

A CONTENT ANALYSIS STUDY OF THE CAMP KOINONIA PROJECT
STUDENT EVALUATION PAPERS - 1979-1983

by

Marcela Espinosa

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APPROVED:

G. A. Hayes, Chairman

K. J. Redican

C. R. Baffi

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CHAPTER I
INTRODUCTION

Since 1977, May has become a very special month for a select group of Virginia Polytechnic Institute and State University students in Blacksburg, Virginia. During spring quarter, approximately 125 students enroll for a class which deals with camping and the multi-handicapped. Throughout the quarter, students work intensely to conduct a residential camping program for approximately 75 multi-handicapped residents from Lynchburg Training School and Hospital, ranging in age from 8 to 80. This program takes place at Camp Easter Seal in Fincastle, Virginia, during the third week in May.

During the first year of the program, a contest was held to come up with a special name for this camp. The contest was conducted among the staff and campers. The winning entry - Koinonia - was submitted by a counselor. The word Koinonia means "caring community" in Greek. Since then, the class project has become Camp Koinonia. This special name seems to embody the purpose and concept of the camp program.

Camp Koinonia was started in 1977 by the Recreation Program Area and included faculty from Therapeutic Recreation, Psychology, Special Education and Nutrition. The Easter Seal Society of Virginia has been renting their camping facility to the camp program. The students pay approximately \$25 each, which covers their room and board for the week at camp. The Lynchburg Training School and Hospital agreed to provide the residents needed for the camp program. The residents pay about \$100 each for the camp program. The training center provides the

transportation to and from Camp Easter Seal and the nursing staff for the week at camp. The Lynchburg training center houses about 2,000 residents ranging from infants to elderly, exhibiting all levels of functioning. In essence, Camp Koinonia has developed as a result of total community involvement and acceptance and a true interdisciplinary effort with the university community.

Students are selected to take on the challenging roles of program director, head counselor, counselor, and activity staff based upon interest and background experience. The students range from freshmen to graduate students and are responsible for the planning and implementation of the entire camp program. They act as the camp staff, 24 hours a day, for 7 days.

The basic criteria for selection of campers for Camp Koinonia were decided upon by the university faculty along with the recreation staff, nursing staff, and social services staff at Lynchburg Training School and Hospital. There are three basic criteria: 1) Individuals must be multi-handicapped with the primary disabling condition being mental retardation. 2) Individuals have little or no opportunity to participate in other organized camping programs. 3) Individuals must not exhibit severe behavioral problems and be able to experience the difference between the camp environment and the institution.

There are both male and female campers between the ages of 8 to 80 years. The majority of the campers fall in the category of lower functioning and approximately 60% are non-ambulatory. The most common disabling conditions along with mental retardation include cerebral palsy, deaf and blind, blindness, deafness, and autism.

Camp Koinonia exists for two main reasons: 1) to provide students with the opportunity to learn about and work with multi-handicapped individuals, and 2) to provide the campers with the opportunity to enjoy the experience of a camping environment. These goals complement each other as both campers and students learn from and have fun with each other. Cooperating, caring, sharing and understanding are all underscored by participation in the camp program.

Purpose of Study

The purpose of the present study was to conduct a content analysis on the Camp Koinonia student evaluation papers for the 1979-1983 period.

Rationale

There was a need for a study of Camp Koinonia in order to determine the strengths as well as the weaknesses, both in the preparation leading up to the camp program and the implementation of the actual program. This need was seen by this investigator due to her involvement with Camp Koinonia as an active participant for the past four years. There are not many opportunities for handicapped individuals to attend a specialized camp which is suited to their needs. Buchan (1975) found out that 7.6 million children attended summer camps each year and that only a small number of handicapped children had the opportunity to attend. She performed a survey of camps in California and found that most of the camps were not serving the handicapped. Austin and Lewko

(1979) found that serving as a staff member with handicapped children in a natural camp environment positively affected the staff member's attitude toward the handicapped. This is one of the main reasons for Camp Koinonia--so that students may gain a more positive attitude toward the handicapped following direct association with the handicapped.

Since the students were actively involved in the planning and implementation of Camp Koinonia, it was important to analyze their written evaluations of their camp experience. Content analysis is an excellent method for analyzing written communication and was the method of analysis used in the present study.

Definition of Terms

In the present study, the term "multi-handicapped" was used to mean an individual who manifests several different disabilities simultaneously, e.g., mental retardation, cerebral palsy, deafness, and blindness.

For the purpose of the present study, "content analysis" was used to mean a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inference.

Research Questions

The research questions for the present study were the following:

1. What changes are recommended by the students to improve the quality of instruction for the Tuesday night class?

2. What changes are recommended by the students to improve the organization and conduct of the camp program?
3. What are the roles and responsibilities at camp?
4. What was the most memorable experience while at camp?

Summary

Camp Koinonia is an important program to the multi-handicapped residents from Lynchburg Training School and Hospital and to the students at Virginia Polytechnic Institute and State University. Since the beginning of the program in 1977, Dr. Gene A. Hayes, Associate Professor of Recreation at Virginia Tech, who has been the major driving force behind Camp Koinonia, and the program directors have tried to improve the camp program. There has never been a major study of Camp Koinonia done. The present study was conducted in order to examine the strong aspects and weak aspects of Camp Koinonia from the students' perspective.

CHAPTER II

REVIEW OF LITERATURE

Therapeutic camping may be viewed as a recreation experience which involves living outdoors in a close relationship with nature and which lends itself as an agent capable of healing. A therapeutic camp has much to offer the handicapped individual. Counselors have the chance to offer guidance and support during the course of natural activity and play. Living together in a camp setting offers a new kind of family with caring staff and peers having a great impact on the handicapped individual. The natural environment creates a relaxed and non-threatening atmosphere. Creativity and self-expression can be encouraged in an adventuresome, natural environment.

Just as important as the rehabilitative aspect of camping, there has been a growing recognition that the handicapped individuals in our society are entitled to the same leisure opportunities as are the non-handicapped. Regardless of how many camping facilities and resources are available, they are useless to handicapped individuals if they are inaccessible to them.

Subject Related

Vinton et al. (1978) recorded 1861 as the date when organized camping began, and 1888 as the date when camping for the handicapped first took place. The first camp programs stressed treatment and therapy. However, this is not the case today. Most camp programs stress the recreational rewards of the experience, believing that the

therapeutic benefits are inherent in the experience itself.

Hayes and Crain (1979) described one of the activities at Camp Koinonia--music and movement. The multi-handicapped were involved in:

- 1) movement activities that used a musical background for stimulation,
- 2) music activities that employed movement for self-expression, and
- 3) activities that employed both music and movement for play and fun purposes.

Other activities at Camp Koinonia include canoeing, horseback riding, outdoor education, swimming, arts and crafts, sports and games, and special events. In 1981, music and movement became two separate activities.

With the support of the Kennedy Foundation, a unique camping experience, the "companion model" was devised at Happy Acres, Quincy, Massachusetts. Burnes (1966) described the learning mode at this type of camp as being geared toward having counselees copy the lifestyles of counselor peers as a way of developing self-help potentials. This author found that a short-range companion relationship experience could account for major differences in observed behavior of the retarded population, as far as social responsivity and initiative of the campers was concerned.

Baer and Stanley (1969) reported on a 4-day camping project for 15 TMR (trainable mentally retarded) students from the Rockland County School for TMR children. It was found that there was a marked advancement in the areas of communication, language development, and speech as a result of the camping project.

It seems that the natural camping environment is very conducive to learning for the mentally retarded population. It is a non-threatening and relaxed atmosphere which seems to help tremendously in the learning process. They are able to express themselves more creatively than they ever have before.

With the aid of parents, Payne (1965) observed changes in physical and social adjustment of physically handicapped children after a 2-week camping program. This investigator found that positive changes occurred in both physical and social areas. The degree of change resulted from the 12 days of camping. Older campers showed a faster rate of change and repeated camp experiences brought on a greater rate of change up to 5 years.

Not all camping programs produce a positive experience for the handicapped camper. Stein (1963) studied the effects of camping on the interests, activities, and self-acceptance of physically handicapped adults. This author found that there was no change in self-acceptance and that there was a small carry-over of camp activities to the home environment. Also, no change in the patterns of interest was found and no change in social participation resulted from the camping experience.

The results of this study illustrate the exception rather than the rule with therapeutic camping. The benefits of camping are related to the type of program offered and the quality of the staff. Also, it seems to be more difficult for adults to change, with or without handicaps, because they tend to be more set in their ways.

There have been some attempts to integrate the handicapped with the non-handicapped. Hayes (1969) found that the mentally retarded were capable of functioning and interacting with the non-retarded in a camp setting. The findings indicated the least amount of cooperation and interaction occurred in the mixed group--retarded and non-retarded. The children in the institutional group were involved in the greatest number of self-initiated activity and the campers in the community group the least number. The children in the non-retarded group showed the least number of nonactivity periods. When more emphasis was placed on functioning physically and socially, as in this study, it was observed repeatedly that retarded individuals were able to function in a capable manner with the non-retarded.

Sexter (1972) found that EMR (educable mentally retarded) children adjust the same in integrated and segregated camp programs. It was also found that the attitudes of "normal" campers and staff undergo a positive change after an integrated camp experience. Similar findings were reported by Anthony (1973).

An interesting finding about the staff was made by Dibner (1973). In an integrated camp, counselors who dealt mainly with normal children showed improved attitudes toward handicapped individuals, while counselors who were assigned to handicapped campers showed less positive attitudes at the end of the camping period. This is probably due to the fact that it is more challenging to be a counselor for a handicapped camper. Also, the counselors working with normal campers were able to interact with the handicapped campers but not in an intense or personal

manner.

Therapeutic camping has also proved to be beneficial for the mentally ill. McFarland et al. (1974) described a camping situation whereby the patients were encouraged to be active participants in the planning and implementation of a camping trip. It was found that staff members behaved differently, interacting more with the patients as people. Unrealized potentials were recognized when the staff members allowed the patients to have freedom and encouraged independence.

Again, the non-threatening and relaxing atmosphere of the camp setting seems to have a positive influence on the staff and the patients. This special setting brings out hidden potentials, both in the staff and the campers.

Tuttle et al. (1975) did a study describing the use of a camping trip in the mountains as a therapeutic tool to increase social interaction of 25 mentally ill patients. These investigators found that peer ratings indicated that patients increased in all aspects of social interaction except for asking for help. Staff ratings indicated an overall increase in social interaction.

Staff from 4 of Maryland's state mental institutions organized a residential camping program to help develop the patients' self-awareness and their decision-making potentials. Barker and Weisman (1966) found that a sizeable number of patients were motivated to leave the hospital and to regain a foothold in the community. Of the 91 patients who completed a 2-week camping program, 41 were able to leave the hospital within 3 months and of these, all but 2 have remained as functioning members of their community, one year after the camping.

The natural environment is a refreshing experience for institutionalized individuals. They will learn more about themselves in a camping experience than they ever will in an institution.

Therapeutic camping has also proved to be beneficial for behaviorally disordered children. Rawson (1978) reported on a short-term intensive camping program for elementary school-aged children with behavioral problems. It was found that a highly significant gain in self-concept took place, as far as perceived likeability, positive regard toward peers, and positive regard for their own academic and social potential. On the average, campers gained the equivalent of 3 regular school months in mathematical abilities and almost 6 months regular school time in reading abilities. The younger the camper, the greater the improvement.

Richard and Kennon (1969) described a therapeutic camp for emotionally disturbed children which utilized a problem-solving procedure whereby campers and counselors attempted to solve problems which occurred in daily living experiences. The group was not allowed to participate in scheduled activities until a reasonable solution to the problem was proposed and accepted by the group. The counselors took a very active part in identifying the problem and asking questions to encourage the participation of campers.

This problem-solving procedure is an excellent way of teaching behaviorally disordered children how to deal with everyday problems in a positive manner. They can learn to better control their environment without engaging in behavioral outbursts.

A specialized summer camp program for emotionally troubled boys was described by Richard and Dinoff (1967). Counseling sessions were held with the parents, and follow-up reports were sent to referring agencies in an effort to promote the transfer of adaptive camp behavior to the home environment. Out of 11 campers, 10 were reported much improved and 1 was reported unchanged in terms of overall behavior with family members. In overall behavior with peers, 9 were reported much improved and 2 were unchanged. These authors concluded that the majority of the parents were pleased with the progress their sons made through the camping experience.

Long-term permanent behavior change relies on factors outside the control of the camping staff and program, such as the interactions between parent and child, and teacher and child. It is imperative that the camping program make an attempt through interviews, written recommendations, or training sessions to alter the child's home and school environment in significant ways after leaving the camping program.

Therapeutic camping, by its advantage of separating the child from the home environment, offers great advantages for identification with adequate adult models and enhancement of self-concept. Children enjoy camp life and activities, thereby allowing therapy to be conducted in an atmosphere where their motivation toward participation is at a high level.

Herr (1975) found that a one week camping experience can have a positive effect on counselors' perceptions of the emotionally disturbed (ED). It seemed that the combination of course work relating to the

ED and direct work with the ED is the important factor in helping students acquire a stable and realistic perception of the ED. This is exactly the case with Camp Koinonia. The combination of course work relating to the multi-handicapped with direct experience in working with the multi-handicapped, helps the students to acquire a better and more realistic understanding of these special individuals.

Methodology Related

Content analysis refers to a group of techniques designed to determine certain specified characteristics of either written or oral communication. These concerns involve characteristics of verbal material which are meaningful in terms of the particular objectives of a research study. The basic contribution of content analysis is that it makes public the bases on which an investigator makes inferences about the significance of a body of communication.

Content analysis is used most frequently to describe the attributes of messages, without reference to either the intentions of the sender or the effect of the message upon those to whom it is directed. Much of the research has addressed itself to some variety of the "what?" question; testing hypothesis about such matters as focus of attention, trends in communication, or cross-media differences.

One application of content analysis is to compare messages over time, from which the investigator may draw inferences about secular trends. This is one of the most frequently used forms of content analysis and will be the one used in the present study. Unfortunately, no literature was found on camping and content analysis. The following

literature will discuss other uses of content analysis.

Auld and Murray (1955) attempted to review the considerable body of literature on content analysis of recorded psychotherapy interviews. These investigators found that the content analysis systems developed were not adequate to the task of marking out the main variables in therapy. It was also found that content systems were inevitably criticized for what they left out. It was the opinion of these investigators that it was unfair to expect any single content analysis system to describe all of this complex situation and that it would be a fairer appraisal of content analysis systems if we expected each system to deal with only a part of this complexity.

An analysis of the personality characteristics of persons who commit suicide was performed by Gottschalk and Gleser (1960). Each word in the notes was categorized according to a grammatical system and a psychological system. The grammatical categories scored included adjectives, adverbs, prepositions, and verbs. The psychological categories were intended to delineate the emotive, cognitive, perceptive, and motor processes conveyed by words. The authors found that genuine notes can be distinguished from false suicide notes in their relatively high percent of references to other people and things.

As can be seen, interesting observations can be made through the use of content analysis. The content of written communication can yield useful information when properly analyzed.

Janowitz (1976) found that content analysis of the mass media supplied the policy maker with indicators of the demands and strategies

of social groups--community, regional, and national--as they sought solutions to pressing problems. According to this investigator, content analysis is therefore less a device for mass manipulation and more a mechanism for insuring effective advocacy and for strengthening the process of democracy.

The newspaper has been a rich source for content analysis studies. In 1961 (no author given) a content analysis of trends in Sunday comics between 1900 and 1959 was made. It was found that humor strips between the 1955 and 1959 period accounted for just over 55% of all strips whereas in earlier years over 90% were so classified. There were 2 major changes in the use of characters in comic strips: 1) a general decline over the 60 year period in the use of animals as major characters, and 2) a decline in the use of children as central characters.

Another study utilizing newspapers was done by Albig (1938). This investigator studied the program content of 9 American and 1 English broadcasting station from 1925-1935. Sources were newspaper listings of programs, the classifications were according to the dominant characteristics of the program, the unit of record was the time devoted to a given program and the results were worked out in percentages of total time. Results failed to expose the important qualitative changes within the program types. This study did make astute observations and provide suggestions as to problems to be examined in an organized way.

Even though there are times, as was the case with the above study,

when content analysis leaves out important variables that show qualitative changes, and at times is not a very organized method of analysis, it is extremely useful in bringing out problems that can be looked at with other, more organized and standardized methods of analysis.

Kassarjian (1977) found that content analysis does open new avenues for consumer research, ranging from studies on the themes and appeals found in mass media to studies of deception in advertising. According to this investigator, content analysis can be most useful whenever documentary evidence is available.

A content analysis study on sex role portrayals in advertising was described by Lundstrom and Sciglimpaglia (1977). It was found that women generally held more critical attitudes toward sexual role portrayals than did men. These women appeared to be influential, young, and better educated who had rejected the values and stereotypes of the more traditional role of the woman's place in society.

Janis et al. (1943) discussed the problem of reliability in content analysis. These investigators found a content analysis technique that proved to be reliable--term analysis. This technique consists of counting the number of physical occurrences of a given symbol or term. A demonstration of the reliability of this technique is not required, if the rules are fully defined, because the operation of counting these physical entities involves simple perceptual discriminations.

A procedure for analyzing coding reliability--the random-systematic-

error coefficient (RSE)--was described by Funkhouser and Parker (1968). This procedure may be useful in determining the nature and source of disagreement in coding operations where it is feasible to have 2 coders code the same set of responses. According to these investigators, it improves on the administrator's intuition in maintaining the reliability of a coding operation.

Exline and Long (1965) described a method in which a psychological scaling technique was applied to the analysis of written message contents in order to improve the reliability of measurement. It was found that with untrained coders, the logical scale is clearly deficient, whereas the empirical scale exhibited adequate reliability. The empirical scale has a larger number of categories and there is a greater concreteness of the standards which it provides the coders.

As has been shown, there are ways of improving the problem of reliability in content analysis studies. It requires the careful selection of appropriate research designs. The proper training of coders is important when studies use more than one coder.

Another important aspect of content analysis is the problem of validity. Stewart (1943) analyzed more than 4,000 articles appearing on the first 3 pages of 10 Negro weekly newspapers. The general purpose was to determine what this sample of the Negro press was presenting to its readers as news about the relations between America's 12 million Negroes and the rest of the country. The most important finding was that stories reporting discontent and deprivation were stressed more in terms of prominence than their frequency suggested.

It is this investigator's opinion that this case makes clear the invalidity of reliance on frequency data for analysis of physical importance.

Kracauer (1952) reported on the challenge of qualitative content analysis. This investigator felt that one-sided reliance on quantitative content analysis could lead to a neglect of qualitative explorations, thus reducing the accuracy of analysis. But, it was found that in the case of categories which do invite frequency counts, there is no real difference between the qualitative and quantitative approaches. The categories in the present study do invite frequency counts, therefore a quantitative content analysis is appropriate.

The case for designing content analysis to yield numerical data is a powerful one according to Holsti (1969). Foremost among the arguments was the degree of precision with which one's conclusions could be stated. Descriptions such as "45%" or "27 times out of a possible 30" conveyed information more precisely than statements such as "less than half" or "almost always". A further advantage of quantification was that statistical methods provided a powerful set of tools not only for a precise summary of findings, but also for improving the quality of interpretation and inference.

But quantification has still been heavily criticized. The content analyst should try and use both qualitative and quantitative methods of analysis to supplement each other. By moving back and forth between these approaches, the investigator will most likely gain more insight into the meaning of the data.

Recently, computer programs for content analysis have been developed, which have almost gotten rid of the problems of reliability and validity. Dunphy et al. (1965) described a computer system--the General Inquirer--which consists of 3 elements: 1) a social science dictionary--comprised of entry words and their definitions, 2) the verbal data to be analyzed, and 3) the programs--to perform the content analysis, to tabulate the results, and to provide further investigation of the findings. The Inquirer programs reflect an evolution of experience and continued improvement in analysis strategy, layout, and operating efficiency.

Summary

There is no generally accepted reason why therapeutic camping programs are successful in bringing about behavior changes. Camping and other outdoor education programs are helping many delinquents, mentally retarded, emotionally disturbed, mentally ill, and physically handicapped individuals of all ages toward readjustment and rehabilitation. Nature, along with skilled leadership, is helping special populations to change their attitudes about themselves and about their place in society.

A few problems in therapeutic camping may be identified. Oftentimes, individuals with low incomes are unable to afford going to camp. Also, the necessity to return individuals to their same environment has been noted as a problem by some camp staff. Lastly, there still are not enough therapeutic camp programs offered to special populations.

More recently, information on camping for special populations has

become available through professional journals. There was an evident lack of research on camping and special populations, especially the multi-handicapped.

The most valuable use of studies of content analysis in communication is in noting trends and changes in content. Systems of classification may be inadequate and non-standardized, but nevertheless if a system is used consistently over a period of time, valuable facts may appear.

The present study dealt only with the recommendations that were given by the students to improve the class structure and the camp program. It was meant to be a simple inventory-type content analysis study. Other aspects of the camp program such as the specific activities, the different staff positions and their responsibilities, or the campers, may be looked at in future studies.

CHAPTER III

METHODOLOGY

The data for the present study was analyzed by the method of content analysis. Four of the six questions in the student evaluation reports were examined with a specific focus on the two questions which dealt with the changes recommended to improve the class structure and the camp program. A simple inventory-type content analysis was utilized.

The categories for coding the content data were the four research questions out of the student evaluation reports. These are presented later in this chapter. The units to be coded or recording units-- specific segments of content that are characterized by placing them in a given category-- were single words and phrases that appeared in the data as recommendations, or as answers to the questions. The system of enumeration (measurement) for the present study was the relative frequencies of the various words or phrases that are identified. A single unit and system of enumeration was used; the frequency of each word or phrase was recorded, and these scores served as the basis for reporting the results. Two things were being assumed: 1) the frequency with which a single word or phrase appeared in the data was a valid indicator of concern, focus of attention, and intensity, and 2) each unit of content-- word or phrase-- was given equal weight, allowing aggregation or direct comparison.

Subjects

The present study utilized 625 university students that took part in the "Camping with the Multi-Handicapped" class, as the sample for study. Academic levels ranged from freshmen to graduate students, and the subjects ranged in age from 18 to 30 years. More than 42 different majors were identified, ranging from recreation and psychology to aerospace engineering and physics. Some students participated as many as 4 and 5 times in the camping program, with the majority of subjects having gone 2 times. The students' recommendations to improve the class instruction and the organization and conduct of the camp program.

Instrument

The Camp Koinonia student evaluation papers 1979-1983 were analyzed in order to answer the research questions of the present study. All students had to answer 6 questions in their evaluation paper at the end of the class. Only 4 out of the six questions were analyzed. Questions I and III in the student evaluation report form were omitted from the analysis because they did not provide answers to the research questions. (See Appendix I). The questions were straightforward and easy to understand and they provided an accessible data set.

Categories

The categories for coding the content data for the present study were the following:

- 1) Changes recommended by the students to improve the quality of

instruction for the Tuesday night class.

- 2) Changes recommended by the students to improve the organization and conduct of the camp program.
- 3) The students' roles and responsibilities at camp.
- 4) The students' most memorable experience while at camp.

As can be viewed, the categories are the research questions for the present study. The student evaluation papers are sub-divided according to each evaluation question which made the coding of the data a simple procedure. This avoided any confusion in determining which recording units went into which category.

Procedure

The procedure for the present study was as follows:

- 1) Each year, 1979-1983, was looked at individually.
- 2) A frequency tally was performed on the 4 categories for the 1979 student evaluation papers. (See Appendix II)
- 3) A frequency tally was performed on the 4 categories for the 1980 student evaluation papers.
- 4) A frequency tally was performed on the 4 categories for the 1981 student evaluation papers.
- 5) A frequency tally was performed on the 4 categories for the 1982 student evaluation papers.
- 6) A frequency tally was performed on the 4 categories for the 1983 student evaluation papers.
- 7) The context in which these single words or phrases appeared was examined. This was done by looking at the sentences and paragraphs

containing the single words or phrases in order to better determine the intensity and the meaning of the words. For example, if two students recommend that the class should go to Lynchburg Training School to meet the residents before going to camp, and one of these students strongly recommends this, this was counted as a separate recording unit.

- 8) A comparison was made across the 1979-1983 period to see if there were any significant trends. (See Appendix III).
- 9) A cross-tabulation was made between counselors and activity staff to find the differences and similarities in the recommendations given. (See Appendix IV).
- 10) A cross-tabulation was made between head counselors and counselors to find the differences and similarities in the recommendations given.
- 11) A cross-tabulation was made between head counselors and activity staff to find the differences and similarities in the recommendations given.
- 12) A cross-tabulation was made between males and females to find the differences and similarities in the recommendations given.

Opportunities for improving reliability are generally limited to improving coders, categories, or both. A panel of judges consisting of two faculty staff in the college of education and three graduate students in therapeutic recreation attended a training session for coding the data in order to test for reliability. A sample of the data was coded by each judge in order to determine the level of

agreement and which categories, if any, required further clarification.

Content validity is the most common form of validity used in content analysis studies which are mainly descriptive as was the present study. Content analysis has been used most frequently for research problems in which the question can be answered directly from a description of the attributes of the content data. In such studies, the investigator is freed in large part from problems of validity, except to the extent that validity is related to sampling and reliability. The content data serve as a direct answer to the research questions as is the case with the present study.

Summary

As can be seen, the categories for the present study were simple and straightforward, thereby eliminating to some extent the problem of reliability and validity usually encountered in content analysis studies. The contribution of the present study was the recommendations given by the students to improve the class structure and the camp program. The findings presented other problems that need to be investigated in future studies.

CHAPTER IV
PRESENTATION OF FINDINGS

Introduction

In the present study, 625 student evaluation report papers were analyzed by the method of content analysis to answer the four research questions: 1) What changes are recommended by the students to improve the quality of instruction for the Tuesday night class? 2) What changes are recommended by the students to improve the organization and conduct of the camp program? 3) What are the roles and responsibilities at camp? and 4) What was the most memorable experience while at camp?. The frequency tallies will be presented first, followed by the interesting findings across time and cross-tabulations respectively. Due to the large number of recording units found in the frequency tallies, those given by less than 10% of the class will not be presented in this chapter. (See Appendix II)

Frequency Tallies - 1979 (N=125)

There were 14 major recommendations given for Category I - To Improve the Quality of Instruction in the Tuesday Night Class: 1) more information pertaining to the camp, such as feeding techniques, lifting and carrying techniques, and toileting needs was recommended by 28.8% of the class, 2) not using a textbook for the class was recommended by 24.8% of the class, 3) getting the camper profiles before the camp to find out more about the campers by 22.4%, 4) more organization of the class as a whole by 21.6%, 5) making the class three hours long by 19.2%,

more preparation in the class for the camp experience by 16.8%, 7) have more information on camper care by 15.2%, 8) veterans should speak more about their experience by 14.4%, 9) showing the slide show before going to camp by 12.8%, 10) being able to get into the cabin groups sooner by 12.8%, 11) show more films on the different handicaps by 12%, 12) have more small group discussions about the different aspects of camp by 12%, 13) have more lectures that offer interesting topics to the students by 10.4%, and 14) being able to get more acquainted with each other by 10.4%.

Table 1A
 Recommendations to Improve the Quality of Class Instruction
 1979
 (N=125)

Recording Units	%
1. More information pertaining to camp	28.8
2. Not using a textbook in class	24.8
3. Get camper profiles before camp	22.4
4. Have more organization of the class	21.6
5. Make class three hours long	19.2
6. More preparation in class for camp	16.8
7. Have more information camper care	15.2
8. Veterans speak about experience	14.4
9. Show slide show before camp	12.8
10. Get into cabin groups sooner	12.8
11. Show more films on handicaps	12
12. Have more small group discussions	12
13. Have more interesting lectures	10.4
14. Get more acquainted in class	10.4

There were 4 major recommendations offered for Category II - To Improve the Organization and Conduct of the Camp Program: 1) having more free time during the day at camp was recommended by 22.4% of the class, 2) extending the length of the activity periods was given by 20% of the class, 3) extending the time between the activities by 14.4%, 4) have more flexibility in the camp structure by 10.4%.

Table 1B
Recommendations to Improve the Organization and
Conduct of Camp - 1979
(N=125)

Recording Units	%
1. More free time during day at camp	22.4
2. Extend length activity periods	20
3. Extend time between activities	14.4
4. More flexibility in camp structure	10.4

For Category III, 8 major recording units were given for the Roles and Responsibilities at Camp: 1) assist the counselors was recommended by 42.4% of the class, 2) provide an enjoyable experience for the campers was offered by 38.4% of the class, 3) caring for the camper was given by 36%, 4) assist the campers by 32.8%, 5) get the camper involved in all activities at camp by 22.4%, 6) teaching skills to the campers by 20.8%, 7) being a friend to the campers by 14.4%, and 8) giving encouragement to each other by 10.4%.

Table 1C
Roles and Responsibilities at Camp - 1979
(N=125)

Recording Units	%
1. Assist the counselors	42.4
2. Provide enjoyable experience	38.4
3. Caring for camper	36
4. Assist the campers	32.8
5. Get camper involved in activities	22.4
6. Teaching skills to campers	20.8
7. Being a friend to campers	14.4
8. Giving encouragement	10.4

For Category IV, 4 major recording units were given for the Most Memorable Experience at Camp: 1) saying good-bye to the campers was given by 28% of the class, 2) sharing friendship and love between campers and staff was offered by 27.2% of the class, 3) hard to pinpoint by 26.4%, 4) camper's accomplishment by 22.4%.

Table 1D
Most Memorable Experience at Camp - 1979
(N=125)

Recording Units	%
1. Saying good-bye to campers	28
2. Sharing friendship and love	27.2
3. Hard to pinpoint	26.4
4. Camper's accomplishment	22.4

Frequency Tallies - 1980 (N=125)

There were 8 major recommendations given for Category: 1) more information pertaining to the camp, such as feeding techniques, lifting and carrying techniques, and toileting needs was recommended by 22.4% of the class, 2) getting the camper profiles before the camp to find out more about the campers was given by 21.6% of the class, 3) being able to get into the cabin groups sooner by 20.8%, 4) have more information on camper care by 20.8%, 5) more preparation in the class for the camp experience by 20%, 6) being able to get more acquainted with each other by 16.8%, 7) discuss the problems encountered during previous camps by 14.4%, and 8) more organization of the class as a whole by 11.2%.

Table 2A
Recommendations to Improve the Quality of Class
Instruction - 1980
(N=125)

Recording Units	%
1. More information pertaining to camp	22.4
2. Get camper profiles before camp	21.6
3. Get into cabin groups sooner	20.8
4. Have more information camper care	20.8
5. More preparation in class for camp	20
6. Get more acquainted in class	16.8
7. Discuss problems at camp	14.4
8. Have more organization of camp	11.2

There were 11 recommendations offered for Category II: 1) having more free time during the day to relax at camp was recommended by 25.6%

of the class, 2) extending the time between the activities was given by 22.4% of the class, 3) reduce the number of daily activities at camp by 21.6% of the class, 4) have a rain schedule for activities by 19.2%, 5) have the swimming and canoeing activities follow each other by 19.2%, 6) extending the length of the activity periods by 17.6%, 7) have better communication between the staff by 15.2%, 8) have more flexibility in the camp structure by 14.4%, 9) have one camp director by 13.6%, 10) organize the activities by 12.8%, and 11) have more appropriate craft activities by 11.2%.

Table 2B
Recommendations to Improve the Organization and
Conduct of Camp - 1980
(N=125)

Recording Units	%
1. More free time during day at camp	25.6
2. Extend time between activities	22.4
3. Reduce number daily activities	21.6
4. Have rain schedule for activities	19.2
5. Swimming/canoeing follow each other	19.2
6. Extend length activity periods	17.6
7. Better communication between staff	15.2
8. More flexibility in camp structure	14.4
9. Have one camp director	13.6
10. Organize activities	12.8
11. More appropriate craft activities	11.2

For Category III, 14 major recording units were offered:

1) caring for the camper was mentioned by 32% of the class, 2) assist the counselors was given by 32% of the class, 3) assist the campers by 32%, 4) provide an enjoyable experience for the campers by 31.2%, 5) get the camper involved in all activities at camp by 28.8%, 6) concern for the safety of campers and counselors by 28%, 7) giving encouragement to each other by 19.2%, 8) have enthusiasm by 17.6%, 9) teaching skills to the campers by 17.6%, 10) interacting with the campers by 16%, 11) programming the activities by 14.4%, 12) give a guiding hand by 14.4%, 13) maintenance of activity areas by 12.8%, and 14) exercise the campers' bodies during activities by 11.2%.

Table 2C
Roles and Responsibilities at Camp - 1980
(N=125)

Recording Units	%
1. Caring for the camper	32
2. Assist the counselors	32
3. Assist the campers	32
4. Provide enjoyable experience	31.2
5. Get camper involved in activities	28.8
6. Safety of campers and counselors	28
7. Giving encouragement	19.2
8. Have enthusiasm	17.6
9. Teaching skills to campers	17.6
10. Interacting with campers	16
11. Programming activities	14.4
12. Give guiding hand	14.4
13. Maintenance activity areas	12.8
14. Exercise campers' bodies	11.2

For Category IV, 6 major recording units were offered: 1) camper's accomplishment was given by 25.6% of the class, 2) saying good-bye to the campers was supplied by 24.8% of the class, 3) sharing friendship and love between campers and staff by 22.4%, 4) hard to pinpoint by 19.2%, 5) camper expressed love by 16.8%, and 6) camper smiled by 14.4%.

Table 2D
Most Memorable Experience at Camp - 1980
(N=125)

Recording Units	%
1. Camper's accomplishment	25.6
2. Saying good-bye to campers	24.8
3. Sharing friendship and love	22.4
4. Hard to pinpoint	19.2
5. Camper expressed love	16.8
6. Camper smiled	14.4

Frequency Tallies - 1981 (N=125)

There were 11 recommendations given for Category I: 1) getting the camper profiles before the camp to find out more about the campers was offered by 25.6% of the class, 2) being able to get more acquainted with each other was recommended by 20% of the class, 3) more information pertaining to the camp, such as feeding techniques, lifting and carrying techniques, and toileting needs was recommended by 16%, 4) being able to get into the cabin groups sooner by 14.4%, 5) have more time for cabin groups during class by 14.4%, 6) veterans should speak more about their experience by 14.4%, 7) show more films on the

different handicaps by 13.6%, 8) more organization of the class as a whole by 13.6%, 9) have more information about the different staff responsibilities at camp by 13.6%, 10) discuss the problems encountered during previous camps by 12%, and 11) have more information on camper care by 12%.

Table 3A
 Recommendations to Improve the Quality of Class
 Instruction - 1981
 (N=125)

Recording Units	%
1. Get camper profiles before camp	25.6
2. Get more acquainted in class	20
3. More information pertaining to camp	16
4. Get into cabin groups sooner	14.4
5. More time for cabin groups	14.4
6. Veterans speak about experience	14.4
7. Show more films on handicaps	13.6
8. Have more organization of class	13.6
9. More information staff responsibilities	13.6
10. Discuss problems at camp	12
11. Have more information camper care	12

There were 3 major recommendations offered for Category II: 1) having more free time during the day at camp was recommended by 14.4% of the class, 2) campers should be the first priority at camp was given by 11.2%, and 3) modify the activities for the different handicaps by 8.8%.

Table 3B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1981
 (N=125)

Recording Units	%
1. More free time during day at camp	14.4
2. Campers should be first priority	11.2
3. Modify activities for handicaps	8.8

For Category III, 12 recording units were given: 1) caring for the camper was offered by 44.8% of the class, 2) assist the counselors was given by 42.4% of the class. 3) assist the campers by 41.6% of the class, 4) Provide an enjoyable experience for the campers by 31.2%, 5) get the camper involved in all activities at camp by 26.4%, 6) giving encouragement to each other by 14.4%, 7) give a guiding hand by 13.6%, 8) have enthusiasm by 13.6%, 9) provide a learning experience for the campers by 12.8%, 10) programming the activities by 12.8%, 11) concern for the safety of campers and counselors by 11.2%, and 12) being a friend to the campers by 10.4%.

Table 3C
 Roles and Responsibilities at Camp - 1981
 (N=125)

Recording Units	%
1. Caring for Camper	44.8
2. Assist the counselors	42.4
3. Assist the campers	41.6
4. Provide enjoyable experience	31.2
5. Get camper involved in activities	26.4
6. Giving encouragement	14.4
7. Give guiding hand	13.6
8. Have enthusiasm	13.6
9. Provide learning experience	12.8
10. Programming activities	12.8
11. Safety of campers and counselors	11.2
12. Being a friend to campers	10.4

For Category IV, 5 recording units were given: 1) camper's accomplishment was mentioned by 30.4% of the class, 2) saying good-bye to the campers was given by 24.8% of the class, 3) sharing friendship and love between campers and staff by 24%, 4) hard to pinpoint by 17.6%, and 5) camper expressed love by 15.2%.

Table 3D
Most Memorable Experience at Camp - 1981
(N=125)

Recording Units	%
1. Camper's accomplishment	30.4
2. Saying good-bye to campers	24.8
3. Sharing friendship and love	24
4. Hard to pinpoint	17.6
5. Camper expressed love	15.2

Frequency Tallies - 1982 (N=125)

There were 10 recommendations given for Category I: 1) have more hands-on experience in the class was recommended by 35.2% of the class, 2) have more information about the different staff responsibilities at camp was offered by 27.2% of the class, 3) getting the camper profiles before the camp to find out more about the campers by 24%, 4) more information pertaining to the camp, such as feeding techniques, lifting and carrying techniques, and toileting needs by 21.6%, 5) put less emphasis on songs during the class by 16.8%, 6) being able to get more acquainted with each other by 16.8%, 7) have a trip to Lynchburg Training School by 15.2%, 8) more organization of the class as a whole by 12.8%, 9) have more information on camper care by 11.2%, and 10) have more time for cabin groups during class by 10.4%.

Table 4A
 Recommendations to Improve the Quality of
 Class Instruction - 1982
 (N=125)

Recording Units	%
1. More hands-on experience	35.2
2. More information staff responsibilities	27.2
3. Get camper profiles before camp	24
4. More information pertaining to camp	21.6
5. Less emphasis on songs	16.8
6. Get more acquainted in class	16.8
7. Trip to Lynchburg	15.2
8. Have more organization of class	12.8
9. Have more information camper care	12
10. More time for cabin groups	10.4

There were 4 major recommendations given for Category II:
 1) having a Tuesday night staff meeting to discuss problems and concerns was given by 22.4% of the class, 2) have less antagonism between activity staff and counselors was recommended by 20.8% of the class, 3) have more help from the activity staff in the cabins by 12.8%, and 4) have better communication between the staff by 10.4%.

Table 4B
 Recommendations to Improve the Organization
 and Conduct of Camp - 1982
 (N=125)

Recording Units	%
1. Have a Tuesday night staff meeting	22.4
2. Less antagonism activity staff/ counselors	20.8
3. Have more help from activity staff	12.8
4. Better communication between staff	10.4

For Category III, 12 major recording units were mentioned:

1) caring for the camper was given by 55.2% of the class, 2) assist the counselors was offered by 53.6% of the class, 3) assist the campers by 53.6% of the class, 4) get the camper involved in all activities at camp by 30.4%, 5) cleaning the cabin by 23.2%, 6) provide an enjoyable experience for the campers by 22.4%, 7) giving encouragement to each other by 20.8%, 8) maintenance of activity areas by 16.8%, 9) programming the activities by 14.4%, 10) kitchen duty during meals by 14.4%, 11) have enthusiasm by 14.4%, and 12) give a guiding hand by 10.4%.

Table 4C
Roles and Responsibilities at Camp - 1982
(N=125)

Recording Units	%
1. Caring for the camper	55.2
2. Assist the counselors	53.6
3. Assist the campers	53.6
4. Get camper involved in activities	30.4
5. Cleaning the cabin	23.2
6. Provide enjoyable experience	22.4
7. Giving encouragement	20.8
8. Maintenance activity areas	16.8
9. Programming activities	14.4
10. Kitchen duty	14.4
11. Have enthusiasm	14.4
12. Give guiding hand	10.4

For Category IV, 7 recording units were given: 1) sharing friendship and love between campers and staff by 26.4% of the class, 2) hard to pinpoint was offered by 17.6% of the class, 3) saying good-bye to the campers by 15.2%, 4) camper expressed love by 12%, 5) getting to know people by 10.4%, 6) camper's accomplishment by 10.4%, and 7) the campers by 10.4%.

Table 4D
Most Memorable Experience at Camp - 1982
(N=125)

Recording Units	%
1. Sharing friendship and love	26.4
2. Hard to pinpoint	17.6
3. Saying good-bye to campers	15.2
4. Camper expressed love	12
5. Getting to know people	10.4
6. Camper's accomplishment	10.4
7. The campers	10.4

Frequency Tallies - 1983 (N=125)

There were 7 major recommendations mentioned for Category I:
 1) have more hands-on experience in the class was given by 30.4% of the class, 2) define the behavior manager's role at camp was recommended by 27.2% of the class, 3) more information pertaining to the camp, such as feeding techniques, lifting and carrying techniques, and toileting needs by 15.2%, 4) getting the camper profiles sooner to find out more about the campers by 13.6%, 5) veterans should speak more about their experience by 1-.2%, 6) have more information about the different staff responsibilities at camp by 10.4%, and 7) have a trip to Lynchburg Training School by 10.4%.

Table 5A
 Recommendations to Improve the Quality of
 Class Instruction - 1983
 (N=125)

Recording Units	%
1. More hands-on experience	30.4
2. Define behavior manager's role	27.2
3. More information pertaining to camp	15.2
4. Get camper profiles sooner	13.6
5. Veterans speak about experience	11.2
6. More information staff responsibilities	10.4
7. Trip to Lynchburg	10.4

There were 5 major recommendations offered for Category II:
 1) have more age-appropriate activities was given by 10.4% of the class, 2) have kitchen and laundry staff during camp was recommended by 9.6% of the class, 3) modify the activities at camp for the different handicaps by 9.6%, 4) all staff should give 100% at camp by 8.8%, and 5) better assignment of staff to the specific staff roles at camp by 8.8%.

Table 5B
 Recommendations to Improve the Organization
 and Conduct of Camp - 1983
 (N=125)

Recording Units	%
1. Have more age-appropriate activities	10.4
2. Have kitchen and laundry staff	9.6
3. Modify activities for handicaps	9.6
4. Give 100%	8.8
5. Better assignment of staff	8.8

For Category III, 14 major recording units were discussed: 1) caring for the camper was given by 55.2% of the class, 2) assist the campers was mentioned by 54.4% of the class, 3) assist the counselors by 53.6%, 4) provide an enjoyable experience for the campers by 31.2%, 5) get the camper involved in all activities at camp by 25.6%, 6) cleaning the cabin by 24.8%, 7) maintenance of activity areas by 18.4%, 8) being a friend to the campers by 16.8%, 9) giving encouragement to each other by 15.2%, 10) programming the activities by 15.2%, 11) have enthusiasm by 14.4%, 12) give a guiding hand by 11.2%, 13) concern for the safety of campers and counselors by 10.4%, and 14) provide leadership at camp by 10.4%.

Table 5C
Roles and Responsibilities at Camp - 1983
(N=125)

Recording Units	%
1. Caring for the camper	55.2
2. Assist the campers	54.4
3. Assist the counselors	53.6
4. Provide enjoyable experience	31.2
5. Get camper involved in activities	25.6
6. Cleaning cabin	24.8
7. Maintenance activity areas	18.4
8. Being a friend to campers	16.8
9. Giving encouragement	15.2
10. Programming activities	15.2
11. Have enthusiasm	14.4
12. Give guiding hand	11.2
13. Safety of campers and counselors	10.4
14. Leadership	10.4

For Category IV, 6 recording units were talked about: 1) sharing friendship and love between campers and staff was mentioned by 37.6% of the class, 2) saying good-bye to the campers was given by 31.2% of the class, 3) camper's accomplishment by 22.4%, 4) getting to know people by 20.8%, 5) hard to pinpoint by 19.2%, and 6) the whole camp experience by 12%.

Table 5D
Most Memorable Experience at Camp - 1983
(N=125)

Recording Units	%
1. Sharing friendship and love	37.6
2. Saying good-bye to campers	31.2
3. Camper's accomplishment	22.4
4. Getting to know people	20.8
5. Hard to pinpoint	19.2
6. The whole camp	12

For the most part, the recommendations and recording units offered by the students were very similar throughout the 1979-1983 period. Examining the tables given, it can be seen that for Category II in both 1981 and 1983 there were recording units listed that were below the established 10% level. These recording units were included because of the very few recording units given above the 10% level and also because some differences were starting to show up in the recommendations from the previous years for both 1981 and 1983.

Interesting Findings Across Time

Interesting findings across the 1979-1983 camp period were found for Categories I and II, for Improving the Quality of Instruction for the Tuesday Night Class, and the Organization and Conduct of the Camp Program respectively. For Category I, there were 11 recommendations which appeared throughout the 1979-1983 period:

- 1) More information pertaining to the camp, such as feeding techniques, lifting and carrying techniques and toileting needs was given by 28.8% of the class in 1979, by 22.4% of the class in 1980, by 16% in 1981, by 21.6% in 1982, and by 15.2% in 1983.
- 2) Getting the camper profiles before the camp to find out more about the campers was recommended by 22.4% of the class in 1979, by 21.6% of the class in 1980, by 25.6% in 1981, by 24% in 1982, and by 13.6% in 1983.
- 3) Have more organization of the class as a whole was given by 21.6% of the class in 1979, by 11.2% of the class in 1980, by 13.6% in 1981, by 12.8% in 1982, and by 1.6% in 1983.
- 4) Have more information on camper care was offered by 15.2% of the class in 1979, by 20.8% in 1980, by 12% in 1981, by 11.2% in 1982, and by 8% in 1983.
- 5) Veterans should speak more about their experience at camp was mentioned by 14.4% of the class in 1979, by 9.6% in 1980, by 14.4% in 1981, by 9.6% in 1982, and by 11.2% in 1983.
- 6) Being able to get into the cabin groups sooner was given by 12.8% of the class in 1979, by 20.8% in 1980, by 14.4% in 1981, by .8% in 1982, and by 2.4% in 1983.
- 7) Show more films on the different handicaps was recommended by 12% of the class in 1979, by 8% in 1980, by 13.6% in 1981, by 4% in 1982, and by 4% in 1983.
- 8) Get more acquainted with each other was discussed by 10.4% of the class in 1979, by 16.8% in 1980, by 20% in 1981, by 16.8% in 1982, and by 9.6% in 1983.
- 9) Have a trip to Lynchburg Training School was offered by 9.6% of the class in 1979, by 8% of the class in 1980, by 9.6% in 1981, by 15.2% in 1982, and by 10.4% in 1983.
- 10) Discussing the problems encountered at the camp was given by 8% of the class in 1979, by 14.4% in 1980, by 12% in 1981, by 9.6% in 1982, and by 8% in 1983.
- 11) Have more information about the different staff responsibilities was talked about by 4% of the class in 1979, by 7.2% in 1980, by 13.6% in 1981, by 27.2% in 1982, and by 10.4% in 1983. (See Figures IA)

For Category II, there were 5 recommendations which appeared throughout the 1979-1983 period: 1) have more free time during the

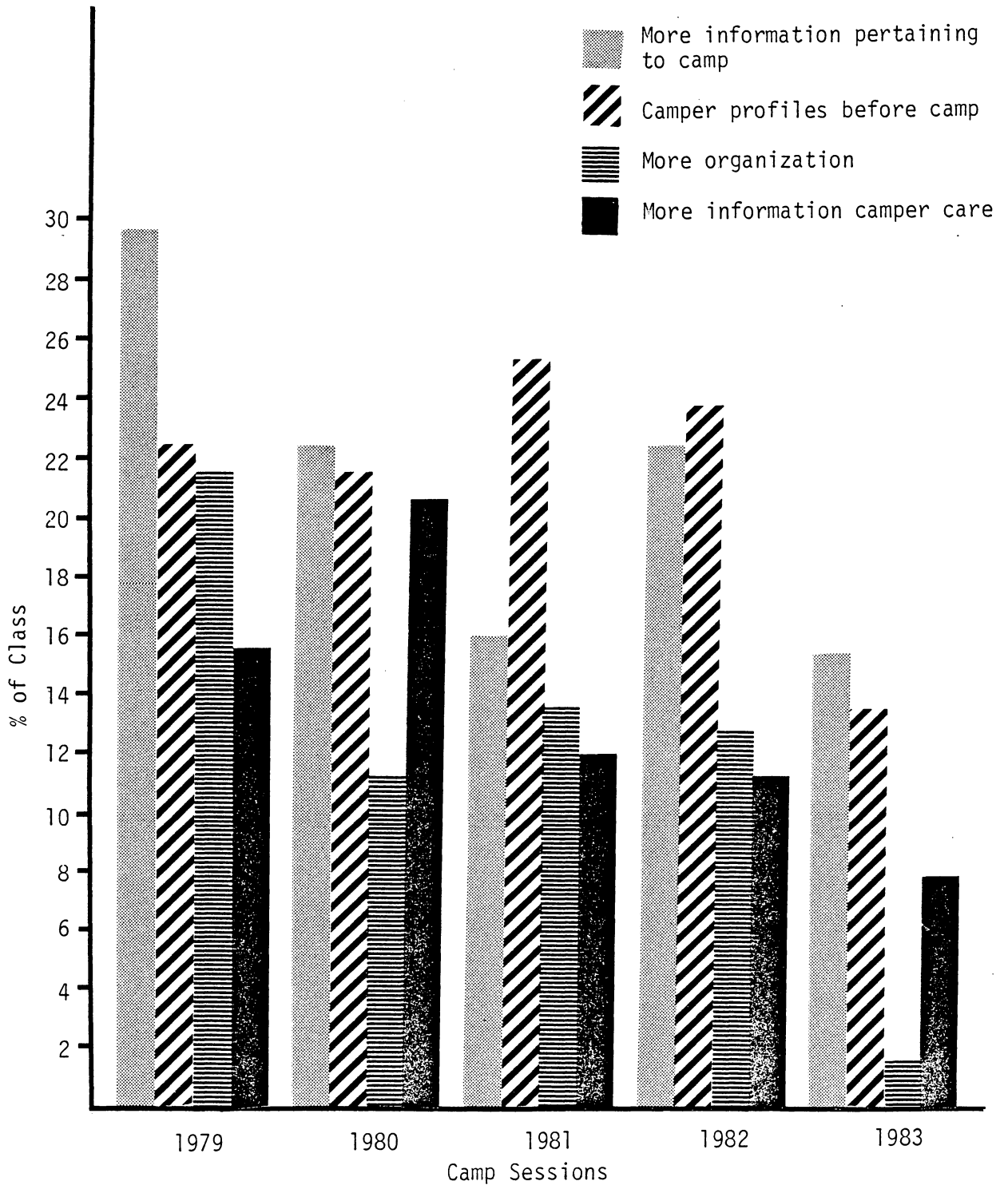


Figure IA. Interesting Findings Across Time - Recommendations to Improve the Class Instruction (N=125)

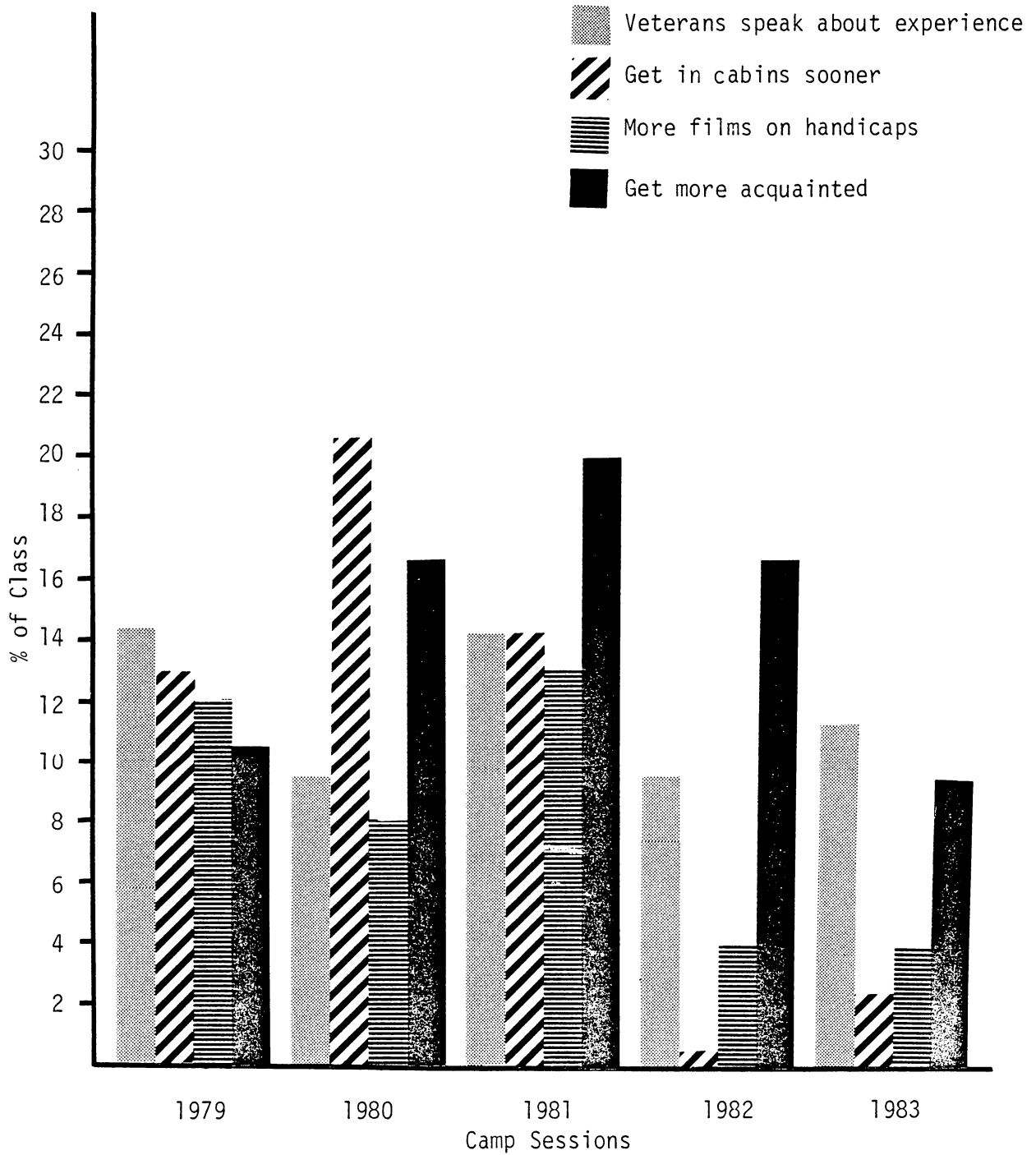


Figure IA. Interesting Findings Across Time - Recommendations to Improve the Class Instruction (N=125)

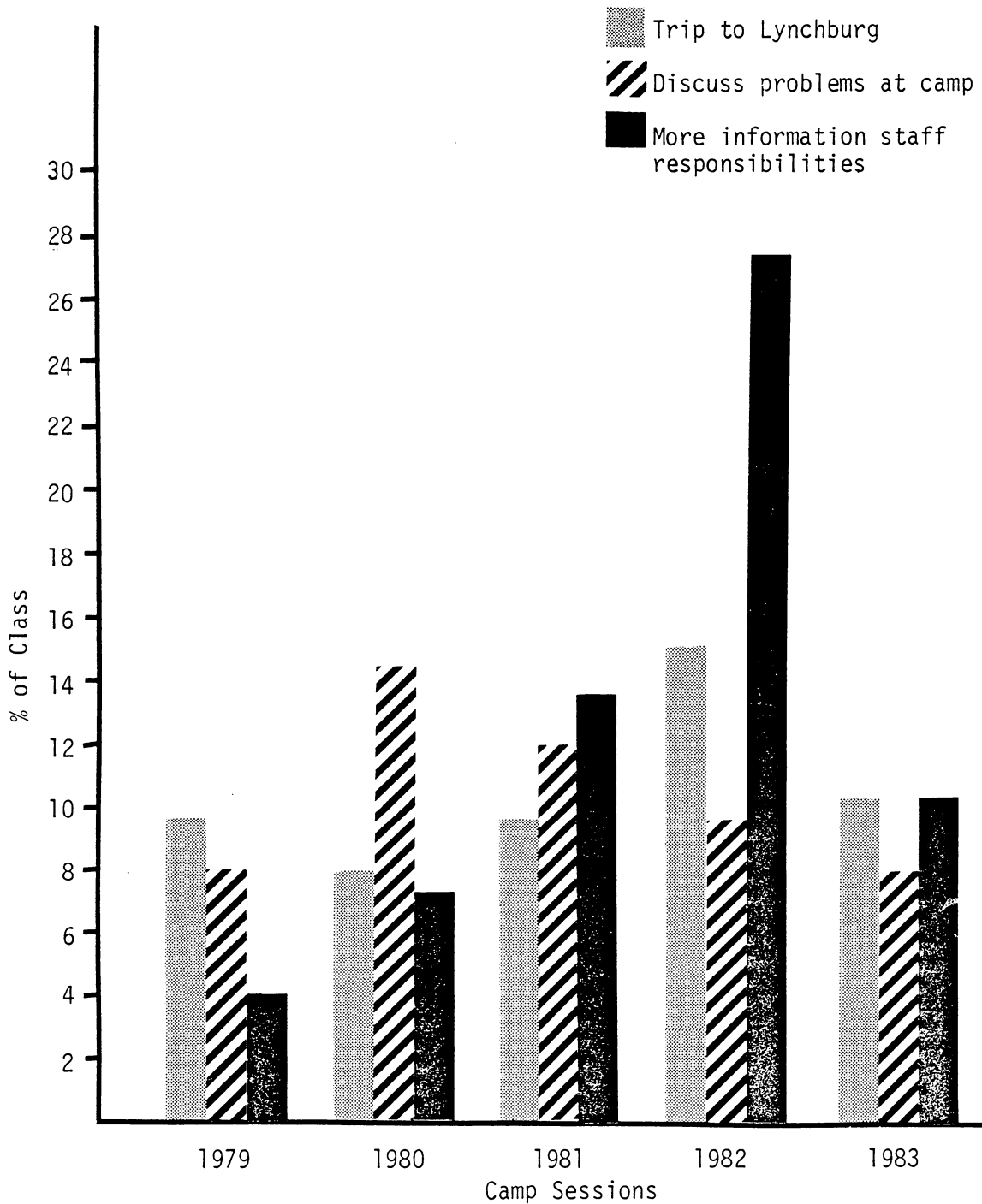


Figure IA. Interesting Findings Across Time - Recommendations to Improve the Class Instruction (N=125)

day at camp was recommended by 22.4% of the class in 1979, by 25.6% of the class in 1980, by 14.4% in 1981, by 8.8% in 1982, and by 2.4% in 1983; 2) extending the length of the activity periods was given by 20% of the class in 1979, by 17.6% in 1980, by .8% in 1981, by 2.4% in 1982, and by 1.6% in 1983; 3) extending the time between the activities was mentioned by 14.4% of the class in 1979, by 22.4% of the class in 1980, by 6.4% in 1981, by .8% in 1982, and by 1.6% in 1983; 4) reducing the number of daily activities was offered by 9.6% of the class in 1979, by 21.6% in 1980, by .8% in 1981, by 1.6% in 1982, and by 2.4% in 1983; 5) having a night cabin meeting to discuss problems and concerns was recommended by 3.2% of the class in 1979, by 4% in 1980, by 3.2% in 1981, by 5.6% in 1982, and by 1.6% in 1983. (See Figures IB.

Cross-Tabulations

Cross-tabulations were made comparing the recommendations given between counselors and activity staff, counselors and head counselors, activity staff and head counselors, and between males and females in order to find the similarities and differences between them for Categories I and II. (See Appendix III) It was found that in all 4 cross-tabulations, the majority of recording units under the "Similarities" column had to do with recommendations made to improve the quality of instruction for the Tuesday night class.

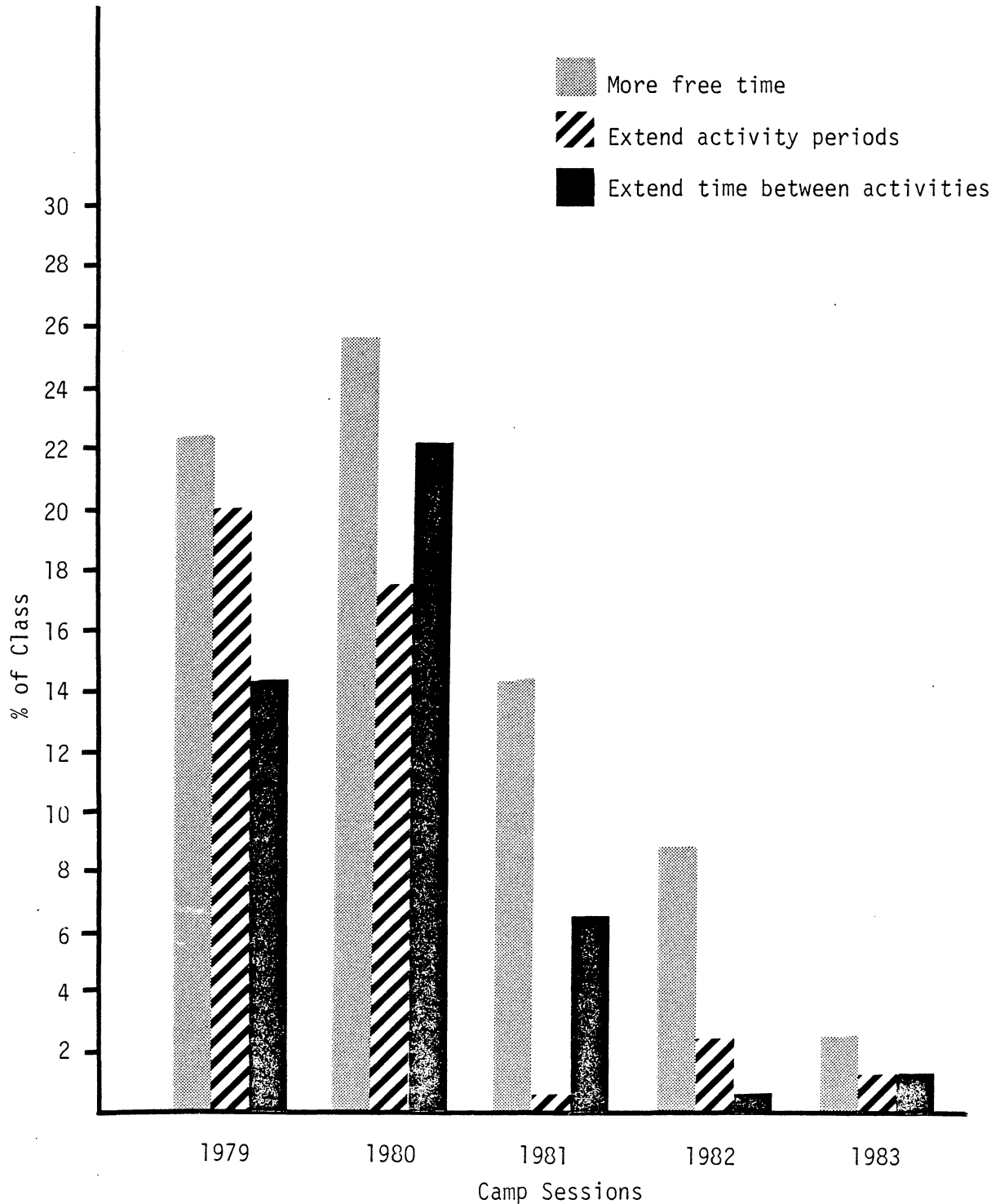


Figure IB. Interesting Findings Across Time - Recommendations to Improve the Camp Program (N=125)

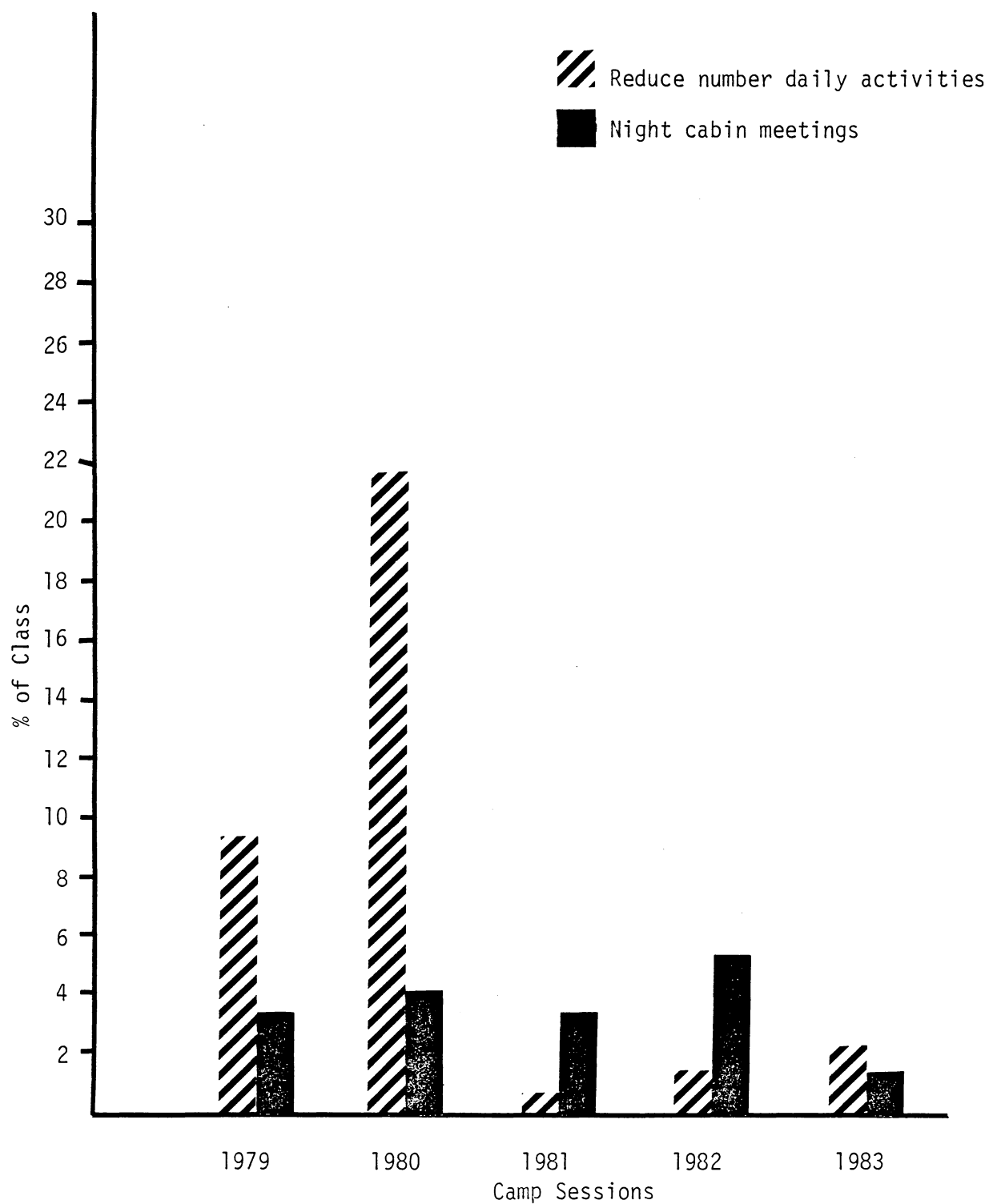


Figure IB. Interesting Findings Across Time - Recommendations to Improve the Camp Program (N=125)

Table 6
 Cross-Tabulation of Similarities in Recommendations
 Given by Counselors/Activity Staff

Counselors/Activity Staff
<ol style="list-style-type: none"> 1. Make class three hours long 2. More preparation in class for camp 3. More information on camper care 4. Get more acquainted in class 5. Get into cabin groups sooner

Table 7
 Cross-Tabulation of Similarities in Recommendations
 Given by Counselors/Head Counselors

Counselors/Head Counselors
<ol style="list-style-type: none"> 1. More information pertaining to camp 2. Get into cabin groups sooner 3. Make class three hours long 4. More information staff responsibilities 5. Get more acquainted in class

Table 8
 Cross-Tabulation of Similarities in Recommendations
 Given by Activity Staff/Head Counselors

Activity Staff/Head Counselors
<ol style="list-style-type: none"> 1. More information pertaining to camp 2. Get into cabin groups sooner 3. Make class three hours long 4. More information staff responsibilities 5. Get more acquainted in class

Table 9
Cross-Tabulation of Similarities in Recommendations
Given by Males/Females

Males/Females
<ol style="list-style-type: none">1. Define behavior manager's role2. Have more organization of the class3. Less emphasis on behavior modification4. Make the class shorter5. Have more hands-on experience

In contrast, it was found that the majority of recording units under the "Differences" column for all 4 cross-tabulations were recommendations made to improve the organization and conduct of the camp program. It is interesting to note that the particular role played at camp had a big influence on the recommendations given to improve the camp program. For example, the majority of recommendations mentioned by the counselors dealt with ways to improve the activities offered at camp and complaints about the lack of help from the activity staff. On the other hand, the activity staff gave recommendations to include them in the cabin groups, to give them a break during the day, and to have more time to plan activities before camp.

Table 10
 Cross-Tabulation of Differences in Recommendations
 Given by Counselors/Activity Staff

Counselors	Activity Staff
1. Have class be 4 credits	1. First experience should be as counselor
2. Older campers closer to activities	2. Include activity staff in cabin
3. Swimming/canoeing follow each other	3. Have more time to plan activities
4. More flexibility camp structure	4. Give activity staff a break
5. Rotate camper-counselor pairs	5. More variety for old-timers

Table 11
 Cross-Tabulation of Differences in Recommendations
 Given by Counselors/Head Counselors

Counselors	Head Counselors
1. Older campers closer to activities	1. More preparation for evening activities
2. Swimming/canoeing follow each other	2. Head counselors chosen carefully
3. More flexibility camp structure	3. More enthusiasm activity leaders
4. Rotate camper/counselor pairs	4. Screen the campers
5. Organize activities	5. Have one optional evening

Table 12
 Cross-Tabulation of Differences in Recommendations
 Given by Activity Staff/Head Counselors

Activity Staff	Head Counselors
1. Have two free days at camp	1. More help from activity staff
2. Modify activities for handicaps	2. Better assignment of staff
3. Improve evening activities	3. More preparation evening activities
4. Extend length activity periods	4. More flexibility camp structure
5. Extend time between activities	5. More enthusiasm activity leaders

Table 13
 Cross-Tabulation of Differences in Recommendations
 Given by Males/Females

Males	Females
1. More time to plan activities	1. Better assignment of staff
	2. Have kitchen and laundry staff
	3. Rotate camper/counselor pairs
	4. Organize field day activities
	5. Have night cabin meetings

Discussion

The findings of this study provide a major evaluation of Camp Koinonia. The frequency tallies were very helpful in showing the improvements made from year to year in the class and the camp program. Categories III and IV, which dealt with the roles and responsibilities and the most memorable experience respectively, showed some interesting things about the students' experience at Camp Koinonia. There seemed to be a mutual feeling among the students about what the roles and responsibilities were at the camp. For the most part, caring for the campers, providing them with an enjoyable experience, and getting them involved in the different camp activities were perceived by the students as being major roles and responsibilities to be accomplished at camp. Another major responsibility was assisting the counselors and their campers throughout the week at camp. Helping each other out and encouraging each other seemed to be a major driving force in making Camp Koinonia a successful experience for both the students and the campers. Saying good-bye to the campers, the sharing of friendship and love, and the campers' accomplishments were the three most talked about memorable experiences at camp. These seem to embody the true essence of what Camp Koinonia is all about.

For the most part, the interesting findings across the 1979-1983 period showed which recommendations were acted upon and which recommendations were ignored. It is interesting to note the number of recommendations whose percentage went up from one year to the next. For the majority of such cases, this did not mean that the specific recommendations were ignored. There were several reasons for this

incidence. The number of new students going to camp had a major influence on the recommendations given. For instance, the percentage of the class recommending the need for more information pertaining to the camp went up from 16% in 1981 to 21.6% in 1982. In 1982, more than half of the students in the class were going to camp for the first time, therefore a larger need was felt to have more information about the camp. For these newcomers, the class did not seem to offer enough information, but when compared to previous camp years, more information was given in 1982. Even though more information was offered to the students, there still seemed to be a need for more specific information. Along similar lines, the percentage of the class recommending the need for more information about the specific staff responsibilities went up from 13.6% in 1981 to 27.2% in 1982. Again, part of the problem was due to the large number of newcomers, which created some confusion about the specific duties. Also, in 1982, tension was high between the counselors and the activity staff because of mutual accusations of not doing the job right. Another possible reason for the increase of specific recommendations from one year to the next had to do with the experienced students who performed a different role each year they attended camp. As a counselor, a student may have seen certain problems one year and not seen them as problems the following year as an activity staff or head counselor. Each role provides the students with different angles of viewing the problems at camp. On the other hand, just because the % of a recommendation went down did not necessarily mean that the class or the camp improved.

The new students may have not have known enough about the class and the camp program to see any problems or they may have just failed to report them in their papers.

The findings from the cross-tabulations performed showed that the majority of similarities between the different staff roles and between males and females were recommendations to improve the quality of instruction in the Tuesday night class. (See Tables 6-9 in findings) On the other hand, the majority of differences were recommendations to improve the organization and conduct of the camp program. (See Tables 10-13) The specific staff roles had the biggest influence on the recommendations offered to improve the camp. For instance, most of the problems perceived by the counselors dealt with the activities and the activity staff, whereas most of the problems mentioned by the activity staff dealt with feelings of being left out in the cabins, getting overworked and the lack of cooperation exhibited by the counselors during activities. The differences shown by the head counselors dealt with improving the assignment of students to the staff roles, having the activity staff show more enthusiasm, and screening the campers. Many of the counselors who complained about the activities not being appropriate had the more handicapped campers, which made participation difficult at times. The cross-tabulation which compared the recommendations between males and females showed a high number of differences for the females and only one difference for the males. The main reason for this is the fact that approximately 75% of the class every year is made up of females.

Summary

This chapter addressed the four research questions formulated in Chapter I. In the first part of the analysis, the major recommendations found in the frequency tallies served the purpose of answering the research questions. Further analysis was made to find the interesting findings across the 1979-1983 period in the recommendations given to improve the quality of instruction in the class and the organization and conduct of the camp program. A series of cross-tabulations were also performed as the last part of the analysis to find the similarities and differences in the recommendations given between the different staff roles and between males and females.

CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The findings of this study will be summarized in this chapter along with the conclusions reached by the researcher. Recommendations for future Camp Koinonia programs will follow, along with recommendations for future studies.

Summary

This study has traced the progress and development of the Camp Koinonia Project, a camp for the multi-handicapped, through the student evaluation reports for the 1979-1983 period. The assessment procedures involved the use of content analysis to find the recommendations given by the students to improve the quality of the class instruction and the organization and conduct of the camp program. Valuable information was yielded by the analysis. The specific staff roles had a major influence on the recommendations given to improve the camp program. The method of content analysis was also utilized to find out the students' roles and responsibilities and their most memorable experience at the camp. There was high agreement for both of the above in the recommendations offered. The analysis also yielded some interesting findings across the 1979-1983 period.

Conclusions

Even though this study brought out some problems with the class and the camp, Camp Koinonia has made great strides since its beginning

in 1977. It would be almost impossible to expect to have a camp program which is problem-free with as many individuals as are involved. After analyzing the 625 student papers, it is safe to say that one of the best ways to learn about the multi-handicapped is to have hands-on experience. Learning in the classroom is important but the actual interaction with the clients is the best learning experience of all. This probably holds true for other special populations as well.

The present study yielded very general findings, therefore no specific conclusions were reached. For the most part, it seemed that the specific staff roles at the camp had an influence on the recommendations given by the students to improve the camp program. Each role provided the students with a different perspective of camp. Another general conclusion was that the students perceived similar roles and responsibilities as being important. Lastly, the most memorable experience mentioned by the students seemed to reflect that Camp Koinonia was a positive experience filled with friendship and love.

Recommendations

Based on the work completed for this project, the following recommendations for future camp programs are offered:

- 1) More time needs to be spent on the different feeding techniques with the multi-handicapped.
- 2) More time needs to be spent on the toileting and personal care of the campers.
- 3) More time needs to be spent on lifting and carrying techniques for all aspects of camp.

- 4) There should be less emphasis on the lectures and more emphasis on small group discussions about the different aspects of camp, including problems encountered in the past.
- 5) A packet should be made containing all the handouts that will be needed for the entire quarter and they should be handed out on the first meeting of class in order to organize the class more.
- 6) There should be more activities in the class to get the students better acquainted with each other.
- 7) A panel discussion with some of the campers that will be attending camp should be set up to give the students more information about the campers.
- 8) Slides of as many campers as possible should be presented along with in-depth discussions about them to give the students more information about the campers.
- 9) An optional day trip to the Lynchburg Training School should be made available to those interested students.
- 10) Each specific staff role needs to be thoroughly discussed in the class to avoid any confusions during the week at camp.
- 11) Veterans should be allowed more time in the class to speak about their experience at Camp Koinonia.

Based on the work completed for this project, the following recommendations for future studies are offered:

- 1) The specific camp activities need to be examined in order to determine what changes, if any, need to be made to improve them.
- 2) The specific staff roles and responsibilities need to be examined more closely in order to find out the causes for the confusion experienced by the students during the week at camp.
- 3) An in-depth study of the campers attending Camp Koinonia needs to be performed in order to improve the adaptation of activities to better suit the needs of the different handicapped campers.

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APPENDIX I
Student Evaluation Report Form

CAMP KOINONIA

Your written paper for the class must be a thorough reaction to the following statements. The paper should be at least 5 pages long and typed. The paper is due no later than the last class period.

Please subdivide your paper according to the following statements:

- I. Describe Camp Koinonia, its major goals and objectives.
- II. Describe your role and responsibilities at camp.
- III. If you were a counselor describe your camper as completely as possible. Include in your discussion your major self-help goal for your camper.
 - *If you were a head counselor discuss your major goal for your cabin group and how you attempted to achieve this goal.
 - *If you were in an activity discuss your major goal for your activity area, how this goal was (or was not) achieved, and how the differing abilities of the campers required modification of the activities on your behalf.
- IV. Describe your most memorable experience while at camp.
- V. Discuss your recommendations and changes for improvement in the Tuesday night class.
- VI. Discuss your recommendations and changes for improvement in the camp program and organization.

APPENDIX II
Frequency Tally Forms

Table 1A
 Recommendations to Improve the Quality of Class
 Instruction - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More information pertaining to camp	36	28.8
2. No textbook	31	24.8
3. Camper profiles before camp	28	22.4
4. More organization	27	21.6
5. Three hour class	24	19.2
6. More preparation	21	16.8
7. More information camper care	19	15.2
8. Veterans speak about experience	18	14.4
9. Slide show before camp	16	12.8
10. Get in cabins sooner	16	12.8
11. More films on handicaps	15	12
12. More small group discussions	15	12
13. More interesting lectures	13	10.4
14. Get more acquainted	13	10.4

Table 1A
 Recommendations to Improve the Quality of Class
 Instruction - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Trip to Lynchburg	12	9.6
16. Discuss problems at camp	10	8
17. Less paperwork	9	7.2
18. Four credit class	9	7.2
19. Delete 4990 class	7	5.6
20. More information staff responsibilities	5	4
21. No tests	4	3.2
22. More student cooperation	3	2.4
23. Emphasize positive aspects	2	1.6
24. Make class more academic	2	1.6
25. Discuss emotional aspects	2	1.6
26. Less time activity areas	1	.8
27. Discuss leadership skills	1	.8
28. More class advertisement	1	.8

Table 1A
Recommendations to Improve the Quality of Class
Instruction - 1979
(N=125)

Recording Units	Frequency Tally Number	% of Class
29. Reduce camp cost	1	.8
30. Collect fees sooner	1	.8
31. Trip to Easter Seal	1	.8
32. Discuss behavior modification	1	.8
33. Start class on time	1	.8
34. Song handout	1	.8
35. Emphasize counseling techniques	1	.8
36. Delete psychology	1	.8

Table 1B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More free time	28	22.4
2. Extend activity periods	25	20
3. Extend time between activities	18	14.4
4. More flexibility	13	10.4
5. Reduce number daily activities	12	9.6
6. More preparation evening activities	9	7.2
7. Older campers closer to activities	9	7.2
8. Rotation camper-counselor pairs	8	6.4
9. First experience counselor	7	5.6
10. Swimming/canoeing follow each other	5	4
11. Screen campers	5	4
12. Start later in morning	4	3.2
13. Night cabin meetings	4	3.2
14. Organize activities	3	2.4

Table 1B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. More interaction staff/counselors	3	2.4
16. Evening activity staff	3	2.4
17. End evening activities on time	3	2.4
18. Emphasize attempting rather than winning	3	2.4
19. Have camp earlier	2	1.6
20. More sleep time	2	1.6
21. Activities be optional	2	1.6
22. Stricter rules	2	1.6
23. Different role each year	1	.8
24. Organize kitchen duty	1	.8
25. Reduce rest periods	1	.8
26. No archery	1	.8
27. No riflery	1	.8
28. More time for meals	1	.8

Table 1B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Head counselors chosen carefully	1	.8
30. More help from activity staff	1	.8
31. Screen students	1	.8
32. Campers arrive Sunday	1	.8
33. More cabin interaction	1	.8
34. More enthusiasm activity leaders	1	.8
35. Have previous experience	1	.8
36. Agreement between instructors	1	.8
37. Improve counselor-camper assignment	1	.8
38. Add more activities	1	.8
39. More interaction between activity staff/campers	1	.8
40. One cabin per activity	1	.8
41. Not single out campers	1	.8
42. Rain schedule	1	.8

Table 1B
Recommendations to Improve the Organization and
Conduct of Camp - 1979
(N=125)

Recording Units	Tally Number	% of Class
43. Co-head counselors	1	.8
44. Have camp later	1	.8
45. Add nature study	1	.8

Table 1C
 Roles and Responsibilities at Camp - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Assist counselors	53	42.4
2. Provide enjoyable experience	48	38.4
3. Caring for camper	45	36
4. Assist campers	41	32.8
5. Get camper involved	28	22.4
6. Teaching skills	26	20.8
7. Being a friend	18	14.4
8. Encouragement	13	10.4
9. Enthusiasm	12	9.6
10. Camper's safety	12	9.6
11. Guiding hand	12	9.6
12. Kitchen duty	12	9.6
13. Safety of campers/counselors	12	9.6
14. Provide learning experience	12	9.6

Table 1C
 Roles and Responsibilities at Camp - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Programming	12	9.6
16. Role model	10	8
17. Learning about camper	10	8
18. Cleaning cabin	9	7.2
19. Promote independence	8	6.4
20. Laundry	7	5.6
21. Maintenance	7	5.6
22. Leadership	5	4
23. Implementation	4	3.2
24. Assist activity staff	4	3.2
25. Moral support	4	3.2
26. Assist head counselor	3	2.4
27. Evaluation	3	2.4
28. Good listener	3	2.4

Table 1C
 Roles and Responsibilities at Camp - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Behavior modification	3	2.4
30. Adapting activity	3	2.4
31. Disciplinarian	3	2.4
32. Help camper adjust	2	1.6
33. Chief decision maker	2	1.6
34. Cabin duty	2	1.6
35. Obey rules	2	1.6
36. Cabin assignments	2	1.6
37. Exercise bodies	1	.8
38. Interacting with campers	1	.8
39. Lifting campers	1	.8
40. Promote cooperation	1	.8
41. Supervision	1	.8

Table 1D
Most Memorable Experience at Camp - 1979
(N=125)

Recording Units	Frequency Tally Number	% of Class
1. Saying good-bye	35	28
2. Share friendship and love	34	27.2
3. Hard to pinpoint	33	26.4
4. Camper's accomplishment	28	22.4
5. Dance	11	8.8
6. Having fun	10	8
7. Camper expressed love	10	8
8. Talent show	10	8
9. Camper smiled	8	6.4
10. Camper arrival	6	4.8
11. Camper sang	6	4.8
12. Outpost camping	5	4
13. Fear	5	4
14. Pride of camper	5	4

Table 1D
 Most Memorable Experience at Camp - 1979
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Meeting camper	3	2.4
16. Enjoyment of camper	3	2.4
17. Camper's appreciation	3	2.4
18. Camper cried end of camp	3	2.4
19. Arm-wrestling contest	3	2.4
20. Camper's trust	2	1.6
21. Camper screaming	2	1.6
22. Being yourself	2	1.6
23. Taking camper to bathroom	2	1.6
24. Counselor's performance	2	1.6
25. New learning experience	1	.8
26. Campfire	1	.8
27. Going fishing	1	.8
28. Camper's wit	1	.8

Table 1D
Most Memorable Experience at Camp - 1979
(N=125)

Recording Units	Frequency Tally Number	% of Class
29. Self-actualization	1	.8
30. Making camper happy	1	.8
31. Whole camp	1	.8
32. Camper responded	1	.8
33. Camper's determination	1	.8
34. Camper messed bed	1	.8
35. Camper's bite	1	.8
36. Being up all night	1	.8
37. Getting to know people	1	.8
38. Campers	1	.8
39. Feeling of accomplishment	1	.8

Table 2A
 Recommendations to Improve the Quality of
 Class Instruction - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More information pertaining to camp	28	22.4
2. Camper profiles before camp	27	21.6
3. Get in cabins sooner	26	20.8
4. More information camper care	26	20.8
5. More preparation	25	20
6. Get more acquainted	21	16.8
7. Discuss problems at camp	18	14.4
8. More organization	14	11.2
9. Veterans speak about experience	12	9.6
10. More films on handicaps	11	8
11. Trip to Lynchburg	11	8
12. More information staff responsibilities	9	7.2
13. Less emphasis behavior modification	7	5.6
14. Start class on time	6	4.8

Table 2A
 Recommendations to Improve the Quality of
 Class Instruction - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. More small group discussions	6	4.8
16. Give grade	5	4
17. Delete psychology	5	4
18. More time to plan activities	5	4
19. Show different slide shows	4	3.2
20. Discuss behavior modification	2	1.6
21. No night class	2	1.6
22. More breaks	2	1.6
23. Collect fees sooner	2	1.6
24. Song handout	2	1.6
25. Reduce number students	1	.8
26. Less paperwork	1	.8
27. No paper	1	.8
28. Discuss medical histories	1	.8

Table 2A
Recommendations to Improve the Quality of
Class Instruction - 1980
(N=125)

Recording Units	Frequency Tally Number	% of Class
29. Videotape camp	1	.8
30. Emphasize counseling techniques	1	.8

Table 2B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More free time	32	25.6
2. Extend time between activities	28	22.4
3. Reduce number daily activities	27	21.6
4. Rain schedule	24	19.2
5. Swimming/canoeing follow each other	24	19.2
6. Extend activity periods	22	17.6
7. Better communication	19	15.2
8. More flexibility	18	14.4
9. One camp director	17	13.6
10. Organize activities	16	12.8
11. More appropriate craft activities	14	11.2
12. More age-appropriate activities	10	8
13. Include activity staff in cabin	10	8
14. More activity variety	8	6.4

Table 2B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Camper's first priority	8	6.4
16. First experience counselor	6	4.8
17. Screen campers	6	4.8
18. Night cabin meetings	5	4
19. Modify activities	5	4
20. Activities close proximity	5	4
21. Promote cooperation	3	2.4
22. Treat elderly as adults	3	2.4
23. Rotate activity staff	3	2.4
24. End evening activities on time	3	2.4
25. Reduce number campers	2	1.6
26. Activities be optional	1	.8
27. More enthusiasm activity leaders	1	.8
28. Praise students	1	.8

Table 2B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1980
 (N=125)

Recording Units	Tally Number	% of Class
29. More interaction between cabins	1	.8
30. Start later in morning	1	.8
31. Improve counselor-camper assignment	1	.8
32. Organize sleeping arrangements	1	.8
33. Have camp earlier	1	.8
34. Improve evaluation forms	1	.8
35. Group campers by ability	1	.8
36. Swimming later in day	1	.8
37. Mosquito repellent	1	.8
38. More interaction staff/counselors	1	.8
39. Head counselors chosen carefully	1	.8

Table 2C
 Roles and Responsibilities at Camp - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Caring for camper	40	32
2. Assist counselors	40	32
3. Assist campers	40	32
4. Provide enjoyable experience	39	31.2
5. Get camper involved	36	28.8
6. Safety of campers and counselors	35	28
7. Encouragement	24	19.2
8. Enthusiasm	22	17.6
9. Teaching skills	22	17.6
10. Interacting with campers	20	16
11. Programming	18	14.4
12. Guiding hand	18	14.4
13. Maintenance	16	12.8
14. Exercise bodies	14	11.2

Table 2C
 Roles and Responsibilities at Camp - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Promote independence	10	8
16. Learning about camper	10	8
17. Kitchen duty	8	6.4
18. Camper's safety	8	6.4
19. Cleaning cabin	6	4.8
20. Cleaning activity area	6	4.8
21. Behavior modification	4	3.2
22. Coordinate cabin	4	3.2
23. Being a friend	4	3.2
24. Laundry	3	2.4
25. Adapting activity	3	2.4
26. Good listener	3	2.4
27. Provide learning experience	2	1.6
28. Supervision	2	1.6

Table 2C
Roles and Responsibilities at Camp - 1980
(N=125)

Recording Units	Frequency Tally Number	% of Class
29. Give advice	2	1.6
30. Leadership	2	1.6
31. Obey rules	1	.8
32. Implementation	1	.8

Table 2D
 Most Memorable Experience at Camp - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Camper's accomplishment	32	25.6
2. Saying good-bye	31	24.8
3. Share friendship and love	28	22.4
4. Hard to pinpoint	24	19.2
5. Camper expressed love	21	16.8
6. Camper smiled	18	14.4
7. Camper arrival	12	9.6
8. Getting to know people	11	8.8
9. Campers	11	8.8
10. Dance	8	6.4
11. Enjoyment of camper	7	5.6
12. Talent show	7	5.6
13. Talking with camper	7	5.6
14. Pride of counselor	5	4

Table 2D
 Most Memorable Experience at Camp - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Having fun	5	4
16. Whole camp	5	4
17. Self-actualization	4	3.2
18. Taking camper to bathroom	4	3.2
19. Improvement of campers	4	3.2
20. Outpost camping	2	1.6
21. Fear	2	1.6
22. Camper's trust	2	1.6
23. Roasting marshmallows	1	.8
24. Feeding camper	1	.8
25. Writing in camper's diary	1	.8
26. Working with other people	1	.8
27. Students' performance	1	.8
28. Being head counselor	1	.8

Table 2D
 Most Memorable Experience at Camp - 1980
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Ability of campers	1	.8
30. New learning experience	1	.8
31. Fixing camper's wheelchair	1	.8
32. Being unselfish	1	.8
33. Pride of camper	1	.8
34. Showering campers	1	.8
35. Camper cried end of camp	1	.8

Table 3A
 Recommendations to Improve the Quality of
 Class Instruction - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Camper profiles before camp	32	25.6
2. Get more acquainted	25	20
3. More information pertaining to camp	20	16
4. Get in cabins sooner	18	14.4
5. More time for cabins	18	14.4
6. Veterans speak about experience	18	14.4
7. More films on handicaps	17	13.6
8. More organization	17	13.6
9. More information staff responsibilities	17	13.6
10. Discuss problems at camp	15	12
11. More information camper care	15	12
12. Trip to Lynchburg	12	9.6
13. Organize fund raising	12	9.6
14. More hands-on experience	10	8

Table 3A
 Recommendations to Improve the Quality of
 Class Instruction - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Shorter class	10	8
16. More interesting lectures	9	7.2
17. More preparation	9	7.2
18. Less emphasis research	9	7.2
19. More time to plan activities	8	6.4
20. Discuss medical histories	8	6.4
21. Less emphasis t-shirts	6	4.8
22. Less emphasis behavior modification	5	4
23. Have camp earlier	3	2.4
24. Discuss emotional aspects	3	2.4
25. More psychology lectures	3	2.4
26. Delete psychology	3	2.4
27. Give grade	3	2.4
28. Go outside for activities	3	2.4

Table 3A
Recommendations to Improve the Quality of
Class Instruction - 1981
(N=125)

Recording Units	Frequency Tally Number	% of Class
29. Discuss behavior modification	3	2.4
30. More singing	3	2.4
31. More class advertisement	1	.8
32. Discuss communication skills	1	.8
33. Emphasize counseling techniques	1	.8
34. More student cooperation	1	.8
35. Start class on time	1	.8

Table 3B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More free time	18	14.4
2. Campers first priority	14	11.2
3. Modify activities	11	8.8
4. Extend time between activities	8	6.4
5. Organize activities	8	6.4
6. Organize cook-out	7	5.6
7. Give 100%	7	5.6
8. Better communication	6	4.8
9. Screen students	5	4
10. 2 free days	5	4
11. More cooperation	4	3.2
12. More interaction staff/counselors	4	3.2
13. Give activity staff break	4	3.2
14. More help from activity staff	4	3.2

Table 3B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. More appropriate craft activities	4	3.2
16. Feedback from head counselor	4	3.2
17. Night cabin meetings	4	3.2
18. Less mail	3	2.4
19. Praise activity staff	3	2.4
20. Improve activities	3	2.4
21. More sleep time	2	1.6
22. Better assignment of staff	2	1.6
23. Not single out campers	2	1.6
24. Start later in morning	2	1.6
25. Swimming-canoeing follow each other	1	.8
26. More age-appropriate activities	1	.8
27. Less hula-hop	1	.8
28. More time for meals	1	.8

Table 3B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Extend activity periods	1	.8
30. Activities be optional	1	.8
31. More enthusiasm activity leaders	1	.8
32. Not single out staff	1	.8
33. Less emphasis pictures	1	.8
34. Organize sleeping arrangements	1	.8
35. One cabin per activity	1	.8
36. Head counselors chosen carefully	1	.8
37. Less paperwork	1	.8
38. Reduce number daily activities	1	.8
39. Organize meal seating	1	.8
40. Organize kitchen duty	1	.8
41. More interaction between cabins	1	.8
42. More flexibility	1	.8

Table 3C
 Roles and Responsibilities at Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Caring for camper	56	44.8
2. Assist counselors	53	42.4
3. Assist campers	52	41.6
4. Provide enjoyable experience	39	31.2
5. Get camper involved	33	26.4
6. Encouragement	18	14.4
7. Guiding hand	17	13.6
8. Enthusiasm	17	13.6
9. Provide learning experience	16	12.8
10. Programming	16	12.8
11. Safety of campers and counselors	14	11.2
12. Being a friend	13	10.4
13. Kitchen duty	12	9.6
14. Cleaning cabin	11	8.8

Table 3C
 Roles and Responsibilities at Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Implementation	11	8.8
16. Maintenance	11	8.8
17. Promote independence	10	8
18. Teaching skills	10	8
19. Interacting with campers	9	7.2
20. Laundry	7	5.6
21. Coordinate cabin	7	5.6
22. Learning about camper	7	5.6
23. Camper's safety	6	4.8
24. Moral support	5	4
25. Give advice	5	4
26. Leadership	5	4
27. Role model	3	2.4
28. Obey rules	3	2.4

Table 3C
 Roles and Responsibilities at Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Adapting activity	3	2.4
30. Assist activity staff	3	2.4
31. Good listener	3	2.4
32. Evaluation	2	1.6
33. Cabin duty	2	1.6
34. Behavior modification	1	.8
35. Assist head counselor	1	.8
36. Cleaning activity area	1	.8
37. Lifting campers	1	.8

Table 3D
 Most Memorable Experience at Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Camper's accomplishment	38	30.4
2. Saying good-bye	31	24.8
3. Share friendship and love	30	24
4. Hard to pinpoint	22	17.6
5. Camper expressed love	19	15.2
6. Getting to know people	11	8.8
7. Camper smiled	10	8
8. Outpost camping	10	8
9. Whole camp	8	6.4
10. Campers	8	6.4
11. Warm fuzzies	6	4.8
12. Having fun	6	4.8
13. Counselor's performance	6	4.8
14. Camper sang	6	4.8

Table 3D
 Most Memorable Experience at Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. New learning experience	6	4.8
16. Enjoyment of camper	6	4.8
17. Talking with camper	4	3.2
18. Camper's wit	4	3.2
19. Understanding camper	4	3.2
20. Pride of counselor	4	3.2
21. Dance	4	3.2
22. Camper's appreciation	4	3.2
23. Camper arrival	4	3.2
24. Meeting camper	3	2.4
25. Self-actualization	3	2.4
26. Mud-wrestling contest	2	1.6
27. Being up all night	2	1.6
28. Campfire	2	1.6

Table 3D
 Most Memorable Experience at Camp - 1981
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Camper's concern	2	1.6
30. Camper stripped	1	.8
31. Fear	1	.8
32. Arm-wrestling contest	1	.8
33. Taking camper to bathroom	1	.8
34. Changing diapers	1	.8
35. Helping each other	1	.8
36. Camper kissed moose	1	.8
37. Camper messed in pool	1	.8
38. Feeling of accomplishment	1	.8
39. First night with campers	1	.8
40. Camper's fall	1	.8
41. Cabin skit	1	.8
42. Being yourself	1	.8

Table 4A
 Recommendations to Improve the Quality of
 Class Instruction - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More hands-on experience	44	35.2
2. More information staff responsibilities	34	27.2
3. Camper profiles before camp	30	24
4. More information pertaining to camp	27	21.6
5. Less emphasis songs	21	16.8
6. Get more acquainted	21	16.8
7. Trip to Lynchburg	19	15.2
8. More organization	16	12.8
9. More information camper care	14	11.2
10. More time for cabins	13	10.4
11. Veterans speak about experience	12	9.6
12. Discuss problems at camp	12	9.6
13. End on time	11	8.8
14. Less emphasis behavior modification	8	6.4

Table 4A
 Recommendations to Improve the Quality of
 Class Instruction - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class.
15. Shorter class	7	5.6
16. Get rid of Scott Geller	7	5.6
17. Start class on time	6	4.8
18. Earlier class time	6	4.8
19. Slides returning campers	5	4
20. More small group discussions	5	4
21. Less slide shows	5	4
22. More films on handicaps	5	4
23. More preparation	5	4
24. No grade	4	3.2
25. More song variety	4	3.2
26. Include newcomers	4	3.2
27. Less cabin competition	4	3.2
28. More interesting lectures	3	2.4

Table 4A
 Recommendations to Improve the Quality of
 Class Instruction - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Trip to Easter Seal	3	2.4
30. Discuss communication skills	3	2.4
31. More variety old-timers	3	2.4
32. Delete psychology	3	2.4
33. Fund-raising committee	3	2.4
34. Geller attend all classes	3	2.4
35. More student cooperation	2	1.6
36. Less emphasis lectures	2	1.6
37. No student favoritism	2	1.6
38. Panel discussion with campers	2	1.6
39. List previous camper-counselor pairs	2	1.6
40. Present lesson plans to class	2	1.6
41. Activity staff know sleeping arrangements	1	.8
42. Wear nametags	1	.8

Table 4A
Recommendations to Improve the Quality of
Class Instruction - 1982
(N=125)

Recording Units	Frequency Tally Number	% of Class
43. Get in cabins sooner	1	.8
44. Discuss medical histories	1	.8
45. Emphasize activity adaptation	1	.8
46. More time to plan activities	1	.8
47. Emphasize counseling techniques	1	.8
48. Support fund-raising	1	.8

Table 4B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Tuesday night staff meeting	28	22.4
2. Less antagonism activity staff/counselors	26	20.8
3. More help from activity staff	16	12.8
4. Better communication	13	10.4
5. Campers first priority	12	9.6
6. More free time	11	8.8
7. Organize activities	11	8.8
8. Organize field day	11	8.8
9. Better assignment of staff	8	6.4
10. More cooperation	7	5.6
11. Night cabin meetings	7	5.6
12. Give activity staff break	7	5.6
13. No t-shirt contest	6	4.8
14. Modify activities	6	4.8

Table 4B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Activity staff sleep in cabin	6	4.8
16. More flexibility	6	4.8
17. Give 100%	6	4.8
18. Feedback from head counselor	6	4.8
19. Not single out campers	5	4
20. Screen students	5	4
21. Rotation camper-counselor pairs	5	4
22. One optional evening	5	4
23. Less emphasis competition	4	3.2
24. More activity variety	4	3.2
25. Clear guidelines head counselors	4	3.2
26. 2 free days	4	3.2
27. Rotate activity staff	3	2.4
28. Extend activity periods	3	2.4

Table 4B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1982
 (N=125)

Recording Units	Tally Number	% of Class
29. Swimming-canoeing follow each other	3	2.4
30. Include activity staff in cabin	3	2.4
31. Improve evening activities	3	2.4
32. Less hula-hop	3	2.4
33. Less mail	3	2.4
34. Reduce number daily activities	2	1.6
35. More free time camper arrival	2	1.6
36. No research	2	1.6
37. Dance end of week	2	1.6
38. Kitchen and laundry staff	2	1.6
39. Less emphasis evaluation	2	1.6
40. First experience counselor	1	.8
41. Extend time between activities	1	.8
42. Activities be optional	1	.8

Table 4B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
43. Screen campers	1	.8
44. Rainy day movies	1	.8
45. Separate horses and music	1	.8
46. Combine horses and crafts	1	.8
47. No skit night	1	.8
48. Delete psychology	1	.8
49. More interaction between cabins	1	.8
50. More age-appropriate activities	1	.8
51. Separate outdoor education and camping	1	.8
52. Integrate cabins at activities	1	.8

Table 4C
 Roles and Responsibilities at Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Caring for camper	69	55.2
2. Assist counselors	67	53.6
3. Assist campers	67	53.6
4. Get camper involved	38	30.4
5. Cleaning cabin	29	23.2
6. Provide enjoyable experience	28	22.4
7. Encouragement	26	20.8
8. Maintenance	21	16.8
9. Programming	18	14.4
10. Kitchen duty	18	14.4
11. Enthusiasm	18	14.4
12. Guiding hand	13	10.4
13. Role model	12	9.6
14. Leadership	12	9.6

Table 4C
 Roles and Responsibilities at Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Being a friend	11	8.8
16. Teaching skills	11	8.8
17. Learning about camper	10	8
18. Provide learning experience	10	8
19. Supervision	10	8
20. Camper's safety	9	7.2
21. Good listener	9	7.2
22. Implementation	9	7.2
23. Laundry	8	6.4
24. Moral support	8	6.4
25. Safety of campers and counselors	7	5.6
26. Evaluation	6	4.8
27. Promote independence	6	4.8
28. Assist activity staff	5	4

Table 4C
 Roles and Responsibilities at Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Adapting activity	4	3.2
30. Interacting with campers	4	3.2
31. Cabin duty	4	3.2
32. Obey rules	4	3.2
33. Give advice	4	3.2
34. Get cabin involved	4	3.2
35. Coordinate cabin	4	3.2
36. Cleaning activity area	3	2.4
37. Cabin assignments	3	2.4
38. Lifting campers	2	1.6
39. Shower duty	1	.8
40. Behavior modification	1	.8

Table 4D
 Most Memorable Experience at Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Share friendship and love	33	26.4
2. Hard to pinpoint	22	17.6
3. Saying good-bye	19	15.2
4. Camper expressed love	15	12
5. Getting to know people	13	10.4
6. Camper's accomplishment	13	10.4
7. Campers	13	10.4
8. Camper's appreciation	12	9.6
9. Whole camp	12	9.6
10. Enjoyment of camper	10	8
11. Camper smiled	9	7.2
12. Outpost camping	7	5.6
13. Meeting camper	7	5.6
14. Talent show	6	4.8

Table 4D
 Most Memorable Experience at Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Counselor's performance	5	4
16. Cabin skits	5	4
17. Camper cried end of camp	5	4
18. Talking with camper	5	4
19. Camper responded	4	3.2
20. New learning experience	4	3.2
21. Dance	4	3.2
22. Self-actualization	4	3.2
23. Camper messed in pants	3	2.4
24. First morning with campers	3	2.4
25. Camper's concern	2	1.6
26. Camper sang	2	1.6
27. Showering messy camper	2	1.6
28. Male bathing suit contest	1	.8

Table 4D
 Most Memorable Experience at Camp - 1982
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Camper's tantrum	1	.8
30. Students' performance	1	.8
31. Camper's need for love	1	.8
32. Camper's seizure	1	.8
33. Camper's wit	1	.8
34. Understanding camper	1	.8
35. Feeling needed	1	.8
36. Camper's fall	1	.8
37. Pride of camper	1	.8
38. Rocking camper to sleep	1	.8
39. Fear	1	.8
40. Camper lost teeth	1	.8
41. First night with campers	1	.8
42. Camper fell out of bed	1	.8

Table 4D
Most Memorable Experience at Camp - 1982
(N=125)

Recording Units	Frequency Tally Number	% of Class
43. Camper's spirit	1	.8
44. Camper stripped	1	.8
45. Camper arrival	1	.8

Table 5A
 Recommendations to Improve the Quality of
 Class Instruction - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More hands-on experience	38	30.4
2. Define behavior manager's role	34	27.2
3. More information pertaining to camp	19	15.2
4. Camper profiles sooner	17	13.6
5. Veterans speak about experience	14	11.2
6. More information staff responsibilities	13	10.4
7. Trip to Lynchburg	13	10.4
8. Get more acquainted	12	9.6
9. Less emphasis behavior modification	10	8
10. More information camper care	10	8
11. Discuss problems at camp	10	8
12. More variety old-timers	8	6.4
13. Shorter class	7	5.6
14. Panel discussion with campers	7	5.6

Table 5A
 Recommendations to Improve the Quality of
 Class Instruction - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. More song variety	7	5.6
16. Get rid of Scott Geller	7	5.6
17. More small group discussions	6	4.8
18. Less slide shows	5	4
19. Two class periods	5	4
20. More films on handicaps	5	4
21. More time to plan activities	4	3.2
22. Shorter lectures	4	3.2
23. More time for cabins	4	3.2
24. Slides returning campers	4	3.2
25. No grade	3	2.4
26. Discuss communication skills	3	2.4
27. Organize psychology lecture	3	2.4
28. Delete psychology	3	2.4

Table 5A
 Recommendations to Improve the Quality of
 Class Instruction - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Emphasize campers' abilities	3	2.4
30. Get in cabins sooner	3	2.4
31. Less cabin competition	3	2.4
32. Less emphasis lectures	3	2.4
33. Teach basic sign	3	2.4
34. More interesting lectures	2	1.6
35. More organization	2	1.6
36. End on time	2	1.6
37. No class skipping	2	1.6
38. More slides actual activities	2	1.6
39. Include newcomers	1	.8
40. Emphasize staff cooperation	1	.8
41. Emphasize activity participation	1	.8
42. Discuss medical histories	1	.8

Table 5A
 Recommendations to Improve the Quality of
 Class Instruction - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
43. Delete psychology	1	.8
44. Trip to Easter Seal	1	.8
45. Read more student papers	1	.8
46. Less emphasis t-shirts	1	.8
47. Emphasize positive aspects	1	.8
48. Present lesson plans to class	1	.8
49. Discuss emotional aspects	1	.8

Table 5B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. More age-appropriate activities	13	10.4
2. Kitchen and laundry staff	12	9.6
3. Modify activities	12	9.6
4. Give 100%	11	8.8
5. Better assignment of staff	11	8.8
6. Feedback from head counselor	9	7.2
7. More time with cabin head counselor	9	7.2
8. Organize field day	8	6.4
9. Campers first priority	8	6.4
10. Screen students	8	6.4
11. Not force camper participation	6	4.8
12. More appropriate sports and games	6	4.8
13. Better communication	6	4.8
14. More cooperation	6	4.8

Table 5B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. More appropriate craft activities	4	3.2
16. Improve rain activities	4	3.2
17. Organize evaluation	4	3.2
18. Respect campers' wishes	3	2.4
19. More interaction between cabins	3	2.4
20. Head counselors chosen carefully	3	2.4
21. Reduce number daily activities	3	2.4
22. More free time	3	2.4
23. Less emphasis competition	3	2.4
24. Have previous experience	3	2.4
25. No behavior managers	3	2.4
26. Organize meal seating	3	2.4
27. Integrate cabins at activities	2	1.6
28. Tuesday night staff meeting	2	1.6

Table 5B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Extend time between activities	2	1.6
30. Less cheering flagpole	2	1.6
31. Extend activity periods	2	1.6
32. Night cabin meetings	2	1.6
33. Foam pads camping	2	1.6
34. Not make promises cannot keep	2	1.6
35. Activities be optional	2	1.6
36. Mosquito repellent	2	1.6
37. Rotation camper-counselor pairs	2	1.6
38. Segregate football players	2	1.6
39. More activity variety	2	1.6
40. Two free days	2	1.6
41. Treat elderly as adults	2	1.6
42. One optional evening	2	1.6

Table 5B
 Recommendations to Improve the Organization and
 Conduct of Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
43. First experience counselor	2	1.6
44. Improve evening activities	1	.8
45. Rotate activity staff	1	.8
46. Reduce number campers	1	.8
47. Separate horses and music	1	.8
48. Less hula-hop	1	.8
49. Less mail	1	.8
50. Less football players	1	.8
51. No drinking look-out	1	.8
52. Start later in morning	1	.8
53. Integrate cabins at activities	1	.8
54. Not single out campers	1	.8
55. More staff horses	1	.8
56. More staff outdoor education	1	.8

Table 5C
 Roles and Responsibilities at Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Caring for camper	69	55.2
2. Assist campers	68	54.4
3. Assist counselors	67	53.6
4. Provide enjoyable experience	39	31.2
5. Get camper involved	32	25.6
6. Cleaning cabin	31	24.8
7. Maintenance	23	18.4
8. Being a friend	21	16.8
9. Encouragement	19	15.2
10. Programming	19	15.2
11. Enthusiasm	18	14.4
12. Guiding hand	14	11.2
13. Safety of campers and counselors	13	10.4
14. Leadership	13	10.4

Table 5C
 Roles and Responsibilities at Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Cleaning activity area	12	9.6
16. Learning about camper	12	9.6
17. Behavior modification	10	8
18. Cabin duty	9	7.2
19. Role model	8	6.4
20. Kitchen duty	7	5.6
21. Teaching skills	7	5.6
22. Promote independence	7	5.6
23. Interacting with campers	7	5.6
24. Laundry	5	4
25. Coordinate cabin	4	3.2
26. Implementation	4	3.2
27. Supervision	4	3.2
28. Evaluation	4	3.2

Table 5C
 Roles and Responsibilities at Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Camper's safety	4	3.2
30. Collecting data	3	2.4
31. Get cabin involved	3	2.4
32. Adapting activity	3	2.4
33. Lifting campers	3	2.4
34. Good listener	3	2.4
35. Moral support	3	2.4
36. Provide learning experience	3	2.4
37. Shower duty	2	1.6
38. Assist activity staff	2	1.6
39. Disciplinarian	1	.8
40. Cabin assignments	1	.8
41. Obey rules	1	.8
42. Give advice	1	.8

Table 5D
 Most Memorable Experience at Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
1. Share friendship and love	47	37.6
2. Saying good-bye	39	31.2
3. Camper's accomplishment	28	22.4
4. Getting to know people	26	20.8
5. Hard to pinpoint	24	19.2
6. Whole camp	15	12
7. Camper expressed love	11	8.8
8. Campers	11	8.8
9. Enjoyment of camper	9	7.2
10. Camper smiled	9	7.2
11. Campfire	7	5.6
12. Camper's concern	7	5.6
13. Outpost camping	6	4.8
14. Camper's sadness	6	4.8

Table 5D
 Most Memorable Experience at Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
15. Canoe capsized	5	4
16. Costume ball	4	3.2
17. Counselor's performance	4	3.2
18. Self-actualization	4	3.2
19. Camper sang	3	2.4
20. Camper's appreciation	3	2.4
21. New learning experience	3	2.4
22. Car wreck	3	2.4
23. Camper screaming	2	1.6
24. Showering campers	2	1.6
25. Being up all night	2	1.6
26. Pride of counselor	2	1.6
27. Camper's seizure	2	1.6
28. Camper responded	2	1.6

Table 5D
 Most Memorable Experience at Camp - 1983
 (N=125)

Recording Units	Frequency Tally Number	% of Class
29. Camper's strength	2	1.6
30. Being yourself	1	.8
31. False teeth up flagpole	1	.8
32. First night with campers	1	.8
33. Camper messed in bed	1	.8
34. Camper's trust	1	.8
35. Camper's spirit	1	.8
36. Camper's courage	1	.8
37. Talking with camper	1	.8
38. Camper's wit	1	.8
39. Meeting camper	1	.8
40. Feeling of accomplishment	1	.8
41. Sleeping with camper	1	.8
42. Camper arrival	1	.8

APPENDIX III
Cross-Tabulation Charts

Table 14
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Counselors/Activity Staff

Similarities	Differences	
Counselors/Activity Staff	Counselors	Activity Staff
1. Reduce number daily activities	1. Have class be 4 credits	1. First experience should be as counselor
2. Make class three hours long.	2. Older campers closer to activities	2. Include activity staff in cabin
3. More preparation for camp	3. Swimming/canoeing follow each other	3. Have more time to plan activities
4. More information camper care	4. More flexibility in camp structure	4. Give activity staff break
5. Get more acquainted in class	5. More help from activity staff	5. More variety for old-timers
6. Get in cabins sooner	6. Less paperwork	
7. More small group discussions	7. Organize activities	
8. Not use a textbook	8. Rotate camper-counselor pairs	
9. Veterans speak about experience	9. More age-appropriate activities	
10. Trip to Lynchburg	10. More interaction between cabins	
11. Camper profiles before camp	11. Modify activities for handicaps	

Table 14
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Counselors/Activity Staff

Similarities	Differences	
Counselors/Activity Staff	Counselors	Activity Staff
12. More interesting lectures	12. More appropriate craft activities	
13. Extend activity periods	13. More activity variety	
14. More organization of class	14. Have two free days at camp	
15. Show slide show before camp	15. Get feedback from head counselor	
16. Show more films on handicaps	16. Make class shorter	
17. Extend time between activities	17. Do not single out campers	
18. Discuss problems at camp	18. Have better assignment of staff	
19. Start class on time	19. Organize fund raising	
20. Have night cabin meetings	20. End class on time	
21. Screen students	21. More song variety	
22. More information staff responsibilities	22. Organize field day activities	
23. Have more free time during day	23. Less emphasis competition	
24. Less emphasis behavior modification	24. Less cabin competition	

Table 14
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Counselors/Activity Staff

Similarities	Differences	
Counselors/Activity Staff	Counselors	Activity Staff
25. Have better communication between staff	25. Get camper profiles sooner	
26. More cooperation students	26. Kitchen and laundry staff	
27. More information pertaining to camp		
28. Campers should be first priority		
29. Have more time for cabins		
30. More hands-on experience		
31. Give 100% at camp		
32. Have Tuesday night staff meeting		
33. Less antagonism activity staff/counselors		
34. Less emphasis songs		
35. Define behavior manager's role		

Table 15
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Counselors/Head Counselors

Similarities	Differences	
Counselors/Head Counselors	Counselors	Head Counselors
1. More information pertaining to camp	1. Older campers closer to activities	1. More preparation evening activities
2. Get into cabins sooner	2. Swimming/canoeing follow each other	2. Head counselors chosen carefully
3. Make class three hours long	3. More flexibility in camp structure	3. More enthusiasm activity leaders
4. More information staff responsibilities	4. Rotate camper-counselor pairs	4. Screen the campers
5. Get more acquainted	5. Organize activities	5. Show slides returning campers
6. Reduce number daily activities	6. Have class be 4 credits	6. Have one optional evening
7. Veterans speak about experience	7. Not use a textbook	7. Less emphasis on lectures
8. Have night cabin meetings	8. Show slide show before camp	
9. More preparation for camp	9. Discuss problems at camp	
10. Camper profiles before camp	10. Have more interesting lectures	
11. More free time during day	11. Extend activity periods	

Table 15
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Counselors/Head Counselors

Similarities	Differences	
Counselors/Head Counselors	Counselors	Head Counselors
12. More organization of class	12. Have more small group discussions	
13. More information camper care	13. Extend time between activities	
14. Show more films on handicaps	14. Have less paperwork	
15. Campers should be first priority	15. More age-appropriate activities	
16. Better communication between staff	16. More activity variety	
17. Modify activities for handicaps	17. Get feedback from head counselor	
18. More time for cabins	18. Not single out campers	
19. Screen students	19. Organize fund raising	
20. Give 100% at camp	20. Less antagonism activity staff/counselors	
21. Have more hands-on experience	21. End class on time	
22. Make class shorter	22. Organize field day activities	
23. Trip to Lynchburg	23. More cooperation from students	
24. More help from activity staff	24. Less emphasis competition	
25. Better assignment of staff	25. Less cabin competition	

Table 15
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Counselors/Head Counselors

Similarities	Differences	
Counselors/Head Counselors	Counselors	Head Counselors
26. Less emphasis on songs		
27. Less emphasis on behavior modification		
28. Have Tuesday night staff meeting		
29. Define behavior manager's role		
30. Have more song variety		
31. Have kitchen and laundry staff		

Table 16
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Activity Staff/Head Counselors

Similarities	Differences	
Activity Staff/Head Counselors	Activity Staff	Head Counselors
1. More information pertaining to camp	1. Have two free days at camp	1. More help from activity staff
2. Get in cabins sooner	2. Modify activities for handicaps	2. Better assignment of staff
3. Make class three hours long	3. Improve evening activities	3. More preparation evening activities
4. More information staff responsibilities	4. Extend activity periods	4. More flexibility camp structure
5. Get more acquainted	5. Extend time between activities	5. More enthusiasm activity leaders
6. Reduce number daily activities	6. Include activity staff in cabin	6. Organize activities
7. Veterans speak about experience	7. Show slide show before camp	7. Screen the campers
8. Have night cabin meetings	8. Discuss problems at camp	8. Make class shorter
9. More preparation for camp	9. Start class on time	
10. Get camper profiles before camp	10. Make class shorter	

Table 16
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Activity Staff/Head Counselors

Similarities	Differences	
Activity Staff/Head Counselors	Activity Staff	Head Counselors
11. Have more free time during day	11. More time to plan activities	
12. More organization of class	12. More cooperation students	
13. Head counselors chosen carefully	13. Give activity staff break	
14. More information camper care	14. More variety old-timers	
15. Show more films on handicaps		
16. Campers should be first priority		
17. Better communication between staff		
18. Have more time for cabins		
19. Screen students		
20. Give 100% at camp		
21. Have more hands-on experience		
22. Trip to Lynchburg		
23. Less emphasis on songs		
24. Less emphasis behavior modification		

Table 17
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Males/Females

Similarities	Differences	
Males/Females	Males	Females
1. Define Behavior manager's role	1. More time to plan activities	1. Better assignment of staff
2. More organization of class		2. Have kitchen and laundry staff
3. Less emphasis behavior modification		3. Rotate camper-counselor pairs
4. Make class shorter		4. Organize field day activities
5. Have more hands-on experience		5. Have night cabin meetings
6. Modify activities for handicaps		6. More variety old-timers
7. More information camper care		7. Get feedback from head counselor
8. Get camper profiles sooner		8. Less emphasis on competition
9. Show more films on handicaps		9. Screen students
10. Give 100% at camp		10. Panel discussion with campers
11. Have more small group discussions		11. More cooperation students
12. Discuss problems at camp		12. Not single out campers
13. Better communication between staff		13. Have Tuesday night staff meeting

Table 17
 Cross-Tabulation of Similarities and Differences in
 Recommendations Given by Males/Females

Similarities	Differences	
Males/Females	Males	Females
14. More information pertaining to camp		14. Have more time for cabins
15. More age-appropriate activities		15. More help from activity staff
16. Have more free time during day		16. Organize activities
17. Veterans speak about experience		17. Swimming/canoeing follow each other
18. Campers should be first priority		18. Have more interesting lectures
19. More information staff responsibilities		19. End class on time
20. More flexibility in camp structure		20. Less antagonism activity staff/counselors
21. Less emphasis on songs		21. Start class on time
22. More preparation for camp		22. Have less paperwork
23. Trip to Lynchburg		23. Show slide show before camp
24. Get camper profiles before camp		24. Make class three hours long
25. Get in cabin groups sooner		
26. Reduce number daily activities		