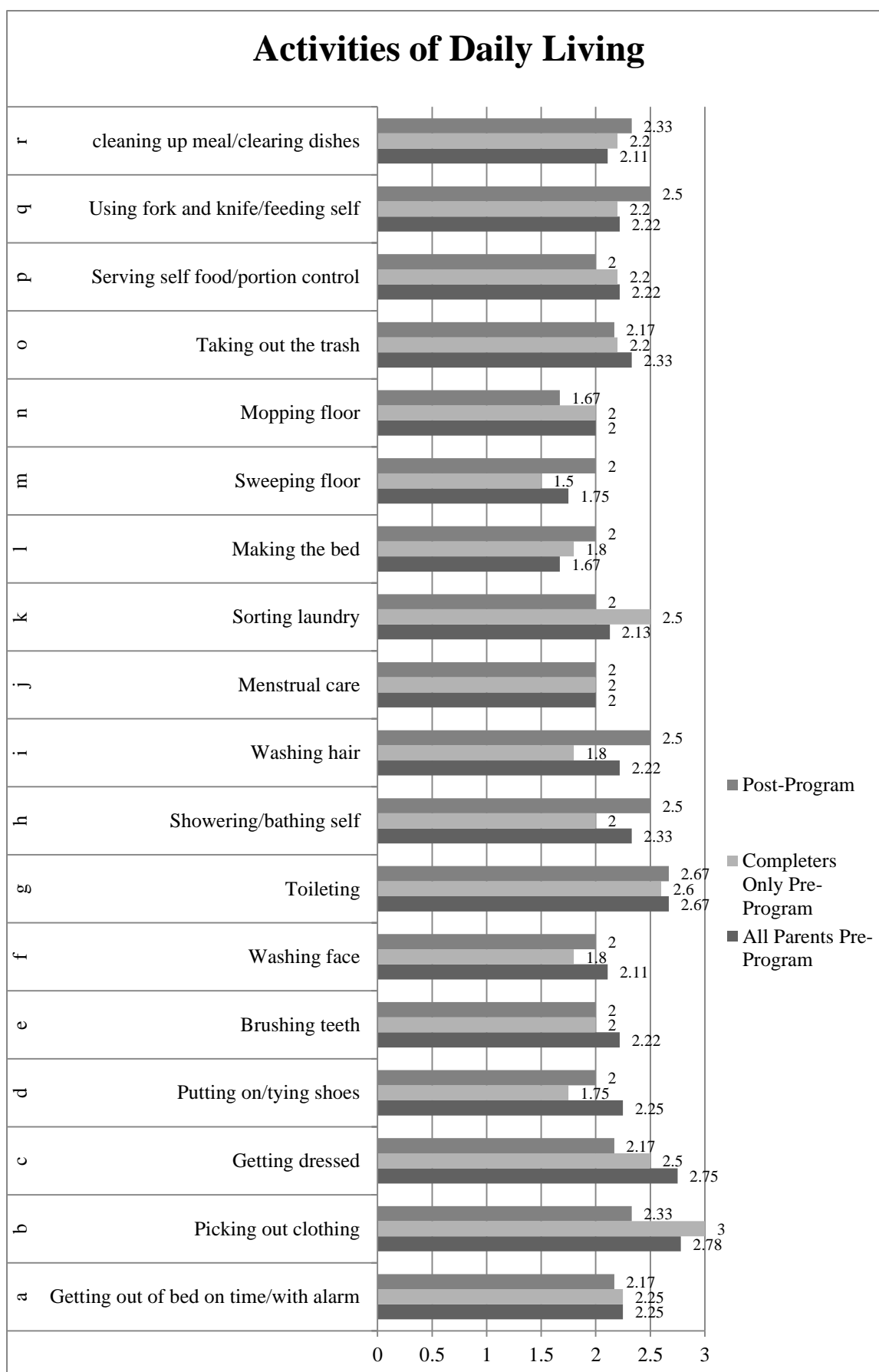


Figure 5 (previous page). Parent pre- and post-program ratings of their children's independence levels in various activities of daily living.

0 = Not independent, needs assistance from others

1 = Independent in limited capacity/with guidance at some parts of the task

2 = Able to complete task independently with prompts or reminders

3 = Independent without prompts or reminders

Item #10 on the parent post-program questionnaire queried parents in an open-ended format as to what improvements, if any, they had seen in their children's independence following participation in SCIP. Only one parent respondent reported "no changes noticed," while the other five commented on increased independence they had seen in their children in at least one area. Confirming the results discussed above, two parents specifically mentioned showering skills as an area of improvement following camp. Two different parents also mentioned bed-making as an area where they had witnessed improvement. No other specific skill was mentioned by more than one parent, other skills identified as areas where children had improved included doing chores around the house, doing laundry, putting on deodorant, and getting dressed. Aaron's mother specified that while Aaron's physical ability to complete tasks had not increased, his desire to complete them independently had. Similarly, Molly's mother remarked that Molly displayed a more positive attitude about completing household tasks following camp. However, she noted that many of the gains she witnessed in Molly were clearest immediately following camp, and then tended to dissipate after the first few months back at home.

Information from staff members. In addition to information received from parents regarding activities of daily living and self-care skills, information was also gathered regarding this programmatic goal from camp staff members on the Staff Post-

Program Questionnaire. Staff ratings of SCIP's effectiveness at meeting all program goals are reported in Table 7. Overall, 4 staff members believed that SCIP was not at all effective at meeting the goal of increased independence. Of the remaining staff members, 2 described the program as slightly effective at meeting this goal, 15 as moderately effective, 21 as largely effective and 3 as fully effective.

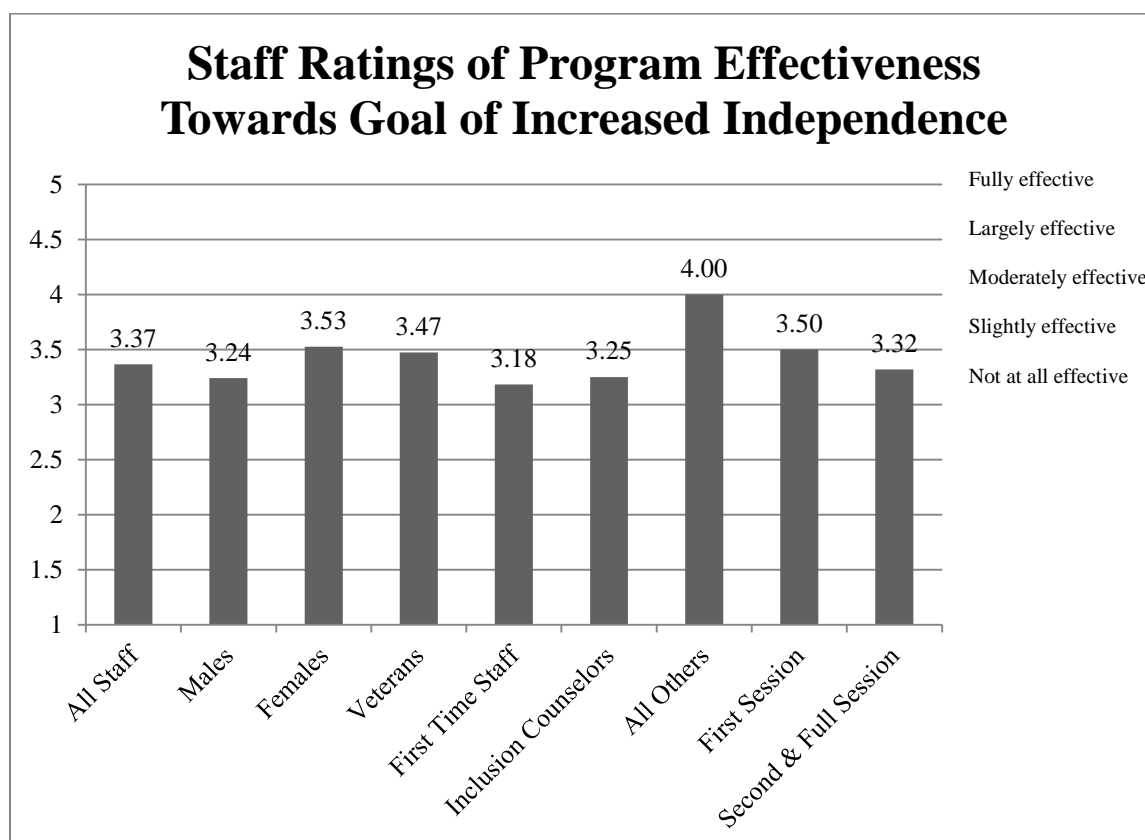


Figure 6. Staff ratings of program effectiveness towards goal of increased independence.

Figure 6 illustrates how different subgroups of staff members rated the program's effectiveness at meeting the goal of increased independence in self-care skills. Some prominent patterns emerge. When looking at different characteristics by which to bifurcate staff, the largest discrepancy between two groups existed between inclusion

counselors and staff members holding other jobs in camp. At 4.0, fully equivalent to “largely effective,” Non-inclusion counselors (i.e., all other staff members) gave the program the highest rating of effectiveness at meeting the goal of increased independence of any subgroup examined. This stood in sharp contrast to the ratings of inclusion counselors, which averaged to almost a full rating lower, at 3.25. Although this was a particularly striking discrepancy, it must be noted that of the 19 staff questionnaire respondents who were not inclusion counselors, 12 abstained from assessing program effectiveness toward this goal due to their lack of sufficient exposure to programmatic activities to which it related. Therefore, the rating of 4.0 provided by all other staff members is an average of only 7 ratings. Nonetheless, it is notable that those staff members who chose to weigh in on this goal found the program to be more effective towards meeting it than did those staff members who were ostensibly doing more intervention towards its ends. One hypothesis as to why this might be the case is that inclusion counselors, with firsthand knowledge of programmatic activities related to independent self-care skills, had greater awareness of the failings and successes of the program in meeting this goal, while non-counselor staff members based their rating more on a general perception of programmatic activities. This will be discussed further with regard to program evaluation question #5, which deals with reactions to and perceptions of the program within the camp.

The inclusion coordinator provided corroboration with the relatively low effectiveness rating of the counselor group, particularly in comparison to other program goals. She stated that “cleanliness and self-care goals were essentially put aside... Working on self-care and cleaning can only be done during *nikayon* (daily block reserved

for cleaning the bunk) or shower time at night, whereas social integration happens throughout the day.” As a result, those self-care tasks which necessarily came up frequently were the ones that received the most attention. She described Becky’s mealtime hygiene as one representative example: at the beginning of the summer, Becky would get food in her hair, but with counselor guidance at each meal, she became more adept at remembering to put her hair up before eating.

Although the inclusion coordinator was frank about independence in self-care goals being marginalized to a degree, she also shared ways in which she felt the activities of the program were effective. She highlighted the steadfast camp rule of showering daily as creating valuable opportunities for children to improve in their showering skills, as was indeed observed by parents in their post-program evaluation. She also observed that the positive side of having a discrete period set aside for cleaning (*nikayon*, referred to above), is that this intentional cleaning block is one that lends itself to teaching opportunities that campers do not often get at home. On the other hand, she noted, “at home they don’t have the bad influence of living with a bunch of kids who throw their stuff everywhere.” More generally, the inclusion coordinator praised the role that SCIP played in providing a fresh perspective on individual campers and their limitations, or lack thereof, and the effect this had on building independence:

Because counselors don’t know the kids in advance and are not their parents, they give them the benefit of the doubt of doing it on their own. This is partially because they have other kids to attend to, and also 18-year-olds don’t want to help where they’re not needed.

As examples, she named brushing teeth and getting dressed as two areas where, in her observation, counselors held campers to a higher standard than they were used to, and were able to push them outside their comfort zones, with prompting. Another successful example that pertained to multiple campers involved navigating their way around camp by themselves. Both Becky and Brian learned to go from one side of the physical property to the other unaccompanied, in order to get to an activity or to visit a friend. The inclusion coordinator referred to the safe and contained environment of camp as a place where these children could practice and strengthen these skills, as well as build confidence in utilizing them. They could then ideally take them home and generalize them to environments in which they might not have the opportunity to practice moving about alone before being fully proficient, due to safety concerns.

Summary

Both parents of SCIP participants and SCIP staff members reported on the degree to which the program met the specified goals of increased friendship, improved social interaction skills, and increased independence in activities of daily living for program participants. Parents reported on characteristics of their children before and after program participation, and these values were compared. Both groups recorded their perceptions of program effectiveness with respect to each of these goals, both on a scale of effectiveness and in illustrative responses to open-ended questions. Both parents and staff described gains in all three goal areas, and highlighted goals that were more difficult to attain as well.

Results of Program Evaluation Question #2

Program Evaluation Question: To what extent are staff members in the inclusion program trained and supported in their responsibilities working with the program participants?

The second program evaluation question was geared towards exploring different camp staff members' roles in SCIP, and specifically how they were trained and supported to fulfill their responsibilities in those roles. Data gathered to answer this question included detailed descriptions provided by the inclusion coordinator of her interactions with other staff members and her activities during the program to train and support staff. In addition, a series of questions on the staff post-program questionnaire (see Appendix A) were posed to investigate aspects of this question.

Information from the Inclusion Coordinator

The inclusion coordinator reported on ways that she supported bunk counselors, higher level staff members such as division heads and *yoetzim* (advisors), and specialists such as lifeguards and instructors in sports, Judaics, or arts and crafts. She stated that her initial activity with regard to training and support took place prior to the summer, when she and the special needs program director contacted prospective SCIP counselors to ensure that they understood what specific physical needs or behavioral problems they might encounter with a particular camper assignment being considered, and to solicit their agreement to work in the program. The next support activity took place during staff training week, when the inclusion coordinator, consistent with program design, facilitated two information sessions – one for all inclusion counselors as a group, and the

other provided individually to each counselor trio. The curriculum used in the group session can be found in Appendix B of this dissertation. The inclusion coordinator emphasized the importance of this pre-program training, stating that a goal was “just giving counselors the concept that there are a lot of tools they can use.” Once the program began, check-ins with counselors occurred approximately two to three times a day, at meals. The inclusion coordinator explained that these check-ins were as brief as asking counselors for a “thumbs up” or “thumbs down” as to how the day (or the previous night) was going thus far. She stated that when she received a “thumbs down,” that was her cue to schedule time to meet with that counselor group at some point that day.

According to the inclusion coordinator, most counselors were vocal in seeking out her assistance as needed. She never limited their ability to ask for help, and estimated that she received approximately 5 counselor phone calls per day. She persistently encouraged counselors to reach out to her, even when a particular counselor or counselor group frequently approached her with concerns that she deemed “ridiculous.” Counselors sought support and help from her for a wide range of reasons, depending on their interpretation of her role, and the unique needs of the SCIP camper for whom they were responsible. The inclusion coordinator observed that counselor teams seemed to polarize into those who sought her for assistance (usually more frequently), and those who sought her to provide report on the camper’s progress (usually less frequently). Gary’s counselors called multiple times a day, sometimes at Gary’s urging. Becky’s counselors began the summer calling less frequently, but at the urging of their division head, they began to seek support daily. The inclusion coordinator privately felt that some of these

requests were excessive, stating, “I can’t give one-on-one attention every time Becky refuses to go to *yahadut* (Jewish learning class), because that’s a lot.” In contrast, Miriam’s counselors only called 2-3 times per week, and calls were always after an emotional outburst, rather than during the episode. This counselor group saw the inclusion coordinator more as a record keeper and a superior they needed to report to, rather than a source of support to be utilized in difficult moments. Another more limited utilization of the inclusion coordinator’s support was observed in Aaron’s counselor team, who “pretty much only called to tell me that he had an (bathroom) accident.” With regard to this dichotomy, between counselors who pursued assistance and those who primarily sought out the inclusion coordinator to report on events, she stated:

Both are appropriate, because if counselors can’t handle the camper and need help, I don’t want them to get stressed out and frustrated. It’s also appropriate for them to report what’s happening because I need to be able to tell parents or put it in a *haracha* (end of summer evaluation), and put the details together. Ultimately I want counselors to do both – handle situations on their own and call me in other situations.

In addition to regular check-ins and meetings at counselors’ request, there were other times that the inclusion coordinator had meetings of special significance with larger counselor groups. For instance, the inclusion coordinator met with all male staff in the 7th grade division to create a schedule where other counselors in the division might help out Aaron’s bunk counselors in taking him to the bathroom. Similarly, Gary’s particular physical and emotional difficulties often demanded one-on-one attention, and the inclusion coordinator met with the full staff team from the 8th grade division to mobilize

them all towards accompanying him to activities. In the case of Andrew, the inclusion coordinator met extensively with his counselors and division head as well as the camp director and the special needs program director, in order to discuss his behavior problems and what the camp's approach should be to managing them. Oftentimes these meetings included Andrew and served the purpose of discussing incidents with him and reviewing consequences.

As a final support activity to bunk counselors, the inclusion coordinator noted that when inclusion counselors were having particularly stressful days or were finding themselves in uncomfortable situations, she sometimes acted as an advocate or liaison, encouraging their direct supervisors to give them some time off that afternoon. In some cases she provided incentives or respite herself, by taking a shift at an activity with a camper, or going out of camp to get them ice cream or donuts. She also noted that there were times when she felt that counselors were needed for a SCIP responsibility, such as accompanying a camper to an activity in which he or she needed support, but experienced resistance from their direct supervisors, the division heads. At such times, the inclusion coordinator tended to involve the special needs program director, a more powerful figure in the camp, to advocate on counselors' behalf to division heads. For instance, the special needs program director worked with the camp director to establish a policy that counselors could miss one staff meeting per week if necessary in order to support a SCIP camper at an activity.

In general, SCIP program staff provided less intensive and more irregular support to division heads, whose involvement with SCIP campers was correspondingly less frequent and intensive. The inclusion coordinator stated that division heads would

sometimes come and find her if they had observed a problem for a SCIP camper, but that this occurred infrequently. More often, the inclusion coordinator approached division heads prior to big events such as color war or trips out of camp, to help them plan for how to include SCIP campers appropriately. The inclusion coordinator also worked with the camp-wide programming staff to plan for these events, and would often come to division heads with a plan already in place for how to modify programming, if necessary. The inclusion coordinator described a good working relationship with most division heads, stating that they were happy to integrate her suggestions.

The camp *yoetzim* – social workers or related professionals who acted as advisors to particular age divisions and assisted with emotional, behavioral, or family concerns – also required minimal support from SCIP staff in order to effectively play their roles in the program. The inclusion coordinator met with each *yoetz* at the beginning of the summer and gave them brief synopses of the needs of any SCIP camper under their purview. As the inclusion coordinator put it, “they were fantastic and willing to help when I needed it, and to just let me do my thing when I needed that.” She explained that she was most likely to utilize them in areas that were “in their wheelhouse,” such as homesickness. Similarly, *yoetzim* participated in phone calls between the inclusion coordinator and SCIP camper parents when issues that were relevant to the *yoetz*’s role, but in general, communicating with these parents was the responsibility of the inclusion coordinator, who was much more familiar with their day-to-day functioning. This was supportive to the *yoetzim* in that communication with parents of typical children was part of their job description.

Ways in which the inclusion coordinator and program staff supported specialty staff members varied, based on the unique demands of different specialties in the camp, and the degree to which they needed modification to accommodate SCIP campers. For example, the inclusion coordinator provided a specific set of supports to the waterfront staff. She attended the initial swim test for each SCIP camper, when they were leveled for instruction, in order to ensure that waterfront staff understood how to communicate with each child. She also described frequently advocating for SCIP campers, as the head of the waterfront was very cautious about their participation in swimming activities and often demanded that they have a counselor accompany them. The inclusion coordinator felt that this was appropriate for SCIP participants with physical disabilities, but felt frustrated with this caution towards other inclusion campers, as it “defeats the purpose of social inclusion.” She pushed waterfront staff to evaluate these campers by the same criteria as their peers. In such instances it is perhaps not obvious that the inclusion coordinator’s activities be interpreted as supporting staff, as opposed to advocating for campers in a way that might have made staff members actually feel more pressure or difficulty from SCIP involvement; however, it can at least reasonably be said that the inclusion coordinator’s role as a liaison between SCIP bunk staff (i.e., counselors) and specialists like lifeguards helped to smooth the cooperation of these different parties in implementing the program and serving the campers.

In contrast to her active involvement with swimming, the inclusion coordinator reported that her role supporting the sports staff was more reserved. This was largely the case because she perceived that the head of the sports program better understood and shared her vision for the role of inclusion at camp, and was therefore more committed to

implementing it independently. One area where the inclusion coordinator did reach out to support sports staff members was in helping SCIP campers to be rostered on camp teams. (JSC participated in a day-long sports competition against a rival camp at the end of the summer, and teams in various sports trained all summer to compete in this longstanding rivalry. These practices were separate from sports periods that occurred in the regular daily schedule.) The inclusion coordinator met with each team captain and discussed with them the athletic abilities of SCIP campers, and how she envisioned they might be able to participate on the teams.

A third specialty area where the inclusion coordinator attempted to provide support was in arts and crafts. She reported meeting with the head of the arts and crafts department at the beginning of the summer to share information about inclusion campers with her, and to make recommendations for what types of activities were appropriate for each. Near the end of the first camp session, however, she was approached by an art teacher who asked her if a particular camper was a participant in SCIP. When the inclusion coordinator responded in the affirmative, the staff member said, “I really wish I had known that, because I’ve been working with him and it was really frustrating.” The inclusion coordinator thus felt frustrated as well, as she had offered her support and attempted to give staff sufficient help and tools, but the information did not get communicated within the department.

Information from Other Staff Members

The staff post-program questionnaire yielded additional data that contributed to answering program evaluation question #2. Item #14 asked staff members whether they

felt they had been given sufficient information about the inclusion campers they would be working with, in preparation for their roles in the program, and if not, what other information they would have wanted to have. This question focused on pre-program information and preparation as distinct from other types of support provided during program implementation, which were investigated in a separate item. Overall, 31 out of 52 staff members responding to item #14 – close to 60% – stated unequivocally that they felt they had received sufficient information. 11 staff members (21%) reported that they had not received sufficient information and explained what they would have wanted to know. An additional 10 staff members (19%) stated that they felt they had received sufficient information, but qualified this statement by adding other information that they would have wanted to have prior to the program. Table 10 lists the types of information requested by staff members who did not respond to item #14 with an unequivocal “yes.” As evident in Table 10, the most common types of information requested had to do with characteristics of SCIP campers. Staff members were less likely to request more information about skills and methods of working with the campers, and when they did, they often referenced very specific skills, such as a technique for lifting a camper out of his or her wheelchair.

Table 10.

Staff comments regarding what information they would have wanted to receive about inclusion campers prior to the start of SCIP.

I wish we could have known about his problems with directions, his organizational difficulties, and how he spaces out a lot.
I was not given enough info, but that wasn't that big of an issue as I thought it would be. I would have liked more background info on my camper.
It would have been helpful to know what she needed help with because she really only had access to one hand. Because we didn't know, we were not there for her when she needed us and clothes were sometimes on backwards and she did not shower sufficiently.
It would be good to brief all the teachers on the inclusion program (but I was not at most of staff week, this may have been done). I would have liked to know what the expectations are of the inclusion staff.
All we were told was he liked computers, and had allergies. Really frustrating (not camp's fault, parents didn't tell us anything!).
Specific focus on her difficulties and how to help with that.
Her parents only said that she might need help pulling up underwear and climbing, but they never included other parts of getting dressed, showering, her negative attitude, or any other info ... her needs were not mentioned to the camp beforehand so we learned as we got to know her. Basically, I wish her parents had given the camp her day to day routine prior to camp.
As a live-in, I felt pretty well prepared to work with a past inclusion camper. As a specialist, I do not think I was briefed as well, which might have been more helpful, especially in a chinuch (Jewish learning) setting. Because of my interest, I was able to seek out more information that I needed.
I don't feel I was given sufficient information. I think that if I had learned more about how a specific camper learns then I could have been better able to teach him/her (verbal/visual/etc.). I should have taken more initiative with this and tried to find out more from the counselors and specialist.
We are given only what information is on the medical form. A more complete description of camper, his abilities and deficits would be helpful.
Specific diagnosis.
Maybe more about her background and what she likes to talk about.
A little more about her dietary restrictions in the beginning would have been good.
I did not have any information about the inclusion camper prior to camp, but I don't think it matters until you meet the camper face to face.
A lot of the job was trial and error. It would have been good to be taught how to lift our camper, how to shower the camper, and how to be patient with him.
How to pick him up.
Perhaps more tips on controlling and mitigating
I would have liked to know a little more about Gary before I met him such as being told that he cannot read, and his extraordinary intelligence. But I learned these things in due course.

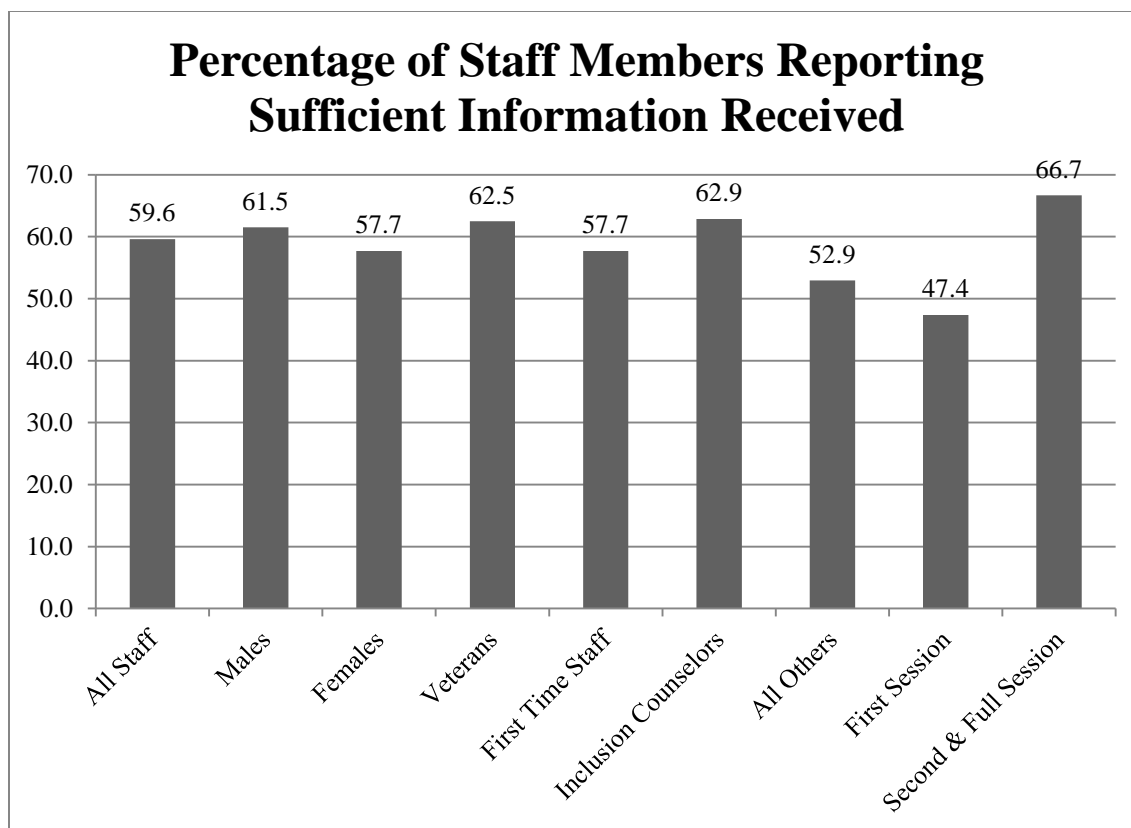


Figure 7. Percentages of different subgroups of staff members reporting sufficient information received about inclusion campers prior to program implementation.

Figure 7 illustrates the percentage of staff members in various subgroup categories that responded “yes” to item 14 on the post-camp survey. In terms of gender, male staff members reported a slightly higher rate of satisfaction with the information received than did females. Similarly, veteran staff members reported a slightly higher rate of satisfaction than first time staff members did. A more significant discrepancy existed between the satisfaction rate reported by inclusion counselors and that of all other staff members who participated in the program. While 63% of inclusion bunk counselors felt that they had been given sufficient information about the SCIP campers assigned to their respective bunks prior to the summer, only 53% of all other staff members felt the same way.

Meanwhile, an even larger discrepancy was observed between staff members who participated in the program only for the first camp session, and subsequently took the survey at the end of that session, versus staff members who took the survey at the end of the summer after participating in either both or only the second camp session. The former group, i.e. first session staff, reported only 47% satisfaction with the amount of information received prior to the program's start. In contrast, a full two thirds (67%) of second session and full summer staffers reported that they had received sufficient information. There are several possible explanations for this discrepancy. First, it may be an effect of data collection methods, in that full session staff members were grouped with and not distinct from second session staff (data regarding which survey respondents were in each category were not collected). It is possible that the opportunity to work with inclusion campers for longer stretches of time led to greater satisfaction with information received, and the second survey administration results are skewed upwards as a result. A second, equally plausible explanation is that as the summer progressed, higher level SCIP personnel gained knowledge as to what information was most critical to convey to staff members, and were therefore better able to prepare the second-session staffers for their campers, then they were the first-session staff members. Alternatively, it may be that staff members themselves simply had more time to prepare and gather information naturally about expectations for their roles, based on watching the program in action during the first session. This discrepancy merits further investigation in order to determine how the program can duplicate the rate of staff satisfaction in the second session, throughout the summer and in all implementations of the program.

Items #15 and #16 on the staff questionnaire shifted the focus from pre-program preparation to the types of support that camp staff members received while the program was ongoing. In responses to item #15, which asked how staff members were supported and by whom, it was clear that the inclusion coordinator played a central role. Table 11 lists the various people identified as supports to their fellow staff members, as well as the number of times each was mentioned. Of the 54 staff members who responded to this question, 48 of them referenced the inclusion coordinator by either name or title. No other support role at camp garnered more than 9 mentions, and when other support personnel were referred to, specific ways they had been supportive were rarely mentioned. In contrast, in their explanations of exactly how the inclusion coordinator had supported them, staff members provided an extensive list of both personal and professional traits. One counselor wrote:

(The inclusion coordinator) was unbelievably helpful in the professional sense as well as the mental and social. For professional support she really knew every solution – she is amazing – and mentally she would listen to us vent and complain, even stuff that did not include our inclusion camper.

Other counselors also referenced emotional support, reporting, for instance, that she “made us feel comfortable” or “helped calm us down” when difficult situations arose with SCIP campers. A recurrent theme in staff members’ appreciation of the inclusion coordinator was her availability. Staff members referred to her as being “on call 24/7” and “always a phone call away.” Several staff members were supported by her daily routine check-ins to see how things were going, while others focused on her ability to come on demand when a particular difficulty arose. With regard to specific supports

provided by the inclusion coordinator, multiple staff members referred to her “explaining needs and strategies to work with kids.” Another area that several staff members mentioned was in parsing the camp-wide schedule to determine which activities were most appropriate for a given SCIP camper, and how others might need to be modified. Counselors mentioned her “helping us make schedules,” “talking us through events,” and “helping us come up with activities in which (our camper) could participate.” One counselor specified that she was “always there” when they were unsure if their camper “wasn’t being independent enough.” Another was particularly appreciative that the inclusion coordinator had coached her in how to talk to the typical peers in the bunk about the inclusion camper and her disability. She was appreciated for her ability to mediate conflict; one staff member stated that she was “there to get things moving if you need a new voice” in a negotiation with a camper. Finally, the inclusion coordinator helped out with routine tasks; one counselor praised her for the simple assistance of “taking the camper to the bathroom.”

Table 11.

Persons providing support to staff members working in SCIP, as mentioned by staff member survey respondents.

Role	Times Mentioned
Inclusion Specialist	48
Inclusion Counselors/Co-counselors	9
Division Head	8
Special Needs Program Director	7
Other, non-inclusion counselors	4
Advisor	3
Specialty Supervisor	2
Camp Programming Specialist	1
Special Needs Program Counselors	1

Item #16 on the post-program staff questionnaire inquired as to whether staff members thought that the support they received during program implementation was sufficient, and if not, what additional support they would have wanted. In total, 40 out of 49 staff members responded with an unqualified “yes” to this item, indicating that they felt they had received sufficient support, with no additional support needed, a rate of 81.6%. Of the remaining staff members, 7 (14%) stated that they had received sufficient support, but qualified their statement by listing other areas where they would have liked to be supported. Meanwhile, only 2 staff members (4%) reported not feeling sufficiently supported. This data suggests that overall, staff members felt more satisfied with the amount of support they received during the program than with the amount of preparation they received prior to it. Indeed, staff members across different genders, roles at camp, amounts of experience, and sessions worked all reported higher levels of support during the program than they did preparation and information beforehand.

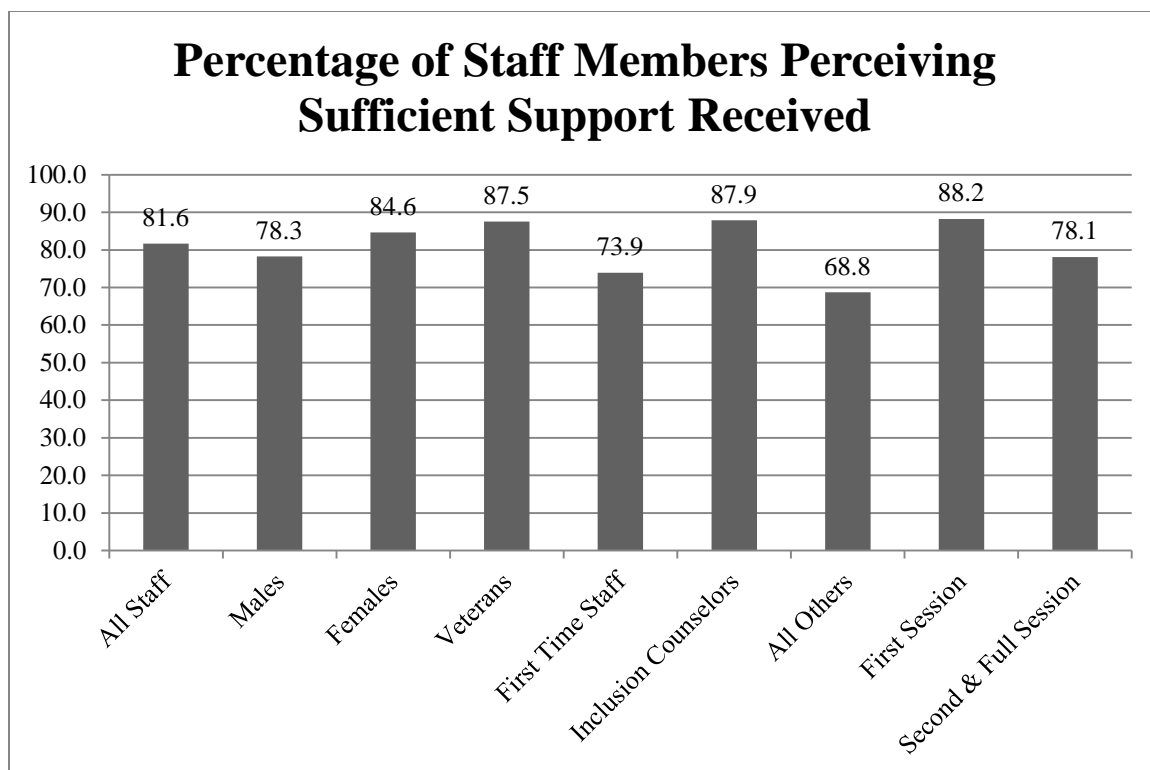


Figure 8. Percentage of staff members perceiving sufficient support from inclusion program staff in their work with inclusion campers.

Figure 8 illustrates the percentage of staff members in each of these subgroup categories that responded to item 16 with an unqualified yes. Veteran staff members reported a higher level of satisfaction with their support than did first-time staff members. This is perhaps unsurprising given that first-time staff members might be expected to need or desire higher levels of support. Meanwhile, inclusion counselors reported a higher level of satisfaction with their support than did staff members with other roles in camp. While inclusion counselors might have in fact needed more support, by virtue of their extensive contact and interaction with SCIP participants, qualitative descriptions of the type of support provided overall are consistent with this finding, as much of that support was directed towards these inclusion counselors. Both of the respondents who stated that they had plainly not received sufficient support were non-counselors. In her

responses to the questionnaire items, the inclusion coordinator also noted the discrepancy in support between inclusion counselors and other staff members. In response to the question of where the program might be failing to meet participant needs, she stated:

We work a lot with the counselors and the campers who directly interact with each other on a daily basis, but working with the rest of the camp-wide staff to prepare them for having these kids in these regular activities. They get excited to work with the special needs division, but when not with them, they don't want to have to do anything special. A lot of staff are ready to sign on but don't have the tools.

Finally, staff members who were involved with the program during the first camp session reported a higher level of support than did those who were involved in the second session and over the course of the full summer. This is in contrast to findings with regard to satisfaction with information received prior to the program, in which first session staffers were among the least satisfied.

Table 12 lists the types of support requested by staff members who did not respond to item #16 with an unequivocal "yes." As evident in Table 12, types of support requested varied by individual and covered a variety of areas. Comments #1 and #5, made by counselors, both refer not to wanting more support for themselves but rather to wanting non-counselor staff to be more equipped to work with SCIP campers. Comments #4 and #7 were the only two instances of counselors requesting more tangible support from program personnel. Comments #2 and #6 were made by specialty staff members, requesting more support for themselves in their work with inclusion campers. Finally, comments #8 and #9 both refer to a desire for more communication and

information. Notably, one of these comments was made by a counselor in the special needs program who worked closely with Molly, the SCIP camper who was most involved in that program. The group of staff members responsible for Molly faced a unique set of issues involving coordination of her schedule between the special needs group and Molly's mainstream group of typical peers.

Table 12.

Types of support requested by staff members who reported insufficient support received during program implementation.

1.	I was given almost no help with program staff. They were clueless about what to do with my inclusion camper. I would have liked them to have been educated about the inclusion program. He and I had problems with electives and other options such as art.
2.	I would have wanted to know more about how the camper learns. I should have pursued this information when it wasn't directly given to me.
3.	More adequate compensation for such a demanding job physically and mentally.
4.	I would have liked more frequent check-ups with the staff to make sure everything was going well.
5.	It would have been a little easier if our Rosh was more informed on the situation.
6.	It might have been helpful to know what time Gary was coming, since his arrival time varied.
7.	Could have used some additional help with taking Gary to activities (we eventually worked out an edah (<i>age group</i>) rotation to take stress off us).
8.	More communication between ALL the people involved
9.	Slightly more authority/communication with parents/directors as new challenges arose would have been helpful.
10.	At the lake, support for the camper was originally only during instruction. When I pointed out the need for inclusion staff at free swim, they made the change.

Summary

For program evaluation question #2, staff members reported on their experience of training and support in their roles and responsibilities with regard to SCIP. The majority of staff members were satisfied with their training and support, and many staff

members made comments appreciative of the ways in which other program staff had supported them. The inclusion coordinator was a primary support to most, particularly bunk counselors, and she accounted for a variety of activities she engaged in to that end. In general, staff members felt more satisfied with their support during program implementation than they did with their training and preparation prior to the program. In addition, counselors felt higher levels of both training and support than did other staff members within the camp. The implications of these results with regard to recommendations for future program development are discussed in Chapter VII of this dissertation.

Results of Program Evaluation Question #3

Program Evaluation Question: What roles are peers and bunkmates playing in the program? To what extent are peers/bunkmates of the inclusion campers supported in their roles fostering social growth and friendship in the inclusion campers?

The third program evaluation question was geared towards learning about the role that the inclusion campers' typically functioning peers played in helping the SCIP campers to reach program goals, and in their experience of the program more generally. Information concerning how these peers were supported in their roles was primarily obtained from interview with the inclusion coordinator, who reported on the joint efforts undertaken by herself and bunk counselors to provide this support. Staff members also reported on the experiences of SCIP participants' typically functioning peers in their responses to a series of items on the Staff Post-Program Questionnaire.

Information from the Inclusion Coordinator

While the inclusion coordinator provided frequent support and advice to counselors as to how they might guide their campers with regard to SCIP (see results of Program Evaluation Question #2), she also gave some direct supports to typically functioning peers of SCIP participants, as needed. As one support activity, she described frequent meetings with the bunkmates of those SCIP campers with whom it was more challenging for peers to live, such as Gary and Becky. She used these bunk meetings, which did not include the SCIP participants, for a number of purposes, all of which helped support the bunkmates' roles. First, they were opportunities for peers to explore their feelings about inclusion and about their disabled bunkmates in a positive and safe environment. The inclusion coordinator responded to all comments in ways that helped the children feel heard and validated. Second, she used the opportunity to thank them for being good friends to the inclusion camper up to that point, in order to reinforce any positive steps they were taking to foster inclusion, social growth, or friendship. Third, the meetings were used to give the peers tips and tricks for how to facilitate positive interactions with inclusion campers.

While the inclusion coordinator offered direct guidance to peers in inclusive strategies in these bunk meetings, counselors were the primary sources of support for inclusion campers' bunkmates. Indeed, some counselors chose to facilitate their own bunk meetings about how to be inclusive, respectful and understanding, without the inclusion coordinator's presence. Who would coordinate such meetings was a decision jointly made between the inclusion coordinator and the counselors, driven primarily by the question of how to best accomplish the meetings' goals. In some cases, the authority

and expertise of the inclusion coordinator was deemed to have a greater impact, while in certain bunks, the counselors felt that their own cache in the bunk would add to the acceptability of any messages being conveyed.

A third option for these meetings was explored in Miriam's bunk, where it was decided that Miriam herself would speak with her bunkmates about her disability. In this special case, Miriam explained to her bunk that she had suffered a prenatal injury and had a disability as a result. The inclusion coordinator reported that following the presentation of this information, Miriam's bunkmates more readily helped her with difficult physical tasks such as long walks through the camp. However, Miriam's presentation emphasized the physical effects of her disability rather than the cognitive or emotional, and the inclusion coordinator felt that Miriam's difficult behavior in these latter areas was subsequently not well understood or tolerated by her peers. In general, the inclusion coordinator described the sharing of information about SCIP participants' disabilities and challenges as a powerful tool but one that demanded caution. In the cases of several of the program participants' bunks, no information was shared overtly because the SCIP campers' disabilities were sufficiently mild that direct identification as "inclusion campers" might have done them more harm than good in the area of social inclusion.

Information from Other Staff Members

A series of questions on the staff post-program questionnaire (see Appendix 1) were posed to investigate aspects of the roles that peers and bunkmates played in SCIP. Most directly related were items #8-10, which respectively asked camp staff members to note any positive and negative effects of the program on participants' peers, and to

describe attitudes that the peers had towards inclusion campers. Item #8 asked staff members in what ways they had witnessed SCIP having positive effects on the typically-functioning peers and bunkmates of the program participants. Of the 57 staff members who responded to this item, only one reported that he could not think of a way the program had positively influenced these other non-participant children. Among the responses of the other 56 staff members, a wide variety of benefits were reported. Table 13 lists the most commonly reported positive effects on peers, and how many staff member respondents made reference to them.

Table 13.

Positive effects of SCIP on typically functioning peers as reported by camp staff members.

Positive Effect on Peers of Their Roles in SCIP	# of times mentioned
Increased awareness of and sensitivity to disability/special needs	18
Learned skills to help with camper/increased sense of responsibility	13
Gained friendships/relationships	8
Learned patience	7
More conscientious and thoughtful re: equality and inclusion	7
Increased open-mindedness and acceptance of difference	6
Increased sense of compassion	5
Increased maturity	5
Positive feelings about self	3

The most common reported benefit to peers was in the area of increased awareness of and sensitivity to disability and individuals with disabilities and special needs. Many staff members referred to typically functioning campers acquiring knowledge about disability that they had not previously had, and might not otherwise acquire at the same level. One counselor wrote:

Unfortunately there is a lot of ignorance regarding people with special needs - most avoid them and others simply disregard them. The inclusion program exposes kids to people with special needs at a young age, making them more mature and enriching their camp experience.

Another counselor shared a similar perspective. Asked for when she saw typically functioning peers benefiting the most, she stated:

When campers who would not otherwise interact with children who have special needs find a real connection with the inclusion camper. Also, when kids who would use the word "retarded" and other derogatory words learn what those words really mean and stop making fun of kids with special needs and mature through that process.

As in the above quotes, staff members often referred to other benefits and areas of growth, such as maturity in the quoted examples, as being interrelated with this experience of increased exposure to and awareness of disability. With better understanding of the challenges faced by those with special needs, as well as their strengths and individual characteristics, peers were reported as having increased compassion and acceptance of difference, stronger principles and willingness to stand up for equality, and greater likelihood of developing genuine, mutually beneficial friendships with SCIP campers. In some cases staff members made specific mention of these effects generalizing to other situations. For instance, one staff member wrote that typical campers “have learned patience with their friends and people in general.” In other cases, staff members specifically noted a lack of generalization, confirming the influence of the specific SCIP context on the observed effect. For example, a staff member

commented that “I have seen so much compassion and concern in inclusion contexts that felt absent in other situations.”

When asked about effects of SCIP on program participants’ peers, the inclusion coordinator confidently shared her observations of these peers displaying increased appreciation of difference and expanded ideas about friendship. She stated:

The program encourages the kids to see people who could be their friend in a different way – it’s not always someone like you. A girl comes to camp and says, ‘my best friend is someone who comes to my house and we paint our nails and watch TV.’

But, the inclusion coordinator went on, SCIP encourages children to reevaluate these assumptions and ask themselves the question, “how does a friend look?” Moreover, it leads them to the answer that “you can have a lot of different kinds of friends for different parts of your life.”

The second most commonly reported benefit to peers had to do with their roles in helping out with the inclusion campers’ particular needs. Many staff members saw campers rising to the challenge of helping an inclusion camper, with tasks as diverse as integrating socially into a group and cleaning their area in the bunk. In their assimilation into these roles, peers were observed to build on their sense of responsibility, and become more active leaders among their friends. One counselor noted that “campers step up to help when they see tough situations,” adding that these campers also expressed a “want to work with special needs campers in the future.” Other staff members made similar reference to potential long-term effects on values, with one noting that in their helping of their disabled peers, he witnessed children introduced to the concept of altruism.

In some cases, staff members commented on the unique characteristics of particular SCIP campers and their circumstances having positive effects on peers in idiosyncratic ways. A teacher in the Judaics department of camp commented regarding Gary that he “is of an unusually high intelligence, and he was often the one responsible for much of the discussion held in my class. His enthusiasm for the material sometimes rubbed off on other campers.” A more sobering example of unique effects occurred in the case of Andrew, who was eventually removed from the program due to behavioral problems, as previously discussed. Andrew’s counselor wrote:

After Andrew was sent home, there was a big backlash in the *edah* (age division). Kids started asking themselves what they did wrong to make this happen, and got very upset with themselves. They learned the hard way, but they learned their actions have consequences.

The inclusion coordinator concurred with this observation, and noted that Andrew’s bunkmates descended into a period of soul-searching following Andrew’s departure, as “they all blamed each other for giving him a hard time, and realized that they went too far.” This process seemed to teach some of the same positive lessons that other campers learned about tolerance, acceptance and respect for difference; however, this occurred at the expense of other goals for Andrew, including his ability to successfully complete the program.

Item #9 on the staff post-program questionnaire asked counselors to consider the alternative possibility to Item #8 – namely, any negative effects that SCIP had on peers and bunkmates of program participants. In response to this question, 19 staff members, a third of all respondents, reported that they had not witnessed any such negative effects.

Of the remaining responses, several themes emerged. Table 14 lists some of these themes, and provides a count of how many staff members made mention of them in their responses to Item #9.

Table 14.

Negative effects of SCIP on typically functioning peers as reported by camp staff members.

Negative Effects on Peers of Their Involvement with SCIP	Number of times mentioned
Decreased attention from counselors/feeling frustrated or neglected by staff attention imbalance	14
Frustration with SCIP camper's behavior and skill deficits, or by failed attempts to connect or make friends	9
Confusion and discomfort with SCIP camper's disability or behavior	8
SCIP camper provides easy target and temptation for teasing/bullying	4
Burden of responsibility to help care for SCIP camper/detracts from camp as a place to have fun	3
SCIP camper's disability slowed down the group or prevented access to certain activities	3
Frustration with unequal treatment (other than counselor attention)	3

As displayed in Table 14, the most commonly reported negative effect of SCIP on typically functioning peers of program participants was decreased attention from counselors and other staff members. Staff members referred to campers feeling neglected and frustrated, and in some cases resentful of the time counselors spent with inclusion campers. The inclusion coordinator also observed that peers, particularly in the younger age groups, sometimes felt “the need to replicate the behaviors of the inclusion campers to get the attention of the counselors.” One counselor acknowledged that he and his co-counselors struggled with “the challenge of balancing attention,” but he felt that they were able to achieve a successful balance within the first two weeks of the program.

Three staff members also noted that peers became frustrated or resentful of imbalanced treatment in other areas, besides consumption of counselor time and attention. These observations primarily related to Gary, for whom exceptions were made to camp rules that were not obviously related to his disability. Specifically, Gary was allowed to have at camp and freely access adaptive technology on an iPad and iPhone; one of his counselors reported that “when exceptions are made for Gary, especially with technology, campers feel like he is being lazy and isn’t making the effort to interact with the bunk.”

The second most commonly observed negative effect of the inclusion program on typically functioning campers related to their frustration with the challenging behaviors and characteristics of SCIP participants. Several staff members noted that peers were sometimes annoyed by SCIP campers’ socially inappropriate behavior; this occurred when they attempted to do something with a SCIP camper and bore the brunt of this behavior, and also simply by virtue of sharing living space with SCIP campers, as bunkmates. For instance, one counselor noted that the other members of her bunk were frustrated with their SCIP bunkmate’s “less hygienic habits and privacy problems,” while another observed that “the other girls were frustrated when our inclusion camper had a negative attitude or said mean things.” Outside of the bunk, this frustration might come out in collaborative activities where the inclusion camper’s difficulties hindered progress. For example, the teacher of the cooking elective reported, “I’ve seen campers become frustrated with the inclusion campers when they don’t do things fast enough or ‘the right way.’” The head of the camping trip division, in charge of organizing “challenge” trips out of camp for each age division, commented that peers often had the perception that

inclusion campers “slow(ed) them down.” He shared the specific example of one bunk that could not have a sleepover on an elevated platform in the woods, as other bunks in their age group had, because they had a camper in a wheelchair. The inclusion coordinator also provided an interesting variation on why a small subset of typical peers might resent the inclusion campers in their midst. She reported:

For some of the kids in the bunk, the inclusion program exacerbates social challenges. None of the inclusion campers are the lowest kids on the totem pole in terms of popularity. For the kids who don’t have special needs, it is hard because they see the kid in the wheelchair is cooler than them. For everyone else, it’s a great experience to learn to be conscientious of others, and include others in their group. But 5% struggle in this way.

The idea that inclusion campers’ social success might be a humiliating blow to the social standing of other campers was not mentioned by any other staff members; however, it provides an important perspective on the rippling effects of inclusion on the social milieu of the camp.

In addition to frustration and resentment, staff members reported that some typically functioning campers reacted to the differences of their SCIP participant peers with confusion, discomfort, and avoidance. A number of staff members attributed these reactions to insufficient information about or understanding of their peers’ disabilities. Notably, multiple survey respondents reported that while they might have observed this reaction, they felt that it was a potentially necessary stage of a generally positive process of learning to understand and appreciate difference. One staff member felt that confusion about inclusion campers’ behavior “becomes positive and adds to the learning

experience.” Another stated similarly, “Some campers feel very uncomfortable around the inclusion camper, making their summers a bit difficult, although I’d argue such exposure to inclusion campers is also a positive effect.”

Another reported effect of SCIP on typically functioning campers was that being around individuals with disabilities led to increase teasing and bullying, because the SCIP campers provided for easy and tempting targets. Although only reported by four staff members, this effect was troubling. It seemed to occur most frequently with regard to Andrew, the SCIP participant in the 9th grade division. Andrew’s Judaics teacher stated, “Because Andrew loved attention, both negative and positive, some of the other campers encouraged and goaded Andrew to misbehave. One camper in particular really pushed Andrew to act out, and often.” His counselor concurred, reporting that “kids would take out their anger and frustrations on Andrew, because he was an easy target. Seemingly nice kids would say awful things to Andrew, or egg him on to misbehave.”

Three staff members expressed concern with the amount of added responsibility that typically functioning peers shouldered in their roles as bunkmates to SCIP participants. One counselor referred to the presence of an inclusion camper in the bunk as a “burden,” because typical peers “have to babysit in a way and can’t have a normal experience.” With regard to this added responsibility, one division head wrote:

I have seen campers feel so deeply obligated to be a good friend to an inclusion camper that they begin to feel the burden of a counselor and they forget that they are also in camp to have fun, to be a kid, and to take a break themselves. I have seen campers burn out as campers after a summer with an inclusion camper.

All comments about the burden of responsibility to inclusion campers as a negative effect on peers related to social responsibilities, such as those described above. No staff member commented on inclusion campers' bunkmates assisting with physical tasks such as pushing a wheelchair or helping with chores as a source of this burden, despite the fact that these types of tasks were often mentioned as components of the added responsibility and willingness to help listed as a positive effect by 13 staff members.

Item #10 on the staff questionnaire asked staff members to assess the attitudes that bunkmates and peers had towards inclusion campers. Overall, staff members largely felt that their typically functioning campers had healthy attitudes towards the program. The word positive came up repeatedly, and was often augmented by words like inclusive, accepting, welcoming, helpful, caring, compassionate, patient, supportive, responsive and understanding. Some counselors saw these types of attitudes as widespread, with one reporting, "I was very pleasantly surprised by the attitudes non-inclusion campers took towards Gary. Even the most talkative and rowdy kids would help him with his wheelchair, and help him get around."

A less prominent but recurring theme in responses to item #10 was that some percentage of typically functioning peers were impatient with or annoyed by the SCIP campers' differences, and as a result did not engage with them as much as some others did. As a gauge for campers' level of acceptance, some counselors noted that they experienced little to no resistance when they asked their typically functioning campers to assist with a SCIP-related task. Indeed, one counselor pointed out that peers consistently took their own initiative to help out, for instance, with making sure their SCIP-participant peer was at activities on time. This counselor observed no resentment for this role and

saw it as emblematic of his campers' open and accepting attitude. In contrast, two staff members looked at this type of behavior as representative of a slightly misplaced role, questioning whether peers' desire to help was "too much." One counselor expressed concern that these peers acted "like a parent or a counselor," to the detriment of authentic social inclusion.

Several staff members pointed out that there were two layers to assessing campers' attitudes toward the program: first, were they mean or harmful in any way toward the inclusion campers, and second, did they seek them out for interaction and/or attempt to build relationships. Some questionnaire respondents looked at the absence of the former as the first piece of an appropriate attitude, and a prerequisite for the second. One lifeguard, for instance, reported that "they accepted the (inclusion) camper in their midst, and gave no mean treatment." But, he qualified, "some interacted and some did not." Others did see evidence of "mean treatment," often counterbalanced by campers' respectful and compassionate beliefs about the program and its participants. One staff member, a ropes course instructor, described this dynamic, and how Molly's peer group sometimes needed staff intervention and sometimes self-regulated in order to maintain a collective supportive attitude:

Sometimes the non-inclusion campers would complain that Molly took too long, or they would laugh at the noise she would make while climbing. We discouraged them making fun and asked them to put themselves in her shoes. Sometimes the girls in her bunk would tell the others not to do it. The majority of the time they all cheered for Molly.

A Judaics teacher concurred that there was “a wide range of attitudes, from enthusiastic acceptance to mean-spirited intolerance.” He noted that in both cases, the inclusion camper in his class was often treated “like a mascot,” but that some did this playfully and warmly, while others were more malicious.

Several variables were put forth by staff members to account for this wide spread of attitudes. One observed that returning campers who had some familiarity with SCIP (or even with particular SCIP campers) seemed to have warm attitudes, while new campers avoided becoming involved with the program. Other staff members wrote about a change in attitudes over time, that occurred at different rates in different campers. One counselor noted that the bunk meeting with the inclusion coordinator, which took place approximately a week into the session for her particular bunk, led to increased understanding and subsequent increases in social inclusion, after a start to the program marked by peer avoidance. Other counselors saw increased comfort levels and approach behavior as natural consequences of increased exposure as the summer progressed. In contrast, one counselor noted that in her bunk, attitudes worsened slightly at the end of the summer, as campers’ tolerance wore thin for their bunkmate’s ongoing challenging behavior.

Another pattern observed by some staff members to account for the variability in attitudes was that the more clearly impaired and superficially different a camper was, the better he or she was treated. One counselor wrote that she primarily saw patience and understanding with those campers who “obviously had special needs,” but, she stated, “if the camper is not known as an ‘inclusion camper,’ I have seen bullying, name-calling, and manipulation.” Another staff member made the same observation and hypothesized

that sometimes the apparently higher functioning SCIP campers may actually have had poorer social skills. Alternatively, because they presented as more typical, peer expectations for their social abilities may have been higher. The inclusion coordinator also commented on this pattern. She stated that “it’s a lot easier to be supportive and to help the more obvious the person’s disability is. Kids are always ready and willing to help out a kid in a wheelchair or someone with a moderate to severe disability.” She noted that for those SCIP campers who presented as more typical, their peers may intellectually have wanted to be more understanding and help with difficult situations; however, they lacked a constant visual reminder that their frustrating peer demanded different treatment, and as a result their reactions to his or her challenging behavior were guided by their annoyance and impatience. One counselor pointed out a paradox in this situation that made it a difficult fix. For inclusion campers to be socially included, they needed to “blend in,” she wrote, but in order to give both inclusion campers and their peers the requisite skills to effect that integration, “you have to talk about the disability” and point out their differences.

Other responses to item #10 referenced camper gender and age differences influencing attitudes. In the former category, one staff member observed that boys seemed to bear the brunt of more teasing than did girls. The inclusion coordinator agreed that a camper’s gender had an influence on the success of the program in achieving social inclusion, but saw this as less related to attitude differences and more because of discrepancies between the accessibility to disabled children of the types of recreational activities chosen by boys and girls, respectively. She felt that differences in the amount of teasing had to do with individual camper characteristics, irrespective of gender. With

regard to age differences, a division head observed that older campers had a harder time maintaining an attitude of equality when their differences from SCIP campers only became more pronounced as they aged:

As the campers get older, their patience seems to get shorter as the gap in social ability gets larger with maturity. It almost seems as if the inclusion camper becomes a sort of mascot rather than a full part of the social unit, in the best case, and in the worst case the campers get frustrated more easily.

The inclusion coordinator concurred that social inclusion was more challenging for older campers, but she attributed this less to the growing gap between typically functioning campers and SCIP participants, and more to the developmental changes occurring in the typical peers. “Peers do not seem to become less tolerant as they get older, but maybe less aware,” she stated. “They are more self-obsessed – if they’re going off to try to hook up with someone, they are just not caring as much about the kid in the wheelchair left behind.” She added that this particular example was one of the most common challenges. In the older age divisions, typically functioning campers “are experimenting with relationships, and very focused on going out and flirting.” SCIP campers’ frustration at being left behind in these activities was exacerbated by their own desire to participate and flirt, and social skill deficits that prevented them from doing so. This pattern was noted as a suspected contributor to the difficulties that prevented Andrew from completing the program.

Summary

Program evaluation question #3 focused on the roles that typically developing and functioning peers of SCIP participants played in the program, and the program's effects on them. The inclusion coordinator and other staff members reported on the different ways that peers were supported in their integral roles being friends and social supports to program participants. The specific formats in which bunkmates were directly supported by staff-facilitated discussions and interventions were highly individualized based on particular bunk situations, such as whether the SCIP camper was a returning camper, and his or her degree of disability. In terms of the effects of the program on participants' peers, staff members described a diverse spectrum of benefits that peers experienced. The most commonly observed and cited included improved sensitivity to and awareness of disability and individual needs, increased sense of responsibility, and acquisition of skills involved in successfully supporting social inclusion. The most commonly observed negative effects of SCIP on participants' peers included decreased attention from staff members and frustration, confusion or discomfort with the program participants' behavior or disability. Other trends in attitudes among peers towards the program and its participants were reported on by staff members, including valuable observations of differences relating to degree or disability, age, gender, and other factors instructive in developing recommendations for the program's development. The implications of these results with regard to recommendations for future program development are discussed in Chapter VII of this dissertation.

Results of Program Evaluation Question #4

Program Evaluation Question #4: What are people's reactions within the camp community to the presence of the inclusion program?

The fourth program evaluation question was intended to increase knowledge about the way that SCIP was perceived and experienced within the larger community of JSC. This section will focus on the reactions of staff members. While campers are equally integral members of the camp community, their attitudes toward the program are closely intertwined with their attitudes towards SCIP participants, which are reported at length in the previous section, *Results of Program Evaluation Question #3*. Please refer to that section for camper reactions to the presence of SCIP within the camp.

Staff member beliefs about the activities, goals, and purpose of SCIP

Staff members were asked several questions on the Staff Post-Program Questionnaire that were geared towards gathering information about the perceived activities of the program, its perceived value, and the experience of participating in it. Item #4 asked staff members to describe the activities of SCIP, as they understood them. Some staff members responded to this item with specific activities they perceived to be part of the program, while others focused more on the program's general goals, interpreting the question as being focused on SCIP's identity or purpose. Table 15 lists the most common themes that were apparent in both types of staff responses, and the number of staff members who referenced them.

Table 15.

Perceptions of the Role and Activities of SCIP, as Reported by Camp Staff Members on Post-Program Questionnaire Item #4.

Activities/role of SCIP, as reported by staff members	# of staff members
Include program participants in camp/create equal opportunity to participate in the camp experience	
• Unspecified emphasis	17
• Social emphasis (opportunity to integrate with peers/develop relationships)	13
• Habitation emphasis (opportunity to live in a bunk and have typical experience of bunk life)	12
• Programmatic emphasis (full participation in activities geared towards same-aged peers)	11
Provide extra support to program participants to maximize success in camp program	6
Provide extra support to staff to help make camp program appropriate for SCIP participants	6
Foster growth in SCIP campers' knowledge, skills, or abilities	5
Foster growth in typically functioning peers' knowledge, skills or abilities	4
Change attitudes within the camp at large/increase accessibility and openness in camp culture	3

Not surprisingly, virtually all staff members referred to inclusion of program participants in some element of JSC in their responses. The majority of respondents also made reference to a particular type of inclusion as the calling card of the program, with a relatively even distribution between responses emphasizing social relationships, camp activities, and living in a bunk. In the area of social relationships, staff members wrote about the opportunity to make friends, have “meaningful interactions” with their peers, and “share a summer camp experience together with typically developing campers.” In the area of programmatic inclusion, staff members focused on SCIP’s commitment to having its participants join in the activities designed for their age division, “to fit them into the life of a regular kid instead of planning special activities around their special

needs,” as one division head wrote. Multiple staff members highlighted that program participants partake in the full program – one sports staff member specialized that SCIP campers participate in “all periods every other camper participates in, whether it is arts and crafts, sports, learning to swim, etc.” Finally, in the area of bunking inclusion, a number of staff members identified SCIP as a way for its participants to “experience bunk life,” and be “a full member of a bunk.” Respondents who mentioned this focus identified it as a primary pathway towards the broader goals of social inclusion. As one counselor put it, “Inclusion is about integrating high functioning kids into typical bunks with typical campers. This encourages them to reach out and make friends.” Most responses that mentioned the bunk assumed living in a bunk with typical peers to be an integral piece of the program; however, one staff member acknowledged in her response that program participants might not necessarily live with their peers, and might instead be housed in the Special Needs Program.

Some staff members did not mention particular areas or methods of inclusion, focusing their responses instead on desired outcomes for individuals. Interestingly, in identifying the purpose of the program, nearly as many staff members referred to gains for typically functioning peers (4) as for actual program participants (5). In some cases counselors saw these two foci as intertwined. One counselor wrote:

The inclusion program is not only for the inclusion campers but also for the other normal functioning campers who interact with the camper, in my eyes. The program tries to include a special needs camper in a normal bunk, trying as much as possible to include the camper in all activities as any other kid would be. This kid receives extra support to help along with that process, but it is really a bunk

effort, where all the other campers help out and learn a lot about themselves as well.

Another counselor also saw growth in SCIP participants and peers as interrelated, reporting that program participants are afforded the opportunity “to create more independent, mature and unsheltered lifestyles,” while peers witnessing this process achieved greater understanding of the challenges faced by those with special needs.

Among those staff members who focused more specifically on what they perceived to be the activities of the program, there was an even split between those who focused on camper supports and those who focused on staff supports, with sporadic mention of activities that fit into neither category. In the former category, most respondents (4 of 6) referred to campers supported by additional manpower, in the form of either aides accompanying them to activities, or extra counselors in inclusion bunks. The remaining two respondents mentioning camper supports focused on other interventions, such as the provision of a visual schedule to help a camper know where he was expected to be throughout the day. In the latter category, staff supports, staff members focused on the inclusion coordinator’s availability to share information and ideas. For instance, one counselor wrote that “the inclusion coordinator helps us understand the best ways to integrate this camper into the *edah* (age division).” Specific program activities mentioned in response to item #4 that could not be categorized as support to staff or campers included communication with parents of participants and monitoring of progress toward participant goals.

One thread that ran through several responses to item #4 was an attempt to categorize the type of child for whom the program was intended. 8 staff members, in

their efforts to describe SCIP, referred to the intended clientele as being “high functioning.” This was sometimes mentioned in the context of differentiating SCIP from JSC’s free-standing special needs division – e.g., “high functioning enough so as not to necessitate being placed in the Special Needs Program,” and “not totally self-sufficient, but higher functioning than kids in the special needs *edah* (division).” One staff member noted that functioning level might not always come into play in a placement decision, and that parental desire to see their child in an inclusive setting rather than the separate program might sometimes be the more prominent rationale. Another counselor added that she thought continuity from an inclusive environment at home might sometimes be a factor.

Perceived Successes and Failures of the Program

Item #6 on the staff questionnaire asked staff members to report what they had observed to be the greatest successes of SCIP, and how they felt program participants had benefited the most. Table 16 lists several of the responses that were representative of recurrent themes in staff members’ comments, and that contained informative details. Those recurrent themes which relate to the program goals – increased friendship, social skills improvements, and increased independence in activities of daily living – are discussed in detail in the above section *Results of Program Evaluation Question #1*.

Table 16.

Greatest successes and benefits of SCIP. Sampling of responses reported by camp staff members on Post-Program Questionnaire item #6.

Greatest Successes and Benefits of SCIP, by Staff Report
Having peers as friends and the people who look out for those campers. Knowing that they are valued by their peers is great.
The inclusion campers seem to really become integrated into the bunk and camp program. The campers seem very welcoming and patient, often taking extra time to explain things or encourage the inclusion campers.
It is clear that the JSC community has developed quite a sensitivity to these campers and has developed a sense of understanding and acceptance of peers that might be different than them. I think inclusion campers benefit most from the interactions they have with their peers as well as being able to participate in all the activities camp has to offer (including being on the track team).
The camper said to me this summer that this is the first time he has ever had friends. The camper was able to create friendships with people who were willing to take upon themselves the difficulties that come with creating relationships with challenging people.
The greatest success of the inclusion program was that it helped my camper create new and his first friendships. My camper benefited the most from being with kids that were not like him. He looked up to the other kids and that's how he formed friendships.
The greatest successes are when the typical campers in the bunk take over the counselors' jobs, without being asked, and help the inclusion camper with whatever they are struggling with, may it be packing or cleaning.
I saw campers care and assist J. (my camper) in Judaic activities and include her as part of their activity. I think it benefits the inclusion camper but also to a great degree the other campers by exposing them to care for another,
Molly I think is a great success in that her peers are her friends and at the same time knew the strategies of how to help her in times where she needed help. Andrew as well, while at times not as included by his peers, I think has learned a lot from his peers who have become his friends, in terms of socially accepted behavior, etc.
I think the greatest successes have been the social ones. When the children realize that they need to reach out in an extra special way, many of them are glad to help and they make an effort to befriend them. I've seen them make friends and teach inclusion campers to act in a more social manner, be nice to friends, behave properly.
The camaraderie of the campers. The inclusion campers are cheered at and pushed to do things they didn't think they could do but are fully capable of achieving/doing. Personally, watching a camper compete on the softball team, playing first base. Brian finishing his track event for the track team with both camps. Cheering him on. Becky being able to hit the tennis ball as well as Aaron being able to hit the tennis ball.
From what I have seen some of the inclusion campers have built some long-lasting, meaningful relationships with other campers and staff. They have also learned to participate in activities in a large group situation which may or may not be something they are accustomed to.
I think the greatest success is its impact on non-inclusion campers. I know it seems strange, but I think the impact on typical campers can dramatically impact their

Table 16, continued.

appreciation, understanding, and compassion for others.
The positive effect that the inclusion campers gives everyone. Campers around the inclusion camper recognize the need to mature and help out and help integrate the inclusion camper.
Andrew would have little habits the he brought with him to camp, but through interactions with his bunkmates and living with them, along with extra support, he was able to stop some of these unsavory habits. The way many kids propped up Andrew and took him under their wings also was a great success. He was forced to have social interactions he probably doesn't have at home, and he can definitely learn from these.
Creating new friendships, becoming a part of the <i>edah</i> (age division). Other campers are friends, helpers, protectors of inclusion camper, but it doesn't seem as though they are doing it because they feel obligated – it seems like a genuine friendship.
I think that many campers in the inclusion program begin to learn independence as well as skills to take care of themselves. I have seen my camper begin to travel around camp independently more than in past summers as well as personal hygiene such as showering more independently.
The program has given inclusion campers the chance to be a normal camper and give normal campers the chance to make someone's time at camp amazing. Campers in the program have developed likings in various activities they would not normally have tried and they have made friends that they would not have had the chance to make elsewhere.
It gives the campers in the program, who for the most part feel ostracized or on the fringes, an opportunity to feel part of the community. My camper said to me he was so happy to have made a close friend this summer.
Important social skills. It's difficult to not learn certain skills living in such close quarters.
To me, the success of the program was expressed best by the enthusiasm the typically developing kids showed while relating to the inclusion campers. I witnessed a real sense of pride from Andrew from the comraderie (<i>sic</i>) he found with his fellow campers.
The relationships built between the special needs campers and the typically developing campers are very special. Both groups of campers learn to be both tolerant and accepting of differences.
It has been wonderful to see how supportive and encouraging the other campers have been of the inclusion campers, striving to make them part of bunk activities, expressing concern when he/she is not there or having a bad day, and helping her to be a full part of activities – teaching dances, helping in sport, etc.
Bringing a sense of acceptance to the camp community as a whole. Helped enlighten young typical children that there are different people in society. Helped them develop strong friendships between each other. They benefited out of receiving socialized Jewish camping experience just like typical children.
Social interaction with other campers, developmental growth and improvement of independence. When my camper can hold a mature conversation with us or with her peers it's a fantastic thing to see. Also, when she can remember a long list of things that she has to get done it improves her sense of independence.
The inclusion kids really seem to have a lot of fun. They get to participate in activities like their friends, but get extra help when needed. It's the best of both worlds for many kids, and they seem to appreciate their position.

Item #7 on the staff questionnaire asked staff members to share any observations of SCIP failing to meet the needs of its participants. Overall, out of 57 staff member respondents to this item, 20 (35%) reported that they could not think of any area in which the program failed to meet the needs of its participants. Among the responses of staff members who did identify at least one failing, there were several repeated points, which fell broadly into three thematic areas: problems implementing campers' individual programs, insufficient support from program staff, and general barriers to inclusion. Table 17 lists these themes, with tallies of how many staff members made mention of different aspects of them in their responses to item #7.

Table 17.

Failures of SCIP to meet needs of program participants, as reported by camp staff members.

<u>Failures of SCIP to Meet Needs of Inclusion Campers, by Staff Report</u>	<u># of Staff Mentions</u>
Programmatic Issues	
Activities are at an inappropriately high level. Campers not benefiting from programming. Need for more appropriate activity options.	6
Difficulties keeping up with specific high-maintenance aspects of camper's program (e.g., bathroom schedule, morning routine)	4
Campers are thrown off by unexpected schedule changes and special events.	2
Insufficient Staff Support	
Staff were not sufficiently prepared for their roles.	7
Staff were unable to give adequate attention to both inclusion campers and typical peers.	5
Staff who are not directly involved in the program should also be trained/all camp staff should have responsibilities to the inclusion program.	2
Peers did not have sufficient training and support in techniques to socially include program participants.	2
Counselors needed more ongoing support from full-time inclusion staff.	2
Staff are too passive and not pushing for inclusion enough.	2
Other Barriers to Inclusion	
Social inclusion becomes increasingly difficult as campers age.	4
Peers' lack of understanding of disability leads to low tolerance for difference and therefore diminished social inclusion.	2
Social inclusion dependent on superficial characteristics such as cuteness or obvious impairment. Difficult for campers who appear typical to gain acceptance.	2
Unequal treatment & special privileges detract from social inclusion.	2
Insufficient wheelchair accessibility on camp grounds.	1

The first thematic area in Table 17 pertains to problems with campers' particular programs. As displayed in the table, the most frequent reported failing in this area was in SCIP campers' participation in activities that were an appropriate level for their abilities. A division head expressed concern that inclusion campers were not "intellectually up for"

some of the Judaic activities in which they were enrolled. One of the Judaic teachers agreed. She reported that “while they are able to participate in all activities, their experiences can sometimes be diminished because of their inability to understand ideas and concepts discussed in class in the same manner as their peers.” This teacher suggested that not all typical peer activities were right for every inclusion camper. In contrast some of the staff members who levied the criticism of inappropriate programming did so in conjunction with reports of insufficient attention paid to SCIP campers, so as to suggest that with more individualized support and attention, SCIP participants might be able to participate in the otherwise inappropriate activities.

A second type of response to item #7 highlighted broad challenges to social inclusion that often involved problems with peer acceptance for some reason or other. The most common staff observation in this regard was that as SCIP campers grew older, social inclusion became an increasingly daunting task. A member of the camp programming staff attributed this to the increasingly complex social lives and independence of the typically functioning peer group, who are no longer as eager to incorporate SCIP participants into their socializing simply because it is the right thing to do or because counselors are encouraging it. In addition, this staff member went on, older inclusion campers’ counselors “also have trouble balancing attention to the inclusion camper with stepping back and giving older campers independence.” As a solution to this challenging problem, 2 of the 4 staff members who discussed age-related factors in response to item #7 encouraged SCIP personnel to more seriously consider, on an individualized basis, having inclusion campers transition into the Special Needs Program as they age. One of these staff members questioned whether the philosophical

value of inclusion was being adhered to inflexibly at the expense of placing campers in the most appropriate program. Other responses to item #7 that noted obstacles to peer acceptance and inclusion referred to insufficient peer understanding of SCIP campers' disabilities, peer resentment of SCIP campers due to their receiving special treatment, and the pattern of more superficially disabled campers being more readily accepted by their peers. Each of these themes is explored in the previous section, *Results of Program Evaluation Question #3*. In addition, one staff member made mention of buildings that lacked wheelchair accessibility as a frustrating barrier to full inclusion.

Staff reports of insufficient support from program personnel, the final theme of responses to item #7 displayed in Table 17, framed this failing in different ways. Most commonly, both counselors and specialists referred to the impossibility of giving SCIP campers the levels of support they needed while simultaneously meeting their responsibilities to the other campers in their bunks and activities. However, some placed the locus of blame for this problem on insufficient staffing, while others attributed the issue to camper-activity pairings that demanded an untenable amount of support in order to be successful (as described above). Those responses that fell more into the former category included suggestions to increase SCIP involvement and training of all camp staff members, in order to more equally share the workload of the program. Meanwhile, some staff members were critical of their SCIP coworkers' dedication to the inclusion enterprise. A lifeguard noted that she had seen counselors "become passive in challenging campers to participate as fully as they can." One counselor similarly observed that "other counselors feel that they have shifts, and at times neglected to give

the camper proper attention. Being an inclusion counselor requires 24/7 awareness and willingness.”

While frustrations with the amount of attention that program personnel gave inclusion campers were a notable pattern, the most common reported failing in the area of staff supports was insufficient preparation for roles and responsibilities prior to the program’s start. 2 of the 7 staff members who noted this problem wrote that the SCIP camper with whom they had worked had been an unanticipated program participant; that is to say, she enrolled in camp through typical channels and was only identified as needing SCIP support once the camp program began. Outside of this type of situation, staff members who felt insufficiently prepared for their roles expressed this feeling in response to item #7 as a general comment, without specifics. A detailed discussion of staff attitudes about levels of preparation and support is included above, in the section Results of Program Evaluation Question #2.

Effects of the Program on Staff Members

In answering the program evaluation question of what people’s reactions are within the camp community to SCIP, staff questionnaire items #11-13 were designed to obtain information about the effects that SCIP’s presence in the camp community had on staff members’ jobs and general experiences of living and working in JSC. Item #11 asked staff members how they had benefited from involvement with SCIP. Table 18 lists thematically the responses provided by staff members to this item.

Table 18.

Personal Benefits to Staff Members of Involvement in SCIP, as Reported by Camp Staff Members.

<u>Personal Benefits to Staff Members of Involvement in SCIP</u>	<u># of Staff Mentions</u>
Added pleasure/satisfaction in role	
From getting to know/building relationship with SCIP camper	9
Helping with and/or witnessing successful growth of SCIP camper	9
From observing peers successfully including SCIP camper	3
Unspecified	2
Gain of knowledge, skills, or abilities	
Increased knowledge of disabilities/appreciation of disability experiences, philosophy of inclusion and disability issues	12
Increased counseling skills/ability to work with challenging campers	11
Increased communication skills	4
Increased teaching skills	2
Unspecified	1
Personal Character Growth	
More patient	9
More responsible/increased work ethic	2
More selfless	1
More easygoing/flexible	1
More conscientious	1
Other	
Support of SCIP personnel improved experience of job at camp	1
No personal benefit reported	8

As indicated in Table 18, only 8 out of 57 staff respondents reported that they had not received any personal benefit from their roles and responsibilities with regard to SCIP. The remaining 49 staff members (86%) shared personal benefits which clustered broadly into the thematic areas of (1) increased pleasure and satisfaction; (2) gains in knowledge, skills or abilities; and (3) personal character growth. In the first cluster, staff members primarily reported experiencing pleasure and satisfaction from two sources: their interactions and relationships with SCIP campers on their own merit, and the experience of contributing to or witnessing SCIP participants meeting goals or having

positive new experiences. In the former category, staff members stated that, essentially, they liked the inclusion campers they interacted with as people, and thus enjoyed spending time with them. In the latter category, staff members shared compelling examples of how moved they were by SCIP participants overcoming obstacles and stepping outside their comfort zones. As one of Gary's counselors wrote, "Working with an inclusion camper is a much bigger time commitment. But when Gary...felt comfortable enough to go to the *marp* (infirmary) on his own, after much pressure, I was so much more proud." A sports staff member stated that his greatest personal benefit was from observing camper successes from afar. He noted that what made this especially gratifying was that "what they tried at camp is nothing that they would have tried at home, for the most part. Brian running track, Becky playing tennis, Claire playing softball, Aaron helping to ump a softball game at Berkshires. They are all amazing kids."

The second thematic group of benefits experienced by program staff encompassed gained knowledge, skills and abilities. Many staff members reported that they gained new perspectives not only on the details of different types of disabilities, but also on the experience of having a disability, as well as the arguments for and against inclusion. One division head shared details of the knowledge that she gained, and how it changed her: "Working with the inclusion program made me more aware of social dynamics, more willing to see that each camper has things that they struggle with, and that each person deserves to be given a chance regardless of their challenges." The other most commonly reported gains in knowledge, skills or abilities were in the area of professional skills that pertained to interacting with children, and particularly with children with special needs and disabilities. Staff members described new skills at managing behaviors, reacting to

unexpected problems with planned programs, and designing programming that was appropriate for a wider range of ability levels. One counselor wrote that she “gained a greater understanding of how to create and enhance bunk unity...as well as being able to be firm when necessary.” Staff members also described their SCIP involvement as catalyzing growth in their communication skills – one staff member reported that “the program has challenged me to seek out each person’s individual language” – and teaching skills. In the latter category, the camp’s head music teacher reported that teaching inclusion campers “gave me experience...having to go into each session ready to teach differently than I would have with a group of non-inclusion campers. It helped me learn more about teaching to accommodate learning differences amongst my learners.”

The third cluster of counselor responses to item #11 centered on personal growth in characterological areas that did not necessarily correspond to specific or concrete knowledge, skills or abilities. Several staff members described their involvement with the inclusion program as changing their character in fundamental and beneficial ways. By far the most common attribute mentioned as having developed was patience. Other qualities in which staff members experienced personal growth included responsibility, selflessness, flexibility, and conscientiousness. One counselor wrote: “my patience got much better towards anyone, not just the inclusion camper...the involvement also opened my eyes to the experience where you 100% put someone else in front of you.”

Overall, respondents to staff questionnaire item #11 described a rich array of ways that they benefited from their involvement in the program. To augment this data, item #13 asked staff members to provide a rating of the effect that their involvement in

SCIP had on the degree to which they found their job at camp to be rewarding and fulfilling. Table 19 displays the results of this item for all staff members, as well as for different subgroups of staff, for purposes of comparison. As seen in Table 19, no staff members reported that their role at camp had been less rewarding as a result of their responsibilities to or interactions with SCIP. 9 of 57 staff members reported that SCIP did not affect their satisfaction with their experience, essentially consistent with the 8 respondents who described no personal benefit in response to item #11, above. Of the remaining 48 staff members, more than twice as many reported that experiences with SCIP made their role at camp much more rewarding, than described it as only slightly more rewarding.

Table 19.

Staff ratings of effect of involvement in SCIP on amount of reward gained from role at camp.

	All Staff	<u>Role</u>		<u>Gender</u>		<u>Tenure at Camp</u>	
		Inclusion Counselors	All Other Staff	Male Staff	Female Staff	Veteran Staff	First Time Staff
Much less rewarding	0	0	0	0	0	0	0
Slightly less rewarding	0	0	0	0	0	0	0
No difference	9	2	7	2	7	4	4
Slightly more rewarding	14	9	5	9	5	7	7
Much more rewarding	34	27	7	18	16	15	18
N=	57	38	19	29	28	26	29

While items #11 and #13 on the staff post-program questionnaire focused on the positive effects of SCIP on staff members, item #12 sought to investigate any stress

added by responsibilities to or experiences with the program. Staff members were asked to rate the effects of their involvement with SCIP on the stress associated with their roles at camp. Table 20 displays the results of this item for all staff members, as well as for different subgroups of staff, for purposes of comparison. As seen in Table 20, 43 of 57 respondents, a significant majority, saw the program as adding some amount of stress to their roles at camp. 2 respondents perceived their involvement with SCIP as making their time at camp more relaxing, while 12 staff members reported no difference in their stress as a result of the program.

Table 20.

Staff ratings of effect of involvement in SCIP on amount of stress added by role at camp.

	All Staff	<u>Role</u>		<u>Gender</u>		<u>Tenure at Camp</u>	
		Inclusion Counselors	All Other Staff	Male Staff	Female Staff	Veteran Staff	First Time Staff
Much more relaxing	1	1	0	1	0	0	1
Slightly more relaxing	1	0	1	0	1	1	0
No difference	12	3	9	4	8	7	5
Slightly more stressful	32	23	9	16	16	14	16
Much more stressful	11	11	0	8	3	4	7
N=	57	38	19	29	28	26	29

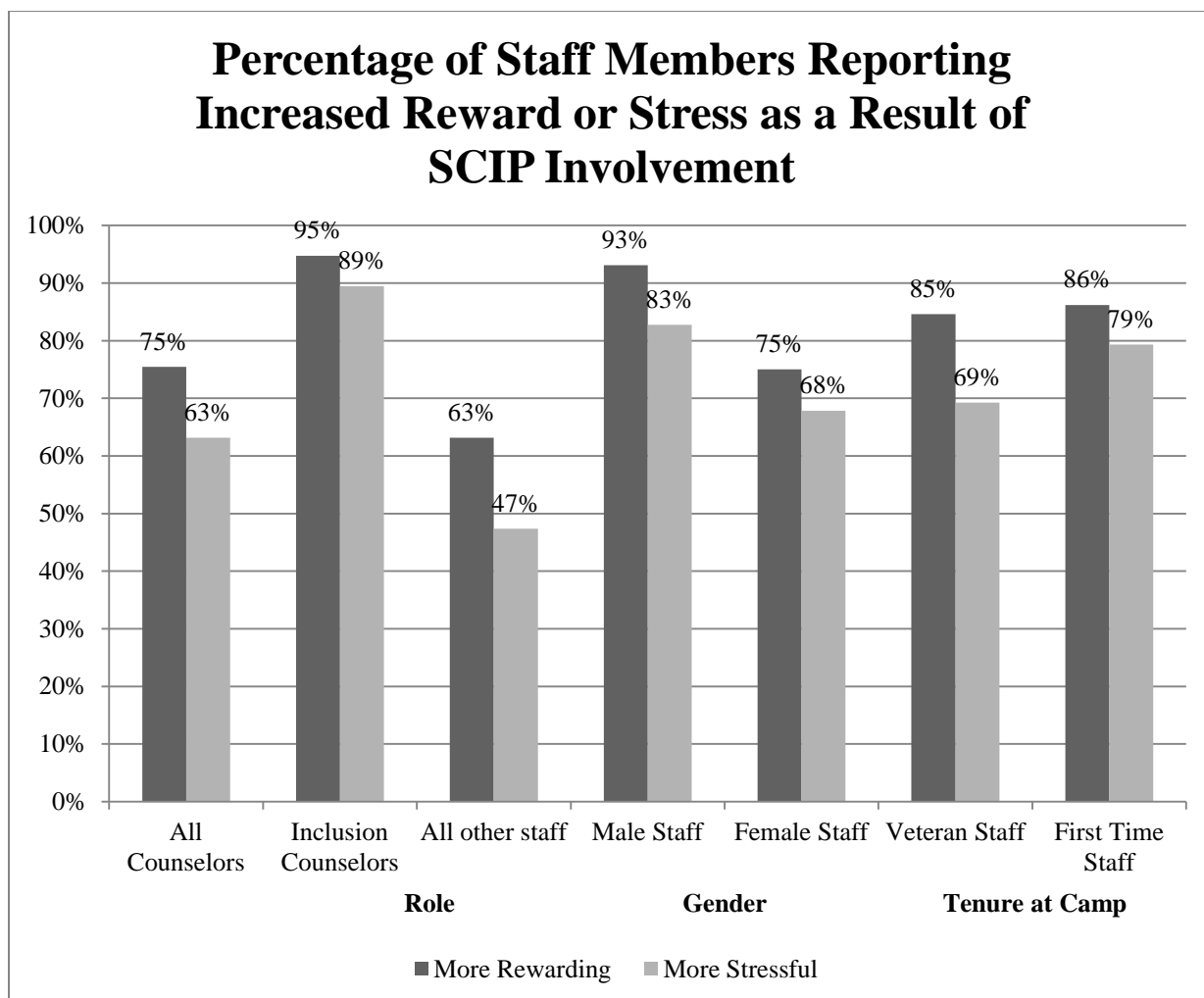


Figure 9. Percentage of staff members reporting increased reward or stress as a result of SCIP involvement.

Figure 9 illustrates the percentage of staff members in each subgroup who experienced any degree of increased reward or increased stress as a result of their involvement with SCIP. Percentages were calculated by combining those who found their role slightly more rewarding and much more rewarding, or slightly more stressful and much more stressful. The most immediately apparent feature of the data when presented graphically is that for every group analyzed, a greater percentage of staff members experienced added reward than added stress. It appears to be consistent across

various types of staff members that involvement with SCIP led to more reward and fulfillment than added stress. It is noteworthy, however, that while stress levels were consistently lower than reward levels, the two variables correlate with each other, and seem to rise and fall together. Those groups which experienced higher rates of reward also experienced higher rates of stress. One plausible hypothesis for this relationship is that the third variable of higher levels of involvement with the program leads to higher levels of both reward and stress, albeit greater increases in the former than the latter. A second pattern observable in Figure 9 is the significant discrepancy in rates of both reward and stress between inclusion counselors and all other staff members, and to a lesser degree between male and female staff members. Inclusion counselors reported the highest rates of both added reward and added stress, while all other staff members reported the lowest rates of each. This lends credence to the idea that direct involvement and investment in the program leads to more reward and more stress.

Summary

Program evaluation question #4 sought to determine what perceptions of SCIP were within the JSC community, and how people in the community felt that the program's presence had affected them. To avoid overlap and redundancy with other program evaluation questions, discussion of the results for this question focused primarily on staff members' responses and experiences. Staff members' beliefs about the nature and purpose of SCIP focused primarily on the program's philosophical mandate for inclusion, with less attention paid to the particular activities and components of the program. Several staff members also noted the value of the program and the promotion

of its values for the larger camp community. In terms of areas where the program was failing to meet the needs of its participants, some staff members identified ill-suited programming, insufficient support, and various other social and practical barriers to inclusion as areas in need of improvement. With regard to the program's impact on the camp community and the staff experience, the substantial majority of staff members felt that the program had added value to their summer and made their roles at camp more rewarding. Staff members described their involvement with SCIP as bringing more pleasure and satisfaction to their jobs, providing them with new knowledge, skills and abilities, and contributing to personal growth in attributes such as patience, humility and flexibility. A significant majority of staff members also felt that their involvement with SCIP had added stress to their jobs and summer experiences, albeit at lower levels than the amount of value and reward it added. In general, those categories of staff members who experienced greater reward from their involvement also experienced more stress, and both effects appeared to correlate with degree of involvement with the program. The implications of these results with regard to recommendations for future program development are discussed in Chapter VII of this dissertation.

Results of Program Evaluation Question #5

Program Evaluation Question #5: To what extent is support being provided to the inclusion campers in their daily programming?

The purpose of program evaluation question #5 was to ascertain what activities were taking place to support SCIP participants, and to gather information as to their levels of participation in different aspects of the program. Information was obtained from both the staff post-program questionnaire and the parent post-program questionnaire (see Appendix A) as well as interview with the inclusion coordinator.

Information from Staff Members

Information from staff was primarily obtained from item #3 on the staff questionnaire. This item asked staff members to describe the nature of their interactions with inclusion campers, with an anticipated focus on what activities they engaged in as part of their roles in supporting these campers and targeting their goals. Different subgroups of staff members tended to answer this question in different ways. The responses to this item from specialists and teachers were usually circumscribed to their roles in the camp at large – e.g., “I taught swimming to four inclusion campers;” “I taught an inclusion camper in band elective.” These respondents’ supervisors, the heads of various specialty divisions of the camp, often described extra efforts to incorporate inclusion campers into their classes, or to adapt their curricula to make them more accessible to SCIP participants. For example, the head of the ropes course described assigning a specific staff member to work with a particular inclusion camper every time

she came to climb, so that the inclusion camper could develop a bond with her and feel more comfortable climbing. This specific staff member could then also become especially knowledgeable about the most effective ways to work with this camper. The head of the sports program described extra individualized attention paid to both the assigned sport and the assigned instructor when determining which elective sports activities SCIP campers would participate in. Similarly, the head of the Judaic studies program described extra attention to SCIP campers' class placements, as well as intentional and frequent check-ins with instructors to ensure that the campers' participation was going well, and that the classes were at an appropriate level for them.

Like specialty staff members, the *yoetzim* (advisors) shared that the majority of their support activities to SCIP participants were akin to those activities they engaged in as part of their general job responsibilities to JSC campers at large. They described very little interaction with SCIP campers themselves, instead supporting their program by, as one *yoetz* put it, "meeting with the *rosh edah* (division head), counselors and inclusion specialist to talk about what is going well and to problem-solve." Other *yoetzim* shared that their work focused on having conversations and check-ins with staff members, and suggesting interventions that might help to support campers.

Table 21.

Inclusion Counselor Descriptions of Their Interactions With and Activities to Support SCIP Participants.

<p><u>General counselor activities/support in daily routine</u></p>

- | |
|--|
| <ul style="list-style-type: none"> • Wake campers up • Guide at bunk cleanup • Supervise, model and teach at meals • Supervise, model and teach at prayers • "Reading mail together" • "Get them to activities and meals on time" • "Have fun and play together" • Bedtime routine |
|--|

Table 21, continued.

Programmatic support

- “Making sure he was present and active at all activities”
- Accompany to every activity and stay to help for the whole period in art, woodworking, swim.
- When appropriate/necessary, accompany camper in the water for swimming. For other campers, help them in and out of the water and encourage them
- When appropriate/necessary, remain at activities with camper.
- Encourage and egg on to rise to physical challenges
- “Plan activities with them in mind”

Activities of daily living/personal hygiene

- Monitor proper dressing – assist as needed.
- Brush their teeth.
- Assist in shower – holding and handing bottles; sequencing steps
- Carry to the bathroom and wipe
- “I honestly felt like most of my interactions with her were more helping her organize/keep herself clean, as opposed to building a steady relationship with her.”
- Assist with medication.

Physical support

- Push wheelchair
- “I have to be his body – pick him up to do anything”

Emotional support

- Hold camper’s hand at his request because homesick when walking to activities
- “Be there as a friend and listener”

Organization/focus

- Provided assistance with organization of belongings.
- “Keep camper on task through tasks and directions.”
- “Help them organize themselves”
- “Help her with the daily schedule”
- “Reminders of what they need to be doing”

Socialization Support

- “Usually when I am interacting with an inclusion camper, I’m trying to get them to do something with everyone”
- “Help kid make more friends”
- “Tried to make it as easy as possible for him to socialize with other campers”
- “We worked integrating her socially - relatively successfully!”

Behavioral Support

- “Often pulled him aside for daily talks on his behaviors”
- “Set and hold firm limits”
- More patient with them having trouble.

Positive reinforcement of pro-social behavior

Inclusion counselors provided a more diverse and illustrative spectrum of responses to item #3. Table 21 lists some representative responses provided by counselors, loosely grouped into thematic areas. As illustrated in Table 21, frequent themes included assisting with self-care, providing support with organization, accompanying campers to activities and ensuring they were physically present where they needed to be, maintaining a presence at activities to assist and ensure success, managing challenging behavior, and helping campers problem-solve difficult social and emotional situations. The inclusion coordinator shared a similar list of counselor activities. She expressed her satisfaction with the amount of support that counselors were able to provide to SCIP participants, adding that she felt the counselors who best supported their inclusion campers were those who were able to strike an appropriate and stable balance between their attention to SCIP participants and their typically developing peers.

The inclusion coordinator also provided a description of her own activities to support SCIP campers directly. In general, she described much variation in her level of day-to-day support, dependent on the needs and wishes of the SCIP participant. For some higher functioning participants, she engaged only in occasional and discreet check-ins so as not to expose campers in front of their peers as members of the program needing special support. Other campers received daily check-ins that were similar to those the inclusion coordinator had with counselors; she reported that she would review how the day was going and what was upcoming in the schedule, provide encouragement and positive reinforcement, and solicit feedback about activities. In the case of SCIP campers with physical disabilities, these brief meetings were often used to share with the campers

what physical accommodations were being planned to enable their participation in various upcoming events and activities (e.g., special one-time-only evening programs). Special conversations also occurred if the inclusion coordinator had reason to believe that an activity was not going well, or if there was some other kind of problem for a SCIP camper. She additionally reported that she attempted to observe each inclusion camper in at least one activity per day. These observations often provided opportunities to correct a problem. For instance, she described going to an arts and crafts period to observe a camper with a physical disability that limited the use of one hand. She discovered that the staff were attempting, unsuccessfully, to teach this camper a two-handed technique for a particular project, and she was able to remind them of the camper's disability and redirect them to an alternative and more appropriate technique.

Information from Parents

In addition to the inclusion coordinator and other staff members, parents of SCIP participants provided information about their children's experience of support in the program, on the Parent Post-Program Questionnaire. Table 22 displays parents' ratings of satisfaction with two specific dimensions of SCIP: the level of inclusion supported in activities with typically functioning peers, and the program's sensitivity to individual children's needs. Parents were asked, in item #17 of this questionnaire, how satisfied they were with SCIP's sensitivity and responsiveness to their children's needs. In response to this item, four parents stated that they were "largely satisfied," with two parents responding that they were "moderately satisfied." When asked, in item #16, how satisfied they were with their children's level of participation in activities with their

typically functioning peers, four parents again reported being “largely satisfied,” while two stated that they were “slightly satisfied.”

Table 22.

Parent report of satisfaction with elements of the program.

	Level of Participation in Inclusive Activities	Sensitivity and Responsiveness to Camper Needs
Not at all satisfied	0	0
Slightly satisfied	2	0
Moderately satisfied	0	2
Largely satisfied	4	4
Fully satisfied	0	0

Items #14 and #15 on the Parent Post-Program Questionnaire asked parents to share ways in which they felt that SCIP had most benefited their children and had failed to meet their needs, respectively. Table 23 lists parent respondents’ answers to item #14. Overall, parents mentioned all three of the primary goals of the program – gained friendship, social skills improvements, increased independence – as areas where they had seen their children be sufficiently supported to achieve success.

Table 23.

Parent report of greatest successes and benefits of SCIP to their children.

Camper	Parent Response
Aaron	Desire to be part of a typical peer group. Ability to advocate for his needs and separate from his family.
Molly	Children loved her and appreciated her for who she is. Molly gained a sense of community and self confidence. Molly gained a feeling of belonging in a peer group. This doesn't happen easily anywhere else.
Claire	ADLs independence, social skills improved in terms of her willingness to be outgoing.
Jeremy	My son can just be one of the group knowing he has support in place (less anxiety). He had a great time and cannot wait to return! He is quite young (9) so I believe he'll have many more challenges in the coming years.
Miriam	Self-confidence, understanding of social needs.
Brian	He was able to separate from his parents, have lots of fun, exposure to other boys his own age, gave him his own community to be proud of.

Table 24 lists parents' responses to item #15, which solicited ways in which SCIP had failed to meet participants' needs, and where there was thus insufficient support. As displayed, 3 of the 6 parent respondents reported that there were no ways in which the program had failed to meet their children's needs, suggesting that support was provided to a sufficient extent. Of the remaining three respondents, two – the parents of Aaron and Molly – focused on extending social relationships established at camp into the rest of the year. Aaron's mother identified the absence of this development as an indicator that the friendships made were not as close as she might have liked. Both responses suggest that more support was desired towards the goal of deepening and generalizing camp relationships and friendships. The remaining response, that of Claire's mother, refers to a "camp mom" who was not sufficiently supportive of Claire.

Table 24.

Parent report of ways in which SCIP failed to meet the needs of their children.

Camper	Parent Response
Aaron	Building close relationships that last outside of camp. All are very accepting of Aaron, but has not developed email contact or lasting close friendships - he is not fully connected.
Molly	I want the kids in the bunk to realize their significant role and to stay in touch with Molly when they go to college and beyond.
Claire	The first year at camp, I felt that her regular "camp mom" didn't understand how Claire's disability could affect her at camp.
Jeremy	None! Looking forward to another great year.
Miriam	None
Brian	None

Summary

Both SCIP staff members and parents of program participants provided information that contributed to answering program evaluation question #5, which sought

to determine the types of support being provided to SCIP participants and the degree to which it was appropriate or sufficient. Staff members described a wide range of activities and responsibilities that they engaged in and took upon themselves, respectively, in order to support the inclusion campers. Counselors, in addition to their baseline responsibilities to all campers, often provided extra support and assistance to SCIP campers during activities. This support ranged from verbal encouragement to physical assistance. Counselors also assisted with activities of daily living, taught organizational skills, and helped SCIP campers learn and follow camp schedules. In terms of socialization, staff members facilitated peer interactions, provided emotional support, and managed challenging behavior as needed.

Parents of SCIP participants, meanwhile, shared their perceptions of the support their children had received, and reported on their levels of satisfaction with it. The majority of parents reported feeling largely satisfied with both the degree to which their children were included and with the program's responsiveness to their children's individual needs. In addition to increased skills and abilities in the goal areas of the program (see results of program evaluation question #1 for detailed discussion), parents shared that their children's sense of belonging in the larger camp community was a great success of SCIP. Only 3 of 6 parents cited areas in which the program had failed to meet the needs of their children, with 2 expressing a desire for greater attention to sustaining relationships after camp has concluded, and one identifying a particular staff member who was not sensitive to her child's individual needs. The implications of these results with regard to recommendations for future program development are discussed in Chapter VII of this dissertation

Results of Program Evaluation Question #6

Program Evaluation Question #6: To what extent are the components of the inclusion program, as found in the evaluable program design, being implemented as designed?

The sixth and final program evaluation question was designed to determine how closely SCIP's implementation adhered to the design of the program, in which areas it did so most closely, and in which areas it deviated. The complete evaluable program design for SCIP, as developed by the client and consultant, can be found in Chapter III of this dissertation. One source of data in answering program evaluation question #6 was JSC staff members, who described their activities and impressions of the program at various points in the Staff Post-Program Questionnaire (see Appendix A). This data was compared to the evaluable program design and discrepancies between the two were noted. However, rather than yielding definitive results, this process primarily served the purpose of guiding conversations with the inclusion coordinator towards specific areas that were found to be relevant to this program evaluation question. As a result, the inclusion coordinator's expository remarks about program design and implementation act as the primary data source with regard to this program evaluation question. This section of the dissertation is organized in correspondence to the evaluable program design, with comments as to the extent of implementation in accordance with the design of each section.

Target Population

As reported by the inclusion coordinator and displayed in Table 7 at the beginning of this chapter, there were 12 official SCIP participants. All of these campers fell into the age range delineated in the program design, with all new campers but one falling into the 9-12 age range, and several campers (Gary, Molly, and Andrew) who, in accordance with program design, were invited to return to the program at an older age due to successful participation in past summers. The one new camper who was outside of the specified 9-12 range was Max, who was deemed an appropriate fit for the program by the SNP director, due to the nature of his needs and disability. In addition, the inclusion coordinator reported that Max had previously attended an affiliate camp of JSC and had a poor experience; based on assessment of what had been difficult for him at this first placement, the respective SNP directors of the two camps jointly determined that JSC and SCIP would be a better fit for Max.

In accordance with the program design, all participants were Jewish, and all parents were available for phone consultation during the program. In terms of the types of disabilities served by the program, all 12 participants met the eligibility criteria outlined in the program design of having diagnosed intellectual, developmental or physical disabilities. One notable participant characteristic not accounted for in the program design's description of the target population was the presence of clinically significant anxiety, diagnosed in 3 of the 12 campers. Emotional problems were not addressed in the eligibility standards. No program participants, however, were diagnosed with disruptive behavior disorders or were considered physically aggressive, which were considered rule-outs to program participation.

Another eligibility standard was ability to function without 1:1 support. While the initial assessment of program participants suggested that each met this criterion, over the course of program implementation questions were raised regarding Gary, one of the wheelchair-bound campers. Specifically, Gary himself began to request 1:1 accompaniment to all activities, stating that he did not feel safe moving about on his own. The inclusion coordinator accommodated Gary's concerns by enlisting the full staff of his age division in a rotation escorting him to programs, which was deemed successful. The inclusion coordinator reported, however, that in retrospect she felt she had been overly accommodating of a concern driven largely by Gary's anxiety. She described having felt limited in her response by the ethical challenge of not being responsive to a camper complaining of feeling unsafe. Nonetheless, she reported that overall staff members were agreeable to the added responsibility of aiding Gary, but noted that this level of 1:1 support would be unsustainable if it were needed for every program participant.

A discussion of the population served by the program's implementation would be incomplete without addressing those children who benefited from SCIP support without having been pre-identified as SCIP participants. The inclusion coordinator described 3 JSC campers in particular as "honorary inclusion campers," who utilized some of the program's resources and components despite not having gone through the SCIP intake process. All three unofficial SCIP campers appear to have, by coincidence, met the eligibility criteria for the program, save for participation in the traditional enrollment process. Their respective situations are nonetheless notable and worthy of attention as the haphazard pathways to their SCIP involvement in no way control for the meeting of those criteria.

In the first case, of a girl named Beth, her parents noted on her camp application that she had cerebral palsy which resulted in mild impairment. However, the application “slipped through the cracks” and Beth was enrolled as a typical camper without any alerting of SCIP personnel to her needs. The inclusion coordinator was alerted to Beth’s need for extra support with emotional and behavioral regulation as well as physical support during the staff training week when her counselors and division head reviewed her application. The inclusion coordinator reported that Beth needed comparable levels of support to the true SCIP participants and should have been officially enrolled in the program.

Danny, a second “honorary inclusion camper,” struggled with attentional and social difficulties, but had already spent one summer at JSC without extra support. One week into the summer, however, the *yoetz* for his age division approached the inclusion coordinator reporting that he was struggling and seeking support . The inclusion coordinator met with Danny’s counselors, provided training in working with Danny, and was then available to support them on an as-needed basis for the remainder of the summer. She had no direct contact with Danny. In the third case, Stephanie’s parents had sent JSC a letter from her therapist stating that she was diagnosed with mild high functioning autism and had difficulty with social cues. Like with Beth’s application, these letters had been accidentally filed without any notification to SCIP personnel of the potential need for their services. The inclusion coordinator was informed of Stephanie’s situation the day of her arrival. She proceeded to meet with Stephanie on 3-4 occasions to process difficult social situations with her, and did some coaching of her counselors.

Program Purpose & Goals

Many elements of the statement of program purpose emerged in staff member descriptions of SCIP's nature and activities, as requested in item #4 on the Staff Post-Program Questionnaire. Staff members described participants' exposure to and integration within programming for typically functioning peers. Some directly mentioned or alluded to the positive social influence of peers on inclusion campers, with some referencing the same effect moving in the other direction as well. Overall, based on staff perceptions, the program purpose of the implemented program closely adhered to that of the program's design. Please see the results of Program Evaluation Question #4, in this chapter, for a more detailed discussion of staff members' reports of the goals and purpose of SCIP. With regard to the successful meeting of designed goals during program implementation, please see the results of Program Evaluation Question #1, above, for detailed discussion.

Program Component #1: Counselor Training and Supervision

As displayed in the program design in Chapter III, the first program component involved staff training and support. For a detailed discussion of activities which supported counselors and the counselors' perceptions of the support and training they received, please see the results of Program Evaluation Question #2, above. In terms of training, the inclusion coordinator reported that she implemented the two preparatory sessions for SCIP counselors during the staff training week in accordance with the program design. The curriculum referenced in the program design and present in this dissertation in Appendix B was utilized for the first session, while the second was a

private meeting between the inclusion coordinator and each counselor team. The inclusion coordinator reported that these meetings took place during the initial staff training week for all counselor trios, even though some of them would not be responsible for SCIP participants until the second camp session, four weeks away.

One element that was present in the implementation but not discussed in the program design was an even earlier stage of counselor preparation. The SNP director called each prospective SCIP counselor on the phone prior to the summer, after each had signed on to be a counselor at JSC and was subsequently identified as a possible fit for SCIP. The SNP director provided background information about both SCIP and the particular camper for whom that counselor might be responsible. This activity further augmented the counselor training activities delineated as Program Component #1 in the evaluable program design.

The second half of Program Component #1 was the support received by counselors as the program was ongoing. Again, a detailed description from the inclusion coordinator of her activities to this end, replete with examples, can be found in the results of Program Evaluation Question #2, above. By and large, the inclusion coordinator successfully implemented all forms of counselor support included in the program design. Indeed, most deviations involved providing more support than was specified. For example, she described daily check-ins with counselors occurring throughout the summer, whereas the program design indicated that check-ins would take place daily only during the first week of the session and would then taper off to the necessary frequency of support for each counselor trio. The program design also specified that counselors receive support from their division head and *yoetz* (advisor) comparable to

what they would receive were they not involved with SCIP. Based on comments made by counselors, division heads, and *yoetzim*, this program component was implemented consistently with the program design. Please see Program Evaluation Question #2, above, for examples of these comments.

Program Component #2: Peer Training Discussions

The second program component in the evaluable program design was designed to support the typically functioning peers of inclusion campers, and specifically to prepare them to be good social models and companions to SCIP participants. Specific details of how this program component was implemented for individual campers in the program can be found above in this chapter of the dissertation, in the section reporting the results of Program Evaluation Question #3.

The program design specified that the inclusion coordinator would meet at least twice with each inclusion bunk, in order to provide an open forum for discussing the campers' experiences of the program. Relative to this specification, the implementation of this component contained much more variability from bunk to bunk. As described in Program Evaluation Question #3, the inclusion coordinator did not meet with each bunk; she instead tailored her interactions with each program participant's bunkmates to an assessment of what would be most beneficial for that particular situation. In some cases, SCIP participants were doing very well and it was deemed more isolating than beneficial for an unfamiliar staff member to engage them in a discussion focused on the SCIP camper. In other cases, the counselors in the bunk chose to facilitate the meeting(s) themselves in order to capitalize on their relationships with their campers. Consistent

with the program design, whether the inclusion coordinator or the counselors facilitated the bunk meetings, the SCIP participant was always absent, with the exception of one case, in which the SCIP camper actually facilitated the meeting and used the opportunity to explain her disability to her peers.

Program Component #3: Instruction and Practice in Activities of Daily Living

The third component of the program in its evaluable design involved direct instruction and practice in activities of daily living (ADLs). A series of phases were outlined as part of this process, and the inclusion coordinator reported on the implementation or lack thereof of each phase. The first phase described in the evaluable program design involved the solicitation of information from SCIP participants' parents regarding both their children's levels of independence in various ADLs, and prioritization of those ADLs with which parents would most like to see their children improve their skills. This baseline assessment was successfully obtained, and was in fact integrated into the program evaluation pre-program parent questionnaire. The information thus served purposes for both the program implementation and its evaluation.

According to the inclusion coordinator, subsequent phases of program component #3 were not implemented with the same degree of fidelity to the program design. The second phase specified that each inclusion camper's individual counselors would rate the inclusion camper's level of independence in ADLs at the beginning of the summer, to verify the camper's parents' assessments and to adjust their ratings as necessary for the context and setting of camp. The inclusion coordinator reported that while she actively encouraged and supported counselors to build awareness of the ability levels of their

SCIP campers in all domains, no formal baseline assessment was conducted for the purpose of tracking progress. Rather, discussion of daily living skills with which campers were struggling or exceeding expectations was incorporated organically into the inclusion coordinator's check-ins with counselors. Similarly, phase three of the ADL training component of the program specified that 1-3 ADLs be specified as goal areas for each child, accounting for and using as a baseline the comprehensive assessment of phase two. Because phase two was completed more informally and on an ongoing basis, however, the ADLs that became the focal points of counselor attention emerged based on functional impairment in the camp setting rather than being explicitly identified and targeted following a comprehensive baseline assessment. The inclusion coordinator did note that despite this more informal process, parental priorities were still taken into account as well; for example, for campers whose parents' identified tooth-brushing as a priority area, the inclusion coordinator pushed counselors to help the campers attempt to brush their teeth fully independently.

The fourth phase of ADL instruction, as described in the program design, involved regular (i.e., daily when possible) practice of target skills at times that they naturally occurred in the daily routine. The inclusion coordinator reported that this phase was implemented more faithfully, albeit by necessity: all campers have to engage in self-care and chore periods as part of said routine. Showering, sorting laundry, sweeping, and tidying one's personal area in the bunk, for example, are all activities which every child at camp engages in regularly – in likely contrast to their home environments – and thus opportunities arose for instruction and support in SCIP campers attempting them with a greater degree of independence. These natural opportunities provided an important

counterbalance against the inclusion coordinator's contention that ADL practice was often put aside as a focal point due to difficulty making time for it. With regard to the actual practice of ADL skills, then, the design of embedding them in naturally occurring contexts and routines appears to have been a successful piece of the program design.

Program Personnel

The final section of the program design delineated the roles and responsibilities of the various personnel involved in the implementation of SCIP. Based on both interviews with the inclusion coordinator and staff member reports on the Staff Post-Program Questionnaire, no major deviation occurred from the roles and responsibilities described in the evaluable program design. With regard to the roles of some staff members, responsibilities were not always adhered to completely and fully. For example, the program design specifies that camp specialty staff will communicate to SCIP counselors and the inclusion coordinator information regarding SCIP campers' progress in various electives and activities. While the majority of specialty staff were adherent to this responsibility, in some instances counselors and the inclusion coordinator felt that they were not sufficiently informed. More specific information regarding these and other comparable situations is communicated in great detail at earlier points in this chapter of the dissertation, however, particularly in the results of program evaluation questions #2 and #4. As a result, these concerns will not be discussed in detail here, beyond the general assertion that program personnel largely adhered to their prescribed roles and responsibilities, and deviations from them were exceptions to the rule. This position is supported by both statements from the inclusion coordinator and staff questionnaires.

Summary

Program evaluation question #6 sought to determine the extent to which the components of SCIP were implemented in accordance with their design. Overall, most elements of the program adhered relatively closely to their design. Counselor training and support components occurred as designed, whereas peer support discussions were more individualized and varied in their implementation than they had been in the original design. Counselor support of SCIP participants' growth in activities of daily living was the least precisely implemented program component, and the least faithful in its implementation to the program design; however, because of the embedding of natural opportunities for this activity in the daily routines of JSC and SCIP, the component was enacted with some frequency and success nonetheless. The implications of these results with regard to recommendations for future program development are discussed in Chapter VII of this dissertation.

Communication of Program Evaluation Information

Upon completion of data analyses, the program evaluation information detailed in this chapter was communicated to the SNP director, the client for the purpose of program evaluation. Useful information was generated towards the answers to all six program evaluation questions. Information obtained was analyzed as described in the protocols for each question. A final report was compiled and presented to the client electronically, and explained over the phone.

Chapter Summary

This chapter reports on the results of the SCIP program evaluation. The process of the evaluation itself is described with regard to the implementation of the various steps of the program evaluation plan found in Chapter IV. All six program evaluation questions are addressed and answered using data obtained from the parent and staff questionnaires and from interview with the inclusion coordinator. Information communicated in this chapter includes the extent to which program goals were met, the extent to which the program was implemented as designed, the quality and quantity of training and support received by camp staff members, the roles played in SCIP by the social peers of its participants, and the activities of the program to support its participants.

CHAPTER VI

EVALUATION OF THE PROGRAM EVALUATION

Chapter Abstract

In this chapter, the program evaluation process is itself evaluated. In Maher's (2012) framework, this secondary evaluation is a critical piece of any program evaluation activity. Evaluating the program evaluation gives the client and other key stakeholders important context for how best to understand the information being communicated about the evaluated program itself. Four dimensions are considered when evaluating a program evaluation: practicality, utility, propriety, and technical defensibility. Assessment of the program evaluation in each of these domains can inform both the consultant and clients in how future program planning and evaluation activities might be modified.

Practicality

According to Maher (2012), a program evaluation's practicality can be determined by asking the question, to what extent was the program evaluation conducted in a way that allowed for its successful accomplishment? In the evaluation of SCIP, many measures were taken to ensure that the evaluation would be practical. Questionnaires were developed in consort with the client, and also reviewed for practicality by the consultant's professor in his graduate course in program planning and evaluation. All activities of the program evaluation, including many discussions with the

client prior to the program's implementation, and interview with the inclusion coordinator during the summer, were planned to accommodate the schedules of the involved parties and not to interfere with other activities of the program itself in any way.

The data collection process of the evaluation of SCIP embodied both the evaluation's strengths and areas for growth in the domain of practicality. The consultant worked closely with the client to determine how best to design, distribute and retrieve questionnaires so that this program evaluation activity would be fully accomplished. Questionnaires were kept short enough so that busy parents and counselors could easily fill them out. In the case of the staff questionnaire, the consultant physically visited JSC on two occasions for multiple days at a time in order to determine which camp staff members might be appropriate to receive questionnaires, and to personally deliver and retrieve them.

The parent questionnaires posed more challenges. The pre-program questionnaire had a 75% response rate, while the post-program questionnaire resulted in only a 50% response rate. It is possible that some SCIP participants' parents, already busy as the caregivers to children with disabilities, were not provided with sufficient motivating factors to find the time to complete the questionnaires. The post-program questionnaire, in particular, had no direct bearing on their children's summer experience, since that had already occurred, and thus may not have been easily connected to any benefit for the parents.

Utility

In evaluating the program evaluation, utility refers to the ways in which the resulting information is helpful to people, and which people they are (Maher, 2012). The evaluation of SCIP was beneficial and helpful to various stakeholders in the specific program, and holds good promise of being useful more broadly to stakeholders in inclusive summer camps and other recreational programs. In terms of more immediate stakeholders, the client and his colleagues in the administration of JSC have benefited from increased knowledge of the areas in which SCIP is having a positive impact on its participants, and on other members of the camp community, including both campers and staff members. This knowledge is useful as a tool in promoting the particular JSC program and also in building awareness of the opportunities to attend and benefit from summer camp that are available to the underserved population of children with disabilities. Moreover, in conjunction with information provided by the program evaluation about areas in which the program will benefit from changes, this information is useful to the camp in determining how to modify and develop SCIP in the summers to come.

In the broader sense, this program evaluation has utility in its contributions to the relatively scant literature base concerning summer camp experiences for children with disabilities. Individuals and organizations seeking to begin, develop, or expand such programs may find the information obtained from this evaluation useful in determining their program designs. In addition, more evidence and awareness of the potential benefits of these types of programs can lead to increases in both their supply and the demand for

them, and will thus benefit any child who is able to participate in an inclusive summer camp program.

Propriety

A third area of focus when casting a critical eye on a program evaluation is propriety. Relevant information can be obtained in this area by asking, did the program evaluation occur in a way that adhered to legal strictures and ethical standards? (Maher, 2012). In the evaluation of SCIP, just as efforts were made to make the program evaluation as practical and useful as possible, so too was every effort made to ensure that the program evaluation process was legal, ethical, and in accordance with professional standards. No activities were included in the program evaluation which were not approved and deemed appropriate by the JSC administration. In addition, the program evaluation was very explicitly designed to avoid ethical gray areas or complications; specifically, the decision was made not to gather data directly from the disabled program participants for just this purpose. All program evaluation activities were reviewed and consequently approved through appropriate means before the implementation of any program evaluation steps. The program evaluation plan was presented to the Rutgers University Institutional Review Board for the Protection of Human Subjects (IRB), which deemed it as meeting criteria for exemption from IRB review due to the minimal risk of any kind to participants in the evaluation, and the absence of ethical or legal concerns. Once evaluation activities were underway, data was collected and reported in a manner that protected the confidentiality of all participants.

Technical Defensibility

The final area of evaluation of the program evaluation relates to the reliability and validity of its procedures and tools (Maher, 2012). The questionnaires used for the evaluation of SCIP were technically defensible based on their development for the express purpose and context in which they were used. More specifically, all three questionnaires were written collaboratively with the client to be reliable and to correspond explicitly with the information that he and the other stakeholders sought about the program. Sections of the questionnaires also reference established published measures that have been found to be valid and reliable (e.g., the Katz Activities of Daily Living Scale). None of the instruments are intended to be used in other contexts. While no statistical analysis has been completed of the instruments' reliability, anecdotal evidence suggests that respondents tended to answer reliably across questions designed to measure similar concepts (e.g., benefiting from the program and experiencing reward from it). Moreover, this evaluation was designed to directly assess SCIP in its natural environment and as it existed at the time of evaluation activities. This suggests the evaluation process was valid and that conclusions ascertained may apply across settings. Specific information gained through the program evaluation should be generalized to other contexts with caution and with attention to contextual variables that may differ.

Chapter Summary

A sound program evaluation using Maher's (2012) framework concludes with an evaluation of the program evaluation itself. Four qualities are assessed in this task: practicality, utility, propriety, and technical defensibility. In examining the evaluation of

SCIP through each of these four lenses, the program evaluation was generally deemed to be practical, useful, proper, and technically defensible. Of note is that some components of the data gathering process as designed could have been more practical, such as the methods for soliciting information from parents of SCIP participants via questionnaire. In addition, the technical defensibility of the program evaluation comes with the caveat that all instrumentation was developed for the specific context and circumstances of SCIP, and questionnaires and other procedures should not be generalized to other environments without modifications. Results and conclusions of the evaluation, however, may be generalized to some degree, given the defensibility of all evaluation activities which resulted in these results for the express context of SCIP.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Chapter Abstract

This chapter of the dissertation synthesizes the information obtained about the Summer Camp Inclusion Program (SCIP) during the program evaluation process, and draws conclusions about the program based on that information. More specifically, the strengths of the program are outlined with respect to the different focal points of the program evaluation protocols, as are the limitations and areas for improvement, as revealed through the program evaluation process. In addition, recommendations are made regarding the future development of the program. Finally, conclusions and recommendations are also presented for the dissertation itself, and for future program evaluations.

Conclusions

Findings of the Program Evaluation

In examination of the data compiled in Chapter V, the results of the program evaluation, several conclusions can be drawn regarding SCIP and in correspondence to the six program evaluation questions. First, campers in the program generally made progress toward stated program goals. Following their camp experiences, SCIP participants had more friends and had been invited to more social events (e.g., Bar

Mitzvahs) than they had before their experience in the program. Even as some parents felt dissatisfied with the quality of the relationships their children had formed or their lack of continuation into the school year, most parents still praised and appreciated JSC for welcoming their children into a community with which the children went on to strongly identify. SCIP was the means for that outcome. With regard to social skills and activities of daily living, the data from the program evaluation is mixed and does not support strong unidirectional trends toward skill acquisition across skills. However, the skills identified as priority target areas for individual campers varied significantly, and it is more instructive to assess the program based on individual campers' experiences than to seek out universal trends. Moreover, qualitative observations made by staff members suggest that most SCIP campers did indeed demonstrate improvements in the areas of social skills and independence in activities of daily living over the course of their camp experiences.

A second conclusion that can be drawn from the program evaluation of SCIP is that for the most part, program personnel felt trained and supported in their roles and responsibilities to the program. Almost all staff members were quite satisfied with the support they received from program staff (chiefly the inclusion coordinator) during the program, while a smaller majority felt adequately trained in advance. In general, staff members felt that the ongoing support during program implementation was stronger than the training that they received prior to meeting their SCIP campers. In addition, counselors tended to be more satisfied with both support and training than specialists were. Specialty staff members were much less likely than counselors to report that they were receiving enough information or support.

A third conclusion to be drawn from the data is that the presence of SCIP in the camp community and that of its participants in mainstream bunks have had both positive and negative effects on typically functioning campers at JSC, but that the positive appear to greatly outweigh the negative. More specifically, through living and interacting with their peers with disabilities, typically functioning campers increased their awareness of and sensitivity to disability; learned functional helping skills; developed their senses of responsibility, patience and compassion; and gained friendships and relationships. Negative impacts of SCIP on typically functioning campers largely revolved around two problems: less attention available from counselors, and insufficient understanding, comfort or patience with their disabled peers to enjoy the inclusive experience.

A fourth conclusion to be drawn from the program evaluation data is that members of the JSC camp community value and appreciate SCIP and the philosophy of inclusion, and feel that they personally benefit from them. Almost all staff members who contributed their observations to the program evaluation shared examples of ways in which SCIP had contributed positively to the camp experiences of its participants, those of mainstream JSC campers, or their own as staff members. In most cases, they reported all three. A related conclusion of the program evaluation, is that involvement with SCIP contributed to gain of knowledge, skills, abilities, personal growth, or role satisfaction for the majority of those staff members who were involved with it. Indeed, greater involvement with the program correlated with greater experience of reward and value from it.

Findings of the Dissertation

It was concluded from conducting this programmatic evaluation of SCIP that the evaluation plan was feasible, the client and key stakeholders found the evaluation useful, and there is a desire to use not only the information that resulted from the evaluation but the evaluation plan itself for continued development and evaluation of SCIP. It was made clear that systematic program evaluation using the principles and components found in this dissertation can be implemented as a regular part of SCIP. The evaluation was deemed to have been successfully conducted, and feedback from the client and other relevant stakeholders suggested that the evaluation and its results were clear, practical, useful, and a good fit for the program. Feedback from the client and the inclusion coordinator confirmed that evaluation activities were not disruptive to the implementation of SCIP or to the daily routines of JSC's campers or staff members. Finally, the client found the information useful and planned to continue to develop the evaluation plan for future use with SCIP.

Recommendations

Recommendations for SCIP

Consistent with the above conclusions, the findings of the program evaluation include many successes in SCIP's achievement of its purpose and goals. However, the program evaluation also illuminated some areas in which SCIP could benefit from change or further development. This section of the dissertation outlines several recommendations that draw on evaluation results to determine ways that the program might benefit from some manner of change to its design or implementation.

1. Expansion of staff training and support

A first recommendation for improvement to SCIP is to continue to provide excellent training and support to inclusion counselors, and to expand these key components of the program to serve non-counselor staff members in as consistent and systematic a way as they do counselors. As discussed in the evaluation results, specialty staff members such as lifeguards, sports instructors, and arts and crafts teachers were much more likely than counselors to report that they did not feel they had received sufficient information about the profiles of SCIP campers or how to tailor their work with them to best meet their needs. Motivation to ameliorate this problem exists on the other side of the equation as well, as the inclusion coordinator expressed her frustration with the inconsistency of specialty staff members in communicating with her their needs and concerns in working with SCIP campers.

A more systematic approach to training and support, which does not depend on specialty staff members' initiative to bring concerns to SCIP personnel, may be a solution to this problem. The training and support activities geared towards counselors, including particularly the group and individual preparation meetings during the staff-training week, were described as useful and appreciated. One thing that the client may want to consider is duplicating this program in a larger format for all specialty staff members of the camp, especially given SCIP's growth over the past several years and the likelihood, at this point, that most JSC staff members have some contact or other with inclusion campers. Alternatively, particular members of the different specialty area staffs could be chosen by their supervisors to be "inclusion experts" and attend a more focused training, akin to the one for counselors. For the specialty staff group, part of the training might include

efforts to explain and standardize expectations for communication to SCIP personnel (both the inclusion coordinator and a participant's counselors) of information about a participant's progress and behavior, and for utilization of SCIP personnel for professional support.

In addition to expansion of training and support for non-counselors, it is recommended that off-season SCIP personnel – the SNP director and the inclusion coordinator, to some extent – modify the information they solicit from parents of SCIP participants prior to the summer to reflect the types of information that counselors as well as other staff members reported they desire and do not always receive. Though program staff members and counselors in particular were largely satisfied with their training and support, conveyance of pre-program information about campers was an area of relative dissatisfaction when compared to training sessions and in-vivo support activities. Some particular types of information sought recurred in staff comments, and could be added to enrollment forms and/or topics of discussion at admission interviews. These areas included first and foremost detailed descriptions not only of a SCIP camper's difficulties, but also of the strategies and techniques that parents or teachers have used to address them. For instance, counselors requested more advanced knowledge about specific techniques for lifting a physically disabled child and for managing challenging behavior. Staff members also requested more information about campers' interests and preferred leisure activities and conversational topics.

2. Maintenance of camp friendships

A second recommendation area for SCIP's development is the initiation of activities to support the maintenance of relationships between program participants and their typically functioning peers during the "offseason," between summer implementations of the program. Those SCIP parents who completed the post-program questionnaire tended to lament the fact that while their children had transformative social experiences at camp, the friendships and relationships that they made there did not usually carry over to year-round communication or in-person contacts at desired levels. SCIP could address this limitation simply, by giving parents a list at the end of the summer of those children with whom their child had the strongest relationships, and their contact information or that of their parents. A more intensive modification to the program to address this area might include the creation of a structure for the year-round contacts sought; for instance, JSC could coordinate an online blog or chat room for the purpose of sustaining these relationships, or could institute mid-year reunions for the bunks or divisions of SCIP campers.

3. Achievement of daily living skills goals

A third recommendation is for more rigorous and systematic tracking of progress in the area of daily living skills goals. The components of the program design that were least adhered to in SCIP's implementation were those surrounding these goals, and this recommendation might be accomplished simply by making a renewed effort to implement these pieces of the program. Alternatively, more attention to the factors that interfered with the component's realization in this implementation of the program might

inform ways to modify or completely switch out the preferred methods of monitoring and achieving these goals. In either case, the tracking of participants' progress toward their individual goals can provide useful information about how to continue supporting participants in trying to meet their goals.

4. SCIP campers' activity participation

A fourth recommendation for the development of SCIP is to prioritize the connection of program participants to those activities at camp that are best suited to enhance their socialization and self-esteem. Specifically, participation on camp sports teams appears to have been a highlight of the summer for all SCIP campers who had this experience. Both parents and staff members reported that inclusion campers' opportunities to be appreciated as members of teams were among the most indelible and treasured memories that they had of SCIP, and parents also reported on the profound impression that this experience made on their children. SCIP campers appear to have cherished the processes of preparing with their teams for the one game that each team played against JSC's rival camp and then either cheering on or participating during that game. Based on these enthusiastic accounts, SCIP personnel might make an extra effort to find an appropriate sports team within JSC for as many inclusion campers as possible. When a camper is not interested in sports or prefers not to identify with one of the teams, it could be useful to try to replicate this experience in another socially-based activity, such as dance, drama, art or another elective in which a SCIP participant might feel both a sense of mastery and one of belonging.

Recommendations for Program Evaluation

In the course of evaluating the program evaluation, as described in Chapter VI of this dissertation, several areas for development emerged that might be addressed in the process of completing additional program evaluation activities during future implementations of SCIP. First, consideration should be given to the improvement of data collection instruments that were developed and used in the course of this program evaluation. More specifically, several items on the different questionnaires were worded in an imprecise manner, and did not always yield the information that the item was attempting to elicit. For example, parents did not clearly differentiate between social skills and daily living skills in their responses to items asking about their priorities for growth, accurately reflecting their priorities and the ways that they categorized the variables, but making data analysis and outcome tracking more difficult.

Second, there are a number of variables and topics that were not focal points of this program evaluation, but that relevant stakeholders might find useful to emphasize in any further program evaluation activities. In particular, many staff members extemporaneously commented on characteristics of inclusion campers that seemed to correlate with desired outcomes, especially socialization and acceptance among their peers. Characteristics mentioned varied but included age, gender, and degree and type of disability. Age, in particular, may be an important area to explore in future program evaluation activities, as many staff members reported strong opinions and feelings about the unique issues that emerge in inclusive bunks as SCIP campers and their peers grow older and reach puberty. Some staff members expressed their own consternation as to the perceived lack of a coherent policy or plan for whether SCIP participants should remain

included, transition to the special needs division, or stop coming to JSC at all once they reached the older age divisions. More data about the successes and challenges of SCIP campers relative to their ages might inform the creation and dissemination of such a policy.

Finally, for reasons of practicality and propriety, no data was directly gathered from either program participants or their bunkmate peers for the purpose of this evaluation. Based on secondhand accounts and observations of staff members, however, SCIP has had several profound and valuable effects on the peers of its participants. Future program evaluation facilitators might consider soliciting data directly from this group of key stakeholders. Greater understanding of peers' reactions to SCIP is likely to be both quite instructive for the program's development and useful to the broader field and community, as data on the experience of being a typically functioning peer in the valuable but scarce environment of inclusive residential summer camping.

Chapter Summary

This chapter concludes the dissertation with a synthesis of the evaluation results into a series of conclusions about SCIP. Referencing the program evaluation questions, these conclusions account for the many positive effects of the program on various stakeholders, while acknowledging those areas where data was inconclusive or indicative of other than the expected or desired outcome. Conclusions regarding the evaluation process and the dissertation task itself are made as well. Following these two sets of conclusions, recommendations are then made about both future development and evaluation of SCIP.

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APPENDIX A

PROGRAM EVALUATION INSTRUMENTATION

The Summer Camp Inclusion Program (SCIP) at Jewish Summer Camp (JSC)

Inclusion Pre-Program Survey of Camper Needs & Goals – Parent Form

Name of camper _____ Date _____

Name of person filling out this form _____

Relationship to camper (circle one): mother father other _____

1. How many children would your child consider to be his or her friends? _____
2. How many friends does your child have who communicate with him or her via phone, text, mail or internet during the school year? _____
3. On the average during a week, how much time outside of school does your child spend communicating with his or her friends? _____
4. Rate your child on each of the following:

a. Approaches others positively	Not at all/ rarely	Some of the time	Most or all of the time
b. Expresses wishes and preferences clearly; gives reasons for actions and positions	Not at all/ rarely	Some of the time	Most or all of the time
c. Asserts own rights and needs appropriately	Not at all/ rarely	Some of the time	Most or all of the time
d. Is not easily intimidated by others	Not at all/ rarely	Some of the time	Most or all of the time
e. Expresses frustrations and anger effectively	Not at all/ rarely	Some of the time	Most or all of the time
f. Gains access to ongoing groups at play and work appropriately	Not at all/ rarely	Some of the time	Most or all of the time
g. Enters ongoing discussions on topic, makes relevant contributions to ongoing activities	Not at all/ rarely	Some of the time	Most or all of the time

h. Takes turns fairly easily	Not at all/ rarely	Some of the time	Most or all of the time
i. Shows interest in others; exchanges information with and requests information from others appropriately	Not at all/ rarely	Some of the time	Most or all of the time
j. Negotiates and compromises with others appropriately	Not at all/ rarely	Some of the time	Most or all of the time
k. Does not draw inappropriate attention to self	Not at all/ rarely	Some of the time	Most or all of the time
l. Accepts and enjoys overtures from peers and adults	Not at all/ rarely	Some of the time	Most or all of the time
m. Interacts nonverbally with other children with smiles, waves, nods, etc.	Not at all/ rarely	Some of the time	Most or all of the time

5. In which two of the above areas is your child most well-developed?

a. _____

b. _____

6. In what two of the above areas would you most like to see your child grow this summer?

a. _____

b. _____

7. Are there any other social skills that you would particularly like to see your child develop this summer?

8. How independent is your child at each of the following tasks?

0 = Not independent, needs assistance from others

1 = Independent in limited capacity/with guidance at some parts of the task

2 = Able to complete task independently with prompts or reminders

3 = Independent without prompts or reminders

a. Getting out of bed with alarm/at a prescribed time	0	1	2	3	N/A
b. Picking out clothing/outfit for the day	0	1	2	3	N/A
c. Getting dressed	0	1	2	3	N/A
d. Putting on/tying shoes	0	1	2	3	N/A
e. Brushing teeth	0	1	2	3	N/A
f. Washing face	0	1	2	3	N/A
g. Toileting	0	1	2	3	N/A
h. Showering/bathing self (excluding hair)	0	1	2	3	N/A
i. Washing hair	0	1	2	3	N/A
j. Menstrual care	0	1	2	3	N/A
k. Sorting laundry	0	1	2	3	N/A
l. Making the bed	0	1	2	3	N/A
m. Sweeping floor	0	1	2	3	N/A
n. Mopping floor	0	1	2	3	N/A
o. Taking out trash	0	1	2	3	N/A
p. Serving self food/portion control	0	1	2	3	N/A
q. Using a fork and knife/feeding self	0	1	2	3	N/A
r. Cleaning up after a meal/clearing dishes	0	1	2	3	N/A

9. In which of the above areas would you most like to see your child become more independent over the course of the summer? Please feel free to add other activities not mentioned, if appropriate.

The Summer Camp Inclusion Program (SCIP) at Jewish Summer Camp (JSC)Post-Inclusion Program Evaluation – Parent Form

Name of camper _____ Date _____

Name of person filling out this form _____

Relationship to camper (circle one): mother father other _____

1. How many people would your child consider to be his or her friends?
2. How many of these children did your child meet at camp?
3. How many friends does your child have who communicate with him or her via phone, text, mail or internet during the school year?
4. How many of these children did your child meet at camp?
5. In what ways, if any, has your child communicated with children he/she met at camp since the summer ended?
6. Has your child been invited to any reunions, get-togethers, or Bar Mitzvahs by children he/she met at camp? If yes, please explain.
7. How much time in an average week does your child spend communicating with his or her friends outside of school?
8. How much of that time is spent communicating with children your child met at camp?

9. How independent is your child at each of the following tasks?

0 = Not independent, needs assistance from others

1 = Independent in limited capacity/with guidance at some parts of the task

2 = Able to complete task independently with prompts or reminders

3 = Independent without prompts or reminders

a. Getting out of bed with alarm/at a prescribed time	0	1	2	3	N/A
b. Picking out clothing/outfit for the day	0	1	2	3	N/A
c. Getting dressed	0	1	2	3	N/A
d. Putting on/tying shoes	0	1	2	3	N/A
e. Brushing teeth	0	1	2	3	N/A
f. Washing face	0	1	2	3	N/A
g. Toileting	0	1	2	3	N/A
h. Showering/bathing self (excluding hair)	0	1	2	3	N/A
i. Washing hair	0	1	2	3	N/A
j. Menstrual care	0	1	2	3	N/A
k. Sorting laundry	0	1	2	3	N/A
l. Making the bed	0	1	2	3	N/A
m. Sweeping floor	0	1	2	3	N/A
n. Mopping floor	0	1	2	3	N/A
o. Taking out trash	0	1	2	3	N/A
p. Serving self food/portion control	0	1	2	3	N/A
q. Using a fork and knife/feeding self	0	1	2	3	N/A
r. Cleaning up after a meal/clearing dishes	0	1	2	3	N/A

10. In which of the above areas did you notice change following the summer, and what changes did you notice?

11. Please rate your child on each of the following social attributes:

a. Approaches others positively	Not at all/ rarely	Some of the time	Most or all of the time
b. Expresses wishes and preferences clearly; gives reasons for actions and positions	Not at all/ rarely	Some of the time	Most or all of the time
c. Asserts own rights and needs appropriately	Not at all/ rarely	Some of the time	Most or all of the time
d. Is not easily intimidated by bullies	Not at all/ rarely	Some of the time	Most or all of the time
e. Expresses frustrations and anger effectively and without escalating disagreements or harming others	Not at all/ rarely	Some of the time	Most or all of the time
f. Gains access to ongoing groups at play and work	Not at all/ rarely	Some of the time	Most or all of the time
g. Enters ongoing discussions on topic, makes relevant contributions to ongoing activities	Not at all/ rarely	Some of the time	Most or all of the time
h. Takes turns fairly easily	Not at all/ rarely	Some of the time	Most or all of the time
i. Shows interest in others; exchanges information with and requests information from others appropriately	Not at all/ rarely	Some of the time	Most or all of the time
j. Negotiates and compromises with others appropriately	Not at all/ rarely	Some of the time	Most or all of the time
k. Does not draw inappropriate attention to self	Not at all/ rarely	Some of the time	Most or all of the time
l. Accepts and enjoys overtures from peers and adults	Not at all/ rarely	Some of the time	Most or all of the time
m. Interacts nonverbally with	Not at all/ rarely	Some of the time	Most or all of the time

other children smiles, waves,
nods.

12. What other changes not previously discussed, if any, have you noticed in your child following his/her summer at camp?

13. Please rate how effective you believe the inclusion program has been at addressing the following goals for your child:

- a. Creating new friendships with peers

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
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- b. Developing existing friendships with peers

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
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- c. Increasing Hebrew vocabulary

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
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- d. Building Jewish knowledge, skills and abilities (e.g. prayers, rituals)

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
-------------------------	-----------------------	-------------------------	----------------------	--------------------

- e. Increasing independence in personal hygiene and activities of daily living (e.g. grooming, maintaining a clean personal area, toileting)

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
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- f. Improving social awareness

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
-------------------------	-----------------------	-------------------------	----------------------	--------------------

14. What have you observed to be the biggest successes of the inclusion program for your child? In what ways did your child benefit the most?

15. In what areas, if any, did the inclusion program fail to meet your expectations for your child?

16. How satisfied were you with your child's level of participation in activities with his or her typically developing peers?

Not at all satisfied	Slightly satisfied	Moderately satisfied	Largely satisfied	Fully satisfied
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17. How satisfied were you with the program's sensitivity and responsiveness to your child's particular needs?

Not at all satisfied	Slightly satisfied	Moderately satisfied	Largely satisfied	Fully satisfied
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18. Is there an anecdote you would like to share describing a particular activity or event that your child as especially proud or excited to participate in, or in which he/she felt especially included?

19. Please use this page to share any other comments or feedback you have regarding your child's participation in the inclusion program this summer.

The Summer Camp Inclusion Program (SCIP) at Jewish Summer Camp (JSC)

Post-Inclusion Program Evaluation Survey – Camp Staff

Name of Staff _____

Date _____

Number of years of work as staff at JSC: _____

1. In what role(s) at camp have you had interactions with the inclusion program?

- ☐ Counselor in inclusion bunk
- ☐ Counselor in inclusion edah (non-inclusion bunk)
- ☐ Tikvah/Amitzim counselor
- ☐ Rosh Edah
- ☐ Yoetz
- ☐ Mumcheh/specialty staff (please specify) _____
- ☐ Other (please specify) _____

2. In what capacities have you interacted with an inclusion camper?

- ☐ Direct care/lived in bunk with camper (including live-ins)
- ☐ Counselor in same edah
- ☐ Taught/supervised inclusion camper in a particular activity (sport, chug, etc.)
- ☐ I have not had any direct interactions with inclusion campers
- ☐ Other (please specify) _____

3. Please describe the nature of your interactions with the inclusion camper(s).

4. We are interested in perceptions of the inclusion program within the camp community. Please describe, to the best of your understanding, what the activities of the inclusion program are.

5. For the camper(s) you have worked with, how effective do you believe the inclusion program has been at addressing the following goals?

a. Creating new friendships with peers

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
-------------------------	-----------------------	-------------------------	----------------------	--------------------

b. Developing existing friendships with peers

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
-------------------------	-----------------------	-------------------------	----------------------	--------------------

c. Increasing Hebrew vocabulary

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
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d. Building Jewish knowledge, skills and abilities (e.g. prayers, rituals)

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
-------------------------	-----------------------	-------------------------	----------------------	--------------------

e. Increasing independence in personal hygiene (e.g. grooming, maintaining a clean personal area, toileting)

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
-------------------------	-----------------------	-------------------------	----------------------	--------------------

f. Improving social awareness

Not at all effective	Slightly effective	Moderately effective	Largely effective	Fully effective
-------------------------	-----------------------	-------------------------	----------------------	--------------------

6. What have you observed to be the greatest successes of the inclusion program? In what ways have you seen campers in the program benefit the most?

7. In what areas, if any, have you observed the inclusion program failing to meet the needs of inclusion campers?

8. In what ways, if any, have you observed the inclusion program having a positive effect on other (non-inclusion) campers in camp?

9. In what ways, if any, have you observed the inclusion program having a negative effect on the other (non-inclusion) campers in camp?

10. Based on your observations this summer, please describe the attitude(s) that you observed the non-inclusion campers taking towards the inclusion campers.

11. In what ways have you personally derived benefit from your involvement in the inclusion program?

12. What effect did your involvement with the inclusion program have on the stress associated with your role at camp?

Much more relaxing	Slightly more relaxing	No difference	Slightly more stressful	Much more stressful
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13. What effect did your involvement with the inclusion program have on the degree to which you found your job at camp to be rewarding and fulfilling?

Much less rewarding	Slightly less rewarding	No difference	Slightly more rewarding	Much more rewarding
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14. Did you feel that you were given sufficient information about the inclusion camper(s) you worked with prior to the camp program beginning? What other information might you have wanted?

15. In what ways, if any, were you supported in your work with inclusion camper(s)? Who provided the support?

16. Did you feel you were given adequate support from inclusion program staff in your work with the inclusion camper(s)? What additional support might you have wanted?

17. What other feedback would you like to share regarding your experience with the inclusion program?

APPENDIX B

PROGRAM INSTRUMENTATION

INCLUSION COUNSELOR TRAINING

June 20, 2010

AGENDA

- ✓ What is a label?
- ✓ Getting to know the Inclusion staff
- ✓ Introduction by Special Needs Program (SNP) Director
- ✓ How do we use our and our camper's strengths and needs?
- ✓ What is success?
- ✓ What does it mean to be part of the SNP community?
- ✓ What are some challenges that we as counselors might experience?
- ✓ How can we use rewards?
- ✓ When you've reached your limit, what to do? How do you know you've reached your limit?
- ✓ What should our expectations for the summer be?

What is a label? (20 minutes)

- Label game: each person has a ridiculous label on their shirt, they don't know what the label says. Everyone has to treat everyone exactly as their label says.
 1. Shout everything at me
 2. Ask me if I need to go to the bathroom
 3. Stand with 2 inches of my face
 4. Start conversation: Do you like horses?
 5. Only talk to me about sports
 6. Ask me why I'm sitting by myself
 7. Ask me a question, but don't listen to the answer.
 8. Ask me how I'm feeling
 9. When talking to me, always touch my shoulder
 10. Speak to me in a high pitched voice (fake sing-song)
 11. Whisper everything to me
 12. If I try to talk to you, say "I'm too busy right now"
 13. Grab my chin and say "don't get distracted"
 14. Ask me if I'm having fun?
 15. Grab my hands and say "careful don't fall"
 16. Ask me if need help in the bathroom.
 17. Talk to me really slowly.
- Why did you treat the person like their label said?
- What do labels do to campers / children? You didn't know what your label was, how can we generalize that to our campers?
- How can we change the way labels are used at camp?

Ice Breaker (10 minutes)

- Name
- 1 strength
- 1 weakness
- 1 need to assist in turning that weakness around
- Favorite thing from Dunkin Donuts /Rondeau's

SNP DIRECTOR CAN TALK FOR 10 MINUTES...STARTING NOW ☺

Why do you think we asked for your strengths and your needs? (10 minutes)

- We need to focus on what are our camper's STRENGTHS (everyone has strengths!!!)
- We need to focus on what are our camper's need from us as staff
- We always need to be asking, what our campers need from us. Our job as inclusion counselors are to support our campers in ways that are useful for them, in ways that help them succeed in the Ramah environment

What is success? (10 minutes)

- Think about a time when someone praised you for doing something that you didn't necessarily realize was that "big a deal." How did those person's words change your perception of your actions?
- It made you feel successful
- We need to realize the successes of our campers, and make them aware of even the smallest achievements.
- When a camper performs an action (good, bad, etc) there are 3 responses: positive praise, negative praise and no praise.
- Now I want you to think of a time when you did something to get someone's attention. Why did you perform THAT action? Was the person's response what you wanted?
- Children in general, but especially with disabilities, thrive on attention. We need to provide them with positive attention as often as possible. This way, when they perform an action we do not approve of, we simply provide them with NO attention. The lack of attention will (hopefully) make them want to do something to elicit your attention, something "good" to elicit positive attention.

What does it mean to be part of the SNP community? (5 minutes)

- Think of a story that is often told in your family, that, should it be shared with outside people, would become embarrassing. The typical example is naked baby pictures – cute and funny when it's family looking at it, but when it's someone else, it becomes hurtful.
- SNP is a family. Who's in the SNP family? People who work directly and intimately with the camper. Other people, don't need to know or hear about the camper's stories, both good and bad.
- Confidentiality – it's important that only people intimately involved with the camper who need to know about the camper, hear stories about them. While

the stories may seem funny or “not that big a deal” know that for someone who doesn’t know the camper well, that is the only viewpoint from which they see the camper. Whenever you interact with the camper, they will be thinking about your story.

- Who is appropriate for you can turn to deal with your frustrations
- When to laugh, who to laugh with

What are some challenges that we counselors might experience? (10 minutes)

- Veterans – share some challenges from last summer!
- Newbies – do you have anything to add? Any apprehensions?
- Possible products of brainstorming:
 - Temper tantrums
 - Refusal to go to activities
 - Homesickness
 - Masturbation / sexual urges / interest in opposite sex
 - Physical violence
 - Attention seeking behaviors (I know it’s vague...)
 - Exhaustion
 - Obsessions (with seemingly insignificant items)
 - Becoming very quiet / not attention seeking
 - Peer frustration

How can we use rewards? (10 minutes)

- Don’t make rewards the focus of the day. Don’t over-do; pick your “battles.”
- You cannot offer a reward and not follow through
- Once you have offered a reward, given certain stipulations, you CANNOT change the stipulations or campers will no longer trust you
- You can make “roadblocks” to achieve the reward, it doesn’t have to be easy! BUT if you think they need to achieve a reward in order to feel successful and to jumpstart good behavior, that is also fine.
- Long term rewards versus short term rewards
- Make sure that the entire day to be set up around “extrinsic” motivation: make sure to encourage “intrinsic” motivation. You can talk this through.
- The best reward can be positive praise – make sure the camper knows they did something well. Be as specific as possible (ie not “good job” but “good job getting dressed fast”)

When you’ve reached you’re limit, what to do? How do you know you’ve reached your limit? (10 minutes)

- Veterans – share with us some ways in which you take a break
- Newbies – anything to add?
- Not overreacting
- Being sarcastic
- Laughing – when and with whom?
- Take a break. Ask your co counselors, live ins, or us

- Please don't let a problem fester for days, talk with someone in an appropriate and timely manner
- How to contact us






What should our expectations for the summer be? (10 minutes)


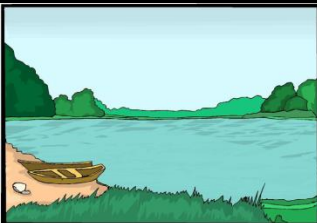




- Brainstorming 60 seconds – one word to describe camp GO!
- All campers are only sent home for a certain number of things: stealing, inappropriate sexual behaviors, drinking, drugs, behavior problems are NOT on this list, your camper will not be sent for being who they are
- Amazingness of the inclusion program – having a full and rich camp experience (all campers, inclusion camper, counselors)
- If you see someone, anyone's full and rich camp experience being jeopardized talk to us so we can problem solve!

APPENDIX C

SAMPLE PROGRAM SCHEDULE AS MODIFIED FOR USE BY A SCIP CAMPER

MOLLY'S SCHEDULE, 2010

7:45 am	Prayers	
8:30 am	Breakfast (healthy choices!)	
9:15 am	Nikayon (cleaning)	
10:00 am	Yahadut (Jewish learning)	
11:00 am	Shira / Rikud (Singing and Dancing)	
12:00 pm	Chug choices (elective)	
1:00 pm	Lunch (healthy choices!)	

1:45 pm	Rest time with my friends in Bunk 83	
2:45 pm	Agam (swimming)	
3:45 pm	Avodah (Work)	
4:45 pm	Chug (elective)	
5:45 pm	B'chirot – Choice time!	 
6:30 pm	Dinner (healthy choices!)	
7:15 pm	Peulat Erev (evening activity)	83
8:00 pm	Get ready for bed	