A Survey of Summer Camp Directors on Current Behavior Management Practices and Needs

by

Samantha A. Blair

A dissertation submitted in partial fulfillment

of the requirements for the degree of

Doctor of Philosophy

(Educational Psychology)

at the

UNIVERISTY OF WISCONSIN-MADISON

2018

Date of final oral examination: 5/10/2018

The dissertation is approved by the following members of the Final Oral Committee:

Jenny Asmus, Professor, Educational Psychology
Thomas Kratochwill, Professor, Educational Psychology
Jim Wollack, Professor, Educational Psychology
Craig Albers, Professor, Educational Psychology
Peter Miller, Professor, Educational Leadership and Policy Analysis

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Abstract

More than 11 million children attend a wide variety of summer camp programs in the United States each summer. Outcomes studies show that summer camps foster significant positive growth in numerous areas. While the American Camp Association offers accreditation for many of these programs and summer camps also must follow laws implemented by the state, there are no criteria in place for the training or implementation of behavior management practices in summer camps. Behavior management literature focused on the school setting indicates that strong practices can increase students' engagement and social emotional well-being. The purpose of this study is to examine the current behavior management practices as reported by camp directors in regards to procedures, training, and needs in order to provide information to contribute to future practices to increase positive summer camp outcomes for youth.

Chapter 1: Introduction

For over 150 years, children have been participating in summer camp programs throughout the United States (Henderson, Bialeschki, & James, Overview of Camp Research, 2007). It is estimated that more than 11 million children attend camp each summer (American Camp Association, 2015a) and the American Camp Association (ACA) is currently working toward their "20/20 vision" of 20 million children attending summer camp annually by the year 2020 (American Camp Association, 2015e). These enrollment statistics indicate that many American children spend at least a portion of their summer attending a camp program and this population will continue to grow in the coming years.

The ACA is a non-profit organization founded in 1910 that has since been serving as the professional organization for camps across America and maintains an accreditation program to ensure the quality of camp programs. The standards set by the ACA accreditation process are considered to be the highest standard of procedures a summer camp can adhere to in the United States (Henderson, et al., 2007). The ACA uses research methods to evaluate programming, camper outcomes, and training practices of its accredited camps and offers resources to aid camps to continue increasing their success in these areas (American Camp Association, 2015a). In addition to research conducted in partnership with the ACA, a variety of research focused on the summer camp setting is conducted outside of the ACA and frequently addresses more specific issues.

Camp research spanning several decades has shown that experiences at camp lead to positive youth development outcomes (Cohen & Carlson, 2007; Garst, Browne, & Bialeschki, 2011; Henderson, Thurber, Schueler Whitaker, Bialeschki, & Scanlin, 2006; Henderson, et al., 2007). These programs take place for only a short amount of time in the summer months, but

have been shown to have positive impacts on children in many areas including self-esteem, independence, social skills, social support, and self-perception (Henderson, et al., 2007). Due to the opportunity for positive growth in the camp setting and the large number of children involved in camp programs, it is necessary that these programs are equipped to appropriately manage children's behavior throughout the camp session. One potential way to help camp programs create positive outcomes may be through the implementation of behavior management strategies rooted in evidence-based practice.

Though there are licensing and accreditation procedures currently in place and many resources available to provide behavior management strategies within the camp setting, a set of widely-used and inclusive practice guidelines for behavior management within the summer camp setting does not currently exist. Furthermore, to date, little research has been conducted examining the efficacy of specific behavior management strategies or exploring strategies currently being taught in trainings or used in practice in summer camp programs.

The ACA conducts a nation-wide survey each year titled "Emerging and Current Issues" to examine which issues are most prevalent across a variety of domains facing summer camps and how camp staff are managing their to address these issues. The survey is conducted every three years and was completed most recently in 2017 using a sample of 334 participants from ACA accredited camps, 66% of which were camp directors or owners (Wilson, 2017). Upon reflection of the previous two years, the number one concern identified was the area of health and safety. This includes mental, emotional, and social health, which was the subtopic most frequently identified as an area of need by participants. When asked about the prevalence of mental, emotional, and social health issues, 71% of respondent reported experiencing more issues than in the past, suggesting a need for further information regarding the management of

campers' behaviors. Additionally, 36% of respondents indicated that training staff to address these needs is more of an issue than it was in the past. Thus, management of problem behavior is of concern for a majority of camp leaders who, in this study, represented a variety of types of camps serving a diverse population.

As there is an increasing need for accountability in the ways in which youth programming is implemented (Henderson, Bialeschki, & James, 2007), it is important to identify effective strategies for managing camper behavior as well as ways in which to determine appropriate strategies for specific situations. A large body of research exists detailing evidence-based strategies, as well as principles for effective application, in the school setting. By determining the current state of behavior management practices, training, resources, and needs in the camp setting, it may be possible to extend this research to the camp setting. The collaboration between these two areas will have the potential to increase the efficacy of camp programming, as well as positive youth outcomes.

Chapter 2: Review of the Literature

This literature review examines the current state of camps in the United States, considering their structure, licensing procedures, and staff training practices. Additionally, literature demonstrating the youth outcomes of camp and current topics addressed in recent existing camp research is reviewed. Finally, the behavior management literature is reviewed with particular attention to the area of classroom and instructional management. Together these areas make a case for the need for future research in the area of behavior management in the summer camp setting to ensure positive outcomes for all children throughout their camp experiences.

Summer Camps in the United States

The typical annual camp season runs in the summer, between traditional academic school years, with campers enrolled in sessions typically lasting between one and ten weeks in length. There are a wide variety of summer camp programs offered each summer, including both day and residential camps. Currently, the ACA accredits 3,674 camps, both day and residential, with a variety of specific programming options (ACA, 2018). Residential camps are those where the campers sleep at camp each night throughout the camp session and day camps refer to programs where campers attend for the whole day, or a portion of the day, and return home in the evening. Within the realm of both day and overnight camps, there are many variations in camp programs including special interest camps, faith-based camps, camps for children with special needs, and camps with an academic focus. Additionally, there are both camps that run as a business for profit and those that are not-for-profit (American Camp Association, 2015a). In 2017, the ACA estimated there were over 14,000 summer camps in the united states and at the time, 2,426 were ACA-accredited (ACA, 2017).

In regards to specific activities offered at camp, the more than 3,000 ACA-accredited camps in the United States offer a wide variety of activities with the most common including swimming, teambuilding, and camping skills (ACA 2015a). Camps are continuously improving their programming and recently this programming has included the development of more adventure camps, family camps, and environmental education programming (ACA 2015a). Further, in 2011, it was notably reported that 2 out of 5 residential camps had a relationship to school or school curriculum and of those, 22% shared a direct link with schools and that percentage was on the rise (ACA, 2015a).

Licensing and Accreditation

Throughout the United States, in order to operate, camps are required to be licensed by their state and each state is responsible for developing and managing their own licensing procedures. Most often this is done by the Department of Human Services and some states coordinate these licensing requirements with the requirements for ACA accreditation (American Camp Association, 2015d). Requirements determined by the state include requirements such as the duration of staff training, camper-to-counselor ratio, and mandatory child management practices. Camps specifically accredited by the ACA must meet specific qualifications in additional areas such as programming, health and safety, camp property, and staff training. Camps that are accredited by the ACA also have requirements regarding training in areas of behavior management that offer general guidance on preparing camp staff to appropriately manage children. For example, currently one standard for pre-camp staff training includes "age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment." (American Camp Association, 2015c, para. 6). Specific strategies or requirements for training or implementation are not detailed, leaving the

majority of the decision making in regards to behavior management practices to camp directors on site.

Though staff training is monitored by licensing and accreditation requirements, in an ACA survey of summer camp leaders, staff training and professional development was reported as an "important" issue by 37% of participants and 54% reported it was a "very important" issue (Bialeschki, Roark, & Bennett, 2015). At the time of the survey, bullying identification and prevention was reported as significant topics addressed during staff training and no other topics related to behavior management were inquired about regarding staff training. However, when asked to report topics that had been added to staff training within the past two years, topics listed included mental health issues, anxiety in campers, parent communication regarding campers' behaviors, and increased quality of behavior management training. A more recent survey of current issues facing summer camps indicated that health and safety is an area of priority with mental, emotional, and social health being most frequently cited. Training of staff in this area was identified as an issue as well (Wilson, 2017). The results of this survey suggest that while there is a standard in place for training staff in behavior management, more specific training may be required and further practice guidelines could be put in place to ensure appropriate behavior management throughout the camp season to benefit campers and contributes to a positive overall experience.

To supplement materials offered by requirements and staff trainings, there are many professionals who offer services to camps in the form of consultation, specialized trainings, online and magazine articles, and books targeting prevalent issues at summer camps. Furthermore, the ACA publishes a bimonthly magazine, called *Camping Magazine,* with articles written by experts in fields related to summer camp programs and child development. In

addition, the ACA has an annual convention, which provides an opportunity for networking, training, and the presentation of current research projects. Overall, while there are procedures and standards in place to prepare camps to properly handle child behavior at the state level, from the ACA, and offered through private resources, there is no empirical data about current behavior management practices in the camp community nor are there evidence based guidelines to facilitate these practices.

Recent Summer Camp Research

Due to the fact that summer camp is attended by a large number of individuals each year, it is imperative that research is conducted in the context of summer camp not only on youth outcomes but also on elements of summer programs that create change, which is particularly important as accountability is increasingly becoming required (Henderson, et al., 2007). Though previous research in camps has been conducted for several decades, there are many challenges inherent to using the camp setting for research, such as its limited timeframe and always changing format; and therefore, few large-scale quantitative studies have been conducted (Henderson, et al., 2007). To date, a majority of summer camp research is survey research conducted by surveying campers, camp staff, and parents.

A majority of research conducted in summer camps can be placed into four broad categories based on the purpose and setting of the research. These categories are (a) youth development outcomes, (b) effectiveness of treatment and therapeutic programs, (c) promotion of physical health and wellness, and (d) increasing academic skills. Research in each of these categories focuses on outcomes or program evaluation that targets specific populations or a specific camp setting. In addition to these groups of studies, there is also a small body of research addressing overall issues of summer camps such as the structure of summer camp itself

including summer camp staff, consultation, and behavior management. In order to provide a general overview of research focusing on summer camp, recent research in each of these areas will be reviewed.

Youth Development Outcomes

Summer camp programs have been shown to have numerous positive outcomes for youth development in areas including self-esteem, independence, leadership, and psychosocial development and these outcomes have been shown to continue even after camp is over (Garst, Browne, & Bialeschki, 2011). These outcomes have been reported not only by the youth themselves, but also their parents and the camp staff (Henderson, et al., 2007). These studies show that summer camp provides a powerful opportunity for growth in areas that may not be typically addressed in the school setting, but can have an important positive impact on youth throughout their lives.

Though there are many studies on youth development outcomes of summer camp programs, there are few standardized tools for measuring outcomes across programs (Henderson et al., 2006). A majority of measurement is completed using self-report, parent-report, or staff report focused on outcome changes between pre-camp and post-camp and program evaluation. Additionally, the ACA offers tools that are available to their accredited camps to measure these outcomes (American Camp Association, 2015). One tool available is the *Camper Growth Index-Camper* (CGI-C), which has been shown to be a valid and reliable measure (Henderson et. al., 2006). The CGI-C provides data from youth in four main domains that align with most camp program outcome goals, including: positive identity, social skills, positive values and spirituality, and physical and thinking skills; the scale can be used for evaluating youth outcomes of summer camp programs.

Outcome studies focusing on the positive development of at-risk youth have been conducted evaluating the effects of summer camp programs. Many summer camps are not-for-profit and specifically enroll children who may not otherwise have the opportunity to attend a summer camp (American Camp Association, 2015). At-risk youth refers to those at-risk for experiencing negative life outcomes or dangerous life experiences (Brown Kirschman, et al., 2010), and while these youth may have access to support services during the school year, these services are not available in the summer. Brown Kirschman et al. (2010) examined feelings of hopefulness in at-risk youth and showed that a six-week summer dance program for inner-city at-risk youth increased feelings of hopefulness, thus indicating an increase in protective factors for this population.

Effectiveness of Treatment and Therapeutic programs

Studies in the category of treatment and therapeutic studies refer to those that take place within summer camps that are designed to treat specific symptoms, such as those of a psychological disorder or therapeutic studies set in camps designed for children who are all experiencing the same life situation, such as loss of a sibling. An example of the focus of a treatment study is camp programs providing treatment for symptoms through the implementation of brief intensive treatment for psychological disorders such as Attention-Deficit/Hyperactivity Disorder, Separation Anxiety Disorder, or Autism Spectrum Disorder. These studies evaluate the effects of programs offering specific treatment for individuals and the results suggest this short-term and non-traditional setting of summer camp programs are effective (Farber & Sabatino, 2007; Santucci & Ehrenreich-May, 2013; Walker, Barry, & Bader, 2010).

Short summer camp treatment programs have been shown to be effective for decreasing symptoms experienced by children struggling with symptoms of mental health disorders

(Santucci & Ehrenreich-May, 2013; Walker et al., 2010) These studies utilize the typical structure of a summer camp but activities are designed to be intensive treatment programs led by trained therapists. A four-week treatment summer camp focusing specifically on adaptive social skills for children with ASD yielded positive results seen by both parents and therapists (Walker et al., 2010). In a preliminary randomized control trial by Stantucci & Ehrenreich-May (2013), effects of an intensive one-week camp treatment program showed significant reductions in separation anxiety disorder when compared with the control group for female children between the ages of 7 and 12. This intensive Summer Treatment Program (STP) is a structured treatment designed as a camp for children with Attention-Deficit/hyperactivity disorder (ADHD) that has been shown to be effective at reducing problem behaviors by incorporating child-focused behavioral interventions and parent training (Fabiano, Schatz, & Pelham, 2014). The program has been widely researched and is considered evidence-based. Overall, these summer camp style programs have shown to be effective and outcomes indicate that this setting provides an opportunity for treatment procedures to create positive change in children even in a short period of time.

One treatment study addressed an important issue of unintentional injuries in children with Conduct Disorder, Oppositional Defiant Disorder, and Attention-Deficit/Hyperactivity Disorder in the setting of a summer camp treatment program (Schwebel, Tavares, Lucas, Bowling, & Hodgens, 2007). Children meeting criteria for these diagnoses are at a potential increased risk for unintentional injuries and due to the nature of the physical camp setting, there are many possible opportunities for injury. This study thoroughly examined the behavior of children enrolled in a summer camp for children primarily diagnosed with ADHD and determined that those with comorbid diagnoses of CD and ODD are at an increased risk for

unintentional injuries (Schwebel, Tavares, Lucas, Bowling, & Hodgens, 2007). This finding indicates that appropriate behavior management is imperative not only for the emotional well-being of campers and the camp program, but to ensure physical safety as well.

Researchers may utilize the summer camp treatment setting to explore effects of summer camp programing on children's symptoms of a diagnosed disorder because of the convenience of the sample (Henderson, et al., 2007). For example, a pilot study conducted using a weeklong robotics camp as the setting for adolescents with Autism Spectrum Disorder showed participants experienced a significant decrease in symptoms of social anxiety following the program (Kaboski, et al., 2014). While the summer program itself was not a specific treatment for social anxiety, after participating in the special interest summer program, these children with ASD experienced a decrease in symptoms, offering evidence of positive outcomes from summer camp programs for specific populations. Another example of research conducted within the summer camp treatment setting can been seen in a study by Gaziano et al. (2015) in which a summer camp treatment program for children with externalizing behavior problems was used as a setting to test the validity of self-regulation measures for preschool-aged children. This specific population enrolled in the treatment program offered a sample well-suited for testing these measures; however, the interaction of the camp staff and the children's behaviors was not studied.

These studies show positive outcomes in regards to the symptoms the treatments were intended to address, suggesting that these brief summer programs offer rich opportunities for change. However, though a specific treatment may be discussed in the methods of these studies, frequently the setting is not thoroughly described nor is staff training discussed. Additionally, often in these studies qualified therapists are in charge of the children who have a great deal of

experience with a wide variety of behaviors, which is different from the young camp staff in most settings around the country (American Camp Association, 2015). Since these studies focus on treatment for specific symptoms, overall camp policies and behavior management are not described. Therefore, it is unknown how behavior was managed throughout the program or what effects the summer camp setting itself may have had on behavior for these children. Furthermore, in these studies, children meeting criteria for disorders are clearly identified; however, there are currently no studies reporting the rate of children with identified disorders or behavior management problems enrolled in typical camp settings throughout the summer in the United States each year.

Therapeutic camps are programs that are structured for children with specific needs including children with chronic illness such as cancer, diabetes, asthma, or heart conditions as well as groups such as grieving children, children who are visually impaired, or siblings of children with cancer. These programs may offer specific adaptations for best meeting the needs of the children attending. Overall, results of these studies show that positive outcomes of camp for these children include psychosocial benefits, strong social support, increased self-perception, and a sense of independence (Moola, Faulkner, White, & Kirsh, 2013; Siperstein, Glick, & Parker, 2009; Conrad & Altmaier, 2009; Farber & Sabatino, 2007; Goodwin, Lieberman, Johnston, & Leo, 2011; Goodwin & Staples, 2005; Odar, Canter, & Roberts, 2013). Social support and a sense of community have also been identified as positive outcomes for families (Wu, Prout, Roberts, Parikshak, & Amylon, 2011), which is logical due to the fact that participants are able to relate to others who are experiencing similar life situations and form strong bonds. This finding is similar to outcomes that have been established by youth development studies (Henderson, et al., 2007; Henderson, et al., 2007) and these studies offer

further insight into the special environment of the summer camp setting and significant experience that can lead to positive gains.

Promotion of Physical Health and Wellness

The active nature of camp and structured meal times make camp an obvious setting to conduct research in how to encourage youth to be more active and how to increase healthy eating habits. It has been shown that summer camp is valuable venue for increasing children's physical activity and provides an opportunity to increase their knowledge about both the importance of physical activity and healthy eating (Hickerson & Henderson, 2014; Ventura & Garst, 2013; Zarrett & Skiles, 2013.) Studies have shown that implementing health-eating interventions in summer camps improves the food choices that both children and camp staff make during the summer sessions (Seal & Seal, 201; Weaver, Beets, Saunders, & Beighle, 2014), further emphasizing both the potential physical health benefits and opportunities for effective interventions in the summer camp setting.

Academic Skills Camps

Another goal of some summer camp programs is to reinforce academic skills and offer more intensive instruction in areas of specific interest. Academic camps exist to teach new skills as well as reduce the loss of skills during the summer when school is not in session. Research has been done to study the efficacy of increasing academic skills in the camp setting during the summer season between school years; however, the body of research focusing on these specific camps is smaller. Infusing reading instruction into summer day camp programming has been shown to increase reading skills in economically disadvantage students who are most at risk for a decline in their reading skills over the summer months (Schacter, 2003).

Summer Camp and Behavior Management

Few studies have specifically examined effects of behavior management strategies in the summer camp setting. One study examined the impact of behavioral consultation on the amount of group praise teachers used with children with disabilities during a week-long day camp (Smith, Bicard, Casey, & Bicard, 2013). Results showed that behavioral consultation did increase the amount of group praise given to campers; however, the effects that the increase in praise had on campers' behavior was not measured. Another study researched the level of stress and burnout of camp staff exposed to aggressive campers with intellectual disabilities to determine if results were similar to previously established data showing that high rates of burnout are common among support staff exposed to aggressive children (Ko, Lunsky, Hensel, & Dewa, 2012). Results indicated that higher rates of exposure to aggression were associated with higher rates of burnout; implications discussed included stronger staff training in managing aggressive behaviors. Cohen and Carlson (2007) offer a description of effective behavior training for staff and introduce a behavior management strategy known as "contain-discuss-plan" that has been developed at The Hole in the Wall Gang Camp to address the specific needs of their campers. Through this strategy, camp counselors are taught to contain the behavior of campers, discuss it with them, and help them to make a plan for the future. Furthermore, the effects of positive behavior support, a common school-wide strategy for reducing problem behaviors and creating positive school climates, was examined in a summer camp setting. Results indicated it was effective in decreasing the amount of problem behavior and helping staff to better manage behavior through positive comments and discussions (McKevitt, Dempsey, Ternus, & Shriver, 2012).

Throughout existing literature focusing on behavior management within the summer camp setting, there is an emphasis on staff training to ensure staff are well-equipped to manage

behavior problems that occur and create cohesion through camp in management techniques. As the expectations for camp programs continue to increase (Bialeschki, 2015) and the more of an emphasis is placed on addressing campers' well-being and developmental outcomes, efforts have been made to incorporate more professional knowledge into the camp setting through training and consultation. Schafer (2007) argues that psychological training should be incorporated into training practices for summer camp staff and that by incorporating information about normal development and commonly encountered problems, staff will be better able to address children's needs and there will be greater benefits to children who attend summer camp programs. Similarly, Ditter (2007) makes a case for consultation to summer camps from professionals knowledgeable in health and mental health fields. Ditter (2007) stresses that as the realm of summer camps increases and more children attend each year, there is a greater need to increase education and resources to help camp staff and parents make appropriate decisions for children attending camp.

Behavior Management and School Wide Positive Behavior Support

The need for behavior management in the summer camp setting is similar to the need for classroom management in the school setting. A survey conducted by the American Psychological Association indicated that teachers identify the area of classroom management as being a top need in their classrooms (Coalition for Psychology in School and Education, 2006). There is a parallel between teachers' need for classroom management at school and camp staff's need for behavior management in the summer camp setting. At school, the goal of classroom management is to increase educational gains in children as well as foster social and emotional growth and development by creating and maintaining order (Emmer & Sabornie, 2015). While summer camps share these goals, a majority of camps also have wider-reaching goals including

increasing physical activity, building non-cognitive skills, and connecting youth with nature (Bialeschki, Roark, & Bennett, 2015). Therefore, while many of the principles of classroom management may hold true in the summer camp setting, there may be differences in the camp setting due to short sessions, young staff, and varying expectations of campers based on activities, which could require different behavior management strategies than those implemented in the classroom setting.

The underlying principles of effective classroom management are that if a teacher is able to spend less time managing problem behaviors, he or she can spend more time leading instruction and engaging with students (Emmer & Sabornie, 2015). Similarly, this focus would be an ideal goal for summer camp staff. Recently there has been a push for the use of evidence-based intervention in schools, which also applies to issues of classroom management (Kratochwill, 2007). This focus means that teachers and school staff should use strategies that have been proven to be effective and therefore, resources and strategies that are considered best practices have been identified for school staff to use.

School wide positive behavior support (SWPBS) is a systematic structure implemented throughout an entire school that focuses on preventing problem behavior on a universal level for all children and also consists of more intensive interventions where needed for students on a secondary and tertiary level (Lewis, Mitchell, Trussell, & Newcomer, 2015). At the universal level, clear expectations are set for all students as prevention and beyond that, group or individual interventions are implemented as needed (Lewis, et al., 2015). SWPBS provides a structure within which best practices for behavior management can be used and strategies to apply this structure to non-classroom settings have been identified and results show a decrease in problem behavior (McKevitt, Dempsey, Ternus, & Shriver, 2012). However, although positive

behavior support strategies show promising effectiveness in managing behaviors in non-classroom settings, more evidence is needed to determine how to best conduct implementation due to the various unique factors of summer camp. When implementing multi-tiered levels of prevention and intervention for behavior management in an inclusive setting, it is important to pay attention to the diverse needs of the children and be sure strategies being implemented are at the appropriate level and have been shown to be effective when applied in these specific situations (Lane & Menzie, 2015).

Areas of classroom management strategies that have been shown effective that may be particularly applicable to that of summer camp are those focused on music and physical education classrooms. These learning environments may well reflect that of the camp setting in that children are not always expected to be quiet and in their seats in a similar pattern to that of the traditional classroom setting. However, there is still a need to keep the children engaged in the activities and instructions (Byo & Sims, 2015). In these areas, it has been determined that one of the most important aspects to consider when managing a group of children in an active setting is to consider the context in which the activity is being lead, actively engage with the children, and promote a sense of order from the beginning (Byo & Sims, 2015). In physical education classes, it is important to take into consideration that instruction happens in a number of settings and it is important to establish rules and routines (Cothran & Kulinna, 2015). This focus is similar to principles of classroom management and positive behavior support, both of which can be beneficial in the summer camp setting.

Summer Camp Staff Training and Skills

For camp staff, learning to properly manage children's behavior is important and in more traditional school settings, it is recommended that actions such as pre-service training,

professional development, or mentoring are taken to help develop behavior management skills (Stough & Montague, 2015). Teaching requires a great deal of interpersonal skill to be able to engage children and manage their behavior; therefore, skills and strategies in areas such as listening, problem solving, and awareness of community values are important to take into consideration (Raczynski & Horne, 2015) For summer camps, this focus could mean expanding the topics required to be covered during pre-season training for accredited camps in order to address behavior management and camp-wide positive behavior support plans. Additionally, the development of accessible resources for camps to use in their training and when structuring their behavior management plans would help in bringing evidence-based practices to camps and assisting camps to align their behavior management practices with the needs of their campers. Lastly, engaging in consultation with professionals trained specifically in behavior management is another way summer camps could develop plans and create effective systems. Consultation involves the collaborative work between a professional and consultee to problem solve and implement services (Kratochwill & Pittman, 2002). In the summer camp setting, consultation could be integrated both in training, as consultants could offer resources for increases staff's knowledge and skill in evidence-based strategies. Additionally, organizational consultation could benefit summer camps as consultants could use their professional training to offer resources and work with camp directors to establish camp-wide effective behavior management.

Summary

In order to be effective programs, summer camps must have rules and train camp staff to follow certain procedures when it comes to managing the behavior of children (McKevitt, Dempsey, Ternus, & Shriver, 2012). However, it has been identified that behavior management is a need for teachers in the classroom setting (Coalition for Psychology in School and

Education, 2006). Based on the findings summarized by Stough and Montague (2015), classroom management is an imperative topic covered by only a small portion of teacher training programs and the most effective way to remedy this is through pre-service training and professional development. This information, along with the fact that a majority of camp staff are young and relatively inexperienced with working with children (American Camp Association, 2015), suggests that refining behavior management strategies at camp through pre-season training would be important to ensure camps are able to help children experience the positive outcomes camp has to offer (Henderson, Scheuler Whitaker, Bialeschki, Scanlin, & Thurber, 2007). Furthermore, as school systems shift to evidence-based behavior management strategies and school-wide positive behavior support systems, there is a growing body of resources available that have been proven to be effective (Emmer & Sabornie, 2015: Kratochwill, 2007). Similarities in goals between the school setting and camp setting in regards to behavior management strategies may indicate that it is useful to train camp staff in these strategies. However, currently there is little evidence on current practices of behavior management in summer camp throughout the United States. Though literature exists on camp outcomes, there is little information regarding problem behavior most commonly dealt with at summer camp or procedures adopted by summer camp programs in which their staff are trained to manage behavior. Therefore, future research should focus on the specific needs of summer camp programs in order to effectively address implementation of behavior management strategies and then evidence-based practice guidelines can be identified.

Research Questions

This study used survey methodology and qualitative interview procedures to examine important constructs related to behavior management practices in summer camps. The present study will address the following research questions:

1. What are the most frequent problem behaviors in the summer camp setting as reported by camp directors?

Prediction 1. Most common problem behaviors and effects in the summer camp setting will be similar to those seen most frequently in the school setting (Todd, Horner, & Tobin, 2006). The professional literature does not provide much information regarding behavior problems children most frequently present in the summer camp setting. The purpose of this research question is to begin to determine the identified problem behaviors in the camp setting to explore whether evidence-based behavior management practices implemented in the school setting would be appropriate to extend to the camp setting.

1a. Do the most frequent behaviors reported differ by camp program characteristics?

Prediction 1a. Most commonly reported problem behaviors will not vary significantly between camp program characteristics. Examining the differences in reported behavior among these difference categories (i.e., day camp or residential camp) will provide further information about whether this characteristics influence problem behaviors most commonly seen.

2. Do camp directors use behavior management strategies similar to those most commonly used in the school setting?

Prediction 2. Camp directors will report the use of behavior management strategies similar to those in the school setting.

2a. What types of behavior management practices are addressed during pre-camp staff training?

Prediction 2a. It is predicted that most summer camps will include training in behavior management practices for working with individual campers in their training. As professional fields continue to push for evidence-based practices and accountability (Henderson, et al., 2007; Kratochwill, 2007), it important that training reflects protocols that align with these concepts. As the ACA and state law require behavior management training, it is predicted that camps will include this focus in their pre-camp staff training (Henderson, et al., 2007). However, specific practices are not outlined for training purposes and therefore, it is predicted that all topics covered may not be evidence-based practices or align with SWPBS, which has been shown to be effective in preventing problem behavior on a systems-level (McKevitt, Dempsey, Ternus, & Shriver, 2012).

3. Do camp directors report their staff are adequately trained to manage problem behavior?

Prediction 3. It is predicted that camp directors will report their staff need additional training to consistently and effectively manage problem behaviors of campers. Based on the ACA Emerging Issues Survey (Bialeschki, Roark, & Bennett, 2015), behavior management has been identified as a broad area of need for a majority of summer camp directors. This priority, along with the need for additional training and support also identified by teachers in regards to classroom management (Coalition for Psychology in School and Education, 2006), leads to the prediction that camp directors report the need for additional training for their staff.

4. Where do summer camp directors get their resources and information regarding behavior management?

Prediction 4. Summer camp directors will primarily get resources and information regarding behavior management from ACA resources and associated publications, prior training, and internet sources. Similarly, with the shift to evidence-based practice and accountability

(Henderson, et al., 2007; Kratochwill, 2007) in order to implement evidence-based practices, camp directors must obtain their information from reliable sources. The purpose of this question is to determine if it could be effective to provide practice guidelines through mediums of information already used currently by camp directors.

Chapter 3: Methods

The research questions in Chapter 2 were addressed by surveying camp directors who worked at summer camps accredited by the American Camp Association (ACA) during the 2017 summer season. A follow-up interview was also conducted with a small sample of directors to examine the extent to which survey options captured current behavior management practices and needs in the camp setting. In order to be carried out, this study was approved by the University of Wisconsin-Madison Social and Behavioral Sciences Institutional Review Board (IRB; see Appendix A) and a collaboration agreement was approved by the ACA Research Committee (see Appendix B)

Participants

Sampling and total survey responses. Survey data were collected from camp directors who worked as the director of an ACA-accredited camp during the 2017 summer season and only one director from each camp was contacted. Potential participants were sent an e-mail by the ACA communications team, inviting them to participate in the study. In accordance with ACA policy, only camp directors who had previously agreed to receive e-emails from the ACA were eligible to be contacted (N = 1,808).

Directors were contacted in three groups:

(a) Group A: Group A was comprised of a random sample of 500 camp directors and were contacted through e-mail by the ACA communications committee on September 28, 2017 (see Appendix C) and two weeks later this same sample of 500 was sent a follow-up thank you and reminder e-mail on October 12, 2017 (see Appendix D). For group A, 44 out of 500 surveys were completed following the initial email, and 11 out of 466 were completed after the follow-up email was sent. After this follow up email,

contact with potential participants group A was concluded. This was decided for two reasons: (1) due to the limited added benefit of the follow-up email contact (i.e., an increase of 11), it appeared unlikely that additional follow-up with group A would produce a significant increase in sample size; and (2) this repeated contact was likely to have the unintended consequence of undue burden on the camp directors and of straining of the investigators' working relationship with ACA. Instead, investigators decided to contact an additional, unique set of 500 camp directors from the ACA e-mail database.

(b) Group B: Group B consisted of an additional pool of 500 camp directors. They were contacted on October 17, 2017. A follow up thank you and reminder e-mail was not sent to group B, as the ACA declined this request due to the high volume of e-mails being sent by the ACA communications team at this time in the year. The ACA is careful to maintain strong working relationships with their camp directors and one way they do this is by limiting the amount of e-mail that is sent out.

(c) Group C: Due to continued low response rates, the ACA did agree to send out a final e-mail to the 808 remaining directors on November 9, 2017, which was considered group C. A follow up thank you and reminder e-mail was not sent to group C either, due to the reasons stated above.

Notably, the ACA commonly only agrees to sending 500 e-mails per project, therefore sending this email to all 1,808 camp directors at least once is outside their normal practices and far exceeds the limit of what the ACA would ordinarily agree to do. However, due to their commitment to the present study and strong interest in the resulting findings, they agreed to make an exception.

A total of 156 surveys were completed in entirety, 15 surveys were partially completed, and 34 surveys were opened and not completed. This yielded 171 surveys with usable data and a response rate of 9.5%. See Appendix E for participant response chart by response group.

Follow-up Interview Participants. At the end of the survey, participants were asked if they would like to volunteer to be selected for the follow-up interview. Out of the 171 participants who submitted reportable data, 27 participants volunteered to be interviewed. Fifteen of the 27 volunteers were selected using a random number generator and were contacted via e-mail to schedule an interview.

Participant demographics of camp directors. Participant demographics of camp directors are presented in Tables 1 and 2. A majority of the participants identified as White/Caucasian (84.7%). Participants also identified as Asian (0.6%), Multiracial (2.3%), and Black/African American (1.1%). Eleven participants (6.3%) chose not to identify their ethnicity. Of all the participants, (55.6%) identified as female and (44.8%) identified as male. The average age of participants was 43.2 years, with the youngest being 26 and the oldest being 75. The average number of years participants had worked at a summer camp was 20.3 years, with a range of four to 50 years. The average number of years participants had worked as a camp director was 12.4 years, with one year being the lowest reported and 50 being the highest. Participants had worked as the camp director of the camp they directed during the 2017 summer for an average of 10.5 years, with a range of one to 50 years.

The majority of participants held a Bachelor's degree (48.5%) or Master's degree (39.2%). Participants also held a high school diploma (1.2%), Associate's degree (1.8%), Specialists degree (1.9%), Doctorate degree (3.5%), or identified they had completed some college (4.1%). Of those with advanced degrees, 18.7% identified their degree was in an

education-related field and 15.2% identified their degree was in a mental health-related field. The remaining participants who identified the area of their advanced degree were not related to either of these fields (30.4%).

The most recent study of ACA-accredited camp personnel conducted by the ACA was the 2016 Compensation, Benefits, and Profession Development survey which survey a systematic stratified sample of all 2,316 accredited camps that were either day or residential (ACA, 2016b). A total of 427 responses were collected, 205 of which were from day camps and 222 from residential camps. A majority of the day camps surveyed reported their camps were agency camps and a majority of residential camps reported they were independent not-for-profit camps. For overnight camps, 56% of camp directors were male and 54% of day camp directors were female. For day camps, 40% of camp directors were between the ages of 25 and 34 and for overnight camps, the majority of directors (28%) fell in the age range of 35 to 44 years. Both day and overnight camp directors were majority Caucasian and it was reported the majority of all directors' highest level of education completed was at the bachelor's degree level. The majority of all camp directors had held their position for five to nine years. In comparison with this study, the current sample is slightly older, more experienced, and has more education. Data pertaining to demographic of all ACA-accredited directors were not available through that ACA at this time.

Table 1

Participant Demographics

Characteristic	% of participants	*N*
Gender		
Female	55.6	95
Male	44.4	76
Ethnicity		
White/Caucasian	88.9	152
Hispanic	0.6	1
African American	1.2	2
Asian	0.6	1
Multiracial	2.3	4
Did not identify	6.4	11
Highest level of education		
Some high school	0.0	0
High school diploma	1.2	2
Some college	4.1	7
Associates	1.8	3
Bachelor's	48.5	83
Master's	39.2	67
Specialists/Professional degree	1.8	3
Doctorate	3.5	6
Area of advanced degree		
Education related field	18.7	32
Mental health related field	15.2	26
Other	30.4	52

Table 2

Camp Director Characteristics

Characteristic	Mean	Range	*n*
Years worked at camp	20.32	4-50	171
Years worked as director	12.43	1-50	170
Years as director of 2017 camp	10.48	1-50	169
Age	43.24	26-75	170

Camp Director-Reported Characteristics of Summer Camps. Participants also reported information about their summer camps pertaining to programming, staff, and the campers enrolled (see Table 3). Participants reported their camps had been accredited by the ACA for an average of 24.7 years, with a range from 1 to 64. The average number of staff employed

throughout the 2017 summer was 85.7, with a range from 14 to 450. Of these staff members, participants reported that on average 36.4, with a range from 1 to 200, of staff were first time summer camp staff and on average 6.1 were certified teachers, with a range from 0-50.

Participants reported their camps enrolled an average of 794 campers for the entire 2017 summer camp season, with an average of 237 campers (range: 4 – 5,200) enrolled in an average week. Participants noted that their camps served a range of age groups (see table 4), with the majority enrolling campers ages 7-9 (91.2% of camps), 10-12 (93.6% of camps), and 13-15 (93.0% of camps). Fewer camps enrolled campers younger than four years old (14.0% of camps) and older than 15 years old (69.6% of camps).

Table 3

Camp Characteristics

Characteristic	Mean	Range	*n*
Years accredited by ACA	24.7	1-64	150
Number of staff	85.7	14-450	168
Number of first time staff	36.4	1-200	168
Number of Certified Teachers	6.1	0-50	167
Average campers enrolled per summer	794.5	4-5,200	166
Average campers enrolled per week	237.2	22-800	168

Table 4

Age groups enrolled

Age Group	% of Participants
Younger than 4	13.9
4-6	40.5
7-9	91.2
10-12	93.6
13-15	93.0
Older than 15	69.6

Note. $n = 166$

Participants also reported details about their summer camp program (see Table 5). A majority of participants reported their camps were residential (58.5%), with fewer identifying as

day camps (18.7%), or camp programs that offered both day and residential programming (21.6%). A majority of participants identified that their summer camps enrolled both females and males (85.4%) with fewer enrolling only female campers (9.9%) or only male campers (3.5%). Most camps indicated their programming was not specialized for a specific population of campers (76.6%), although 22.2% reported that their summer camps are specialized for specific populations (i.e., children with disabilities, mental health diagnoses, or medical diagnoses; economically disadvantaged youth; refugees; LGBTQ youth; and foster youth). Of all the participants surveyed, 55.6% reported they do exclude campers from enrolling based on behavioral concerns and 44.4% reported that they do not. Reasons for exclusion included: the camper was a danger to themselves or others, the camper had previous suspensions from camp programming, the camper demonstrated violent or aggressive behavior, and a lack of fit between the camper and the camp environment or programming.

Table 5

Camp Characteristics

Characteristic	% of Participants	*n*
Type of Camp		
Residential	57.8	100
Day	18.5	32
Both	21.4	37
Genders enrolled		
All	84.4	146
Female	9.8	17
Male	3.5	6
Specialized population	22.0	38
Exclusion based on behavior	54.3	94

Note. n = 169

Instruments

Survey. A self-administered electronic survey was developed by the current investigators to gather information regarding problems behaviors facing summer camp staff and current

behavior management practices (see Appendix F). The survey was completed online using *Qualtrics Survey Hosting Service*, a free service available through the University of Wisconsin-Madison that offers the ability to create, administer, and store data online. The ACA research committee reviewed the survey prior to administration.

Survey Content. The survey developed for the study was based on a review of the literature focusing on prior research conducted in summer camp settings, as well as research on behavior management in the school setting. Content areas included in the survey can be found in Figure 1. The survey contained seven sections with a total of 44 questions, including 22 closed-ended questions and 22 open-ended questions. Open-ended question included those that allowed participants to write in answers in the demographics section (i.e., ethnicity) or specify an answer for "other." The first three sections served to gather information about the camp director, camp program, and camp processes and the remaining sections focus on current behavior programs, behavior management strategies, training, and needs.

Camp Director Demographics. The first section asked for demographic information from the camp director. Eight questions were presented, including: (a) total years working in summer camps, (b) total years working as a camp director, (c) total years working at camp where employed during the 2017 summer season, (d) age, (e) gender, (f) ethnicity, (g) highest level of education completed, and (h) area of advanced degree, if applicable.

Camp Characteristics. Ten items were included in the second section asking about characteristics of participants' individual camp programs. Questions included: (a) years accredited by ACA, (b) type of camp (day, residential, or both), (c) gender of campers enrolled, (d) whether or not children are excluded based on behavior concerns, (e) if applicable, why children were excluded based on behavior concerns, (f) whether or not camp was specialized for

a certain population, (g) if applicable, what that special population was, (h) number of counselors employed, (i) number of first time employees, and (j) number of counselors that were certified teachers.

Campers and Registration Process. The third section contained five questions asking about campers and the registration process. Questions included: (a) number of campers enrolled in 2017 summer session, (b) approximate number of campers enrolled in a week, (c) age groups served, (d) whether or not information regarding behavior management was received prior to start of camp, and (e) if applicable, the appropriateness of this information.

Behavior Management Strategies. Part four of the survey consisted of eight items in which participants were asked to report on behavior management strategies at their summer camp. The first item asked approximately how frequently common behavior management strategies were implemented during the 2017 summer camp season. The behavior management strategies listed were been adapted from *The Survey of Behavior Management Practice* (SOBMP) (Reupert & Woodcock, 2010), which is based on a review of relevant literature. This section also included specific items in areas addressed in behavior management and discipline training within the ACA standards (ACA, 2016a). Two closed-ended and one open-ended question were asked in regards to camp-wide practices. These questions were based on the presence of system-level behavior management practices rooted in the literature reviewed by Lewis, Mitchell, Trussell, & Newcomer (2015). One closed-ended question and one open-ended question were presented to survey participants about their use of consultation for strengthening behavior management practices based on best practices as identified by Ditter (2007).

Most Common Problem Behaviors at Camp. This section contained five questions surveying the presence of problem behaviors most frequently seen by the camp director in his or

her summer camp setting. The first item asked participants to select from a list all problem behaviors seen frequently at their camp. The list of problem behaviors was adapted from *The School Wide Information System* (SWIS) problem behavior definitions (Todd, Horner, & Tobin, 2006) used in the web-based application for tracking student problem behavior. Based on the literature, office discipline referral data were determined useful for making data-based decisions about student behavior and school climate (Irvin, et al., 2006 & Spaulding et al., 2010); therefore, surveying camp directors who oversaw camp programs regarding these behaviors was anticipated to provide information regarding frequency of overall behavior from campers and typical camp climate. This section had four remaining questions asking (a) the amount of time the director spent managing problem behavior, (b) the amount of time the staff spent managing problem behavior, (c) the number of campers that were suspended or expelled from the program, and (d) the age group(s) from which the most problem behavior was seen.

Staff Training. The survey examined pre-camp staff training and contains three items. The first item asked how long overall pre-camp staff training was in days. The next items assessed how adequately the directors reported that each topic present was covered during training. The list of areas of behavior management was adapted from the classroom management training survey based on the classroom management literature (Christofferson & Sullivan, 2015). Participants were given the option to list other behavior management-related topics covered in staff training in addition to the ones presented. One item asked if the camp director was responsible for planning training with the option to write in who was responsible if it is not the camp director.

Needs and Resources. The third part of the survey had four items pertaining to needs and resources related to behavior management. The first item asked for participants to indicate how

much they reported their staff need additional training in broad areas of behavior management. This item was adapted from *The Teacher Needs Survey* (Coalition for Psychology in School and Education, 2006). An additional item in this section allowed participants to identify other areas they reported their staff needed training in order to carry out successful behavior management practices. Participants were asked to identify from a list resources they used for gathering information about behavior management practices and gave them the option to write in additional resources they used. The list of resources was adapted from the classroom management training survey (Christofferson & Sullivan, 2015).

Figure 1.

Survey Content

Content Area	Survey Items
Behavior Management Strategies	-Frequency of specific strategies (Q30) -Implementation of camp-wide behavior expectations (Q32, Q33, Q34) -Consultation with independent providers (Q35, Q36, Q37)
Problem Behaviors	-Frequent management of common problem behaviors (Q38) -Time spent managing problem behaviors (Q39, Q40) -Number of campers suspended or expelled (Q41) -Age group of frequent problem behaviors (Q42)
Staff Training	-Length of pre-camp training (Q43) -Adequacy of training in common topics (Q44)
Resources and Needs	-Areas staff need additional training (Q47) -Sources of behavior management resources (Q49)

Follow-up Interview. Each interview was conducted over the phone by the project coordinator using a script (see Appendix H), which was approved by the UW-Madison IRB and

ACA Research Committee. Detailed notes were taken on the computer to record responses and interviews lasted between 15 and 30 minutes.

The interview was intended to gather information about common occurrences at summer camp related to behavior management practices that may have been missed by the survey and to get information about those areas that were most important. The survey content was based on measurement tools used within the school setting and therefore, it was important to determine whether or not the survey items fully captured the experiences of summer camp professionals. The rationale for interviewing a subset of the overall survey sample was to determine whether or not additional areas should be included in future iterations of the survey, or if the survey as presented was comprehensive relative to the behavior management practices and needs in the camp setting.

A total of nine questions were included in the survey script, focusing on the following areas: a) most challenging problem behaviors, b) most common behavior management strategies, c) impact of behavior management on camp structure, d) least effective behavior management strategies, e) most effective behavior management strategies, f) additional behavior management strategies that would be effective, g) strategies taught in training that were used most often, h) ways in which directors ensured staff used effective strategies, and i) resources that would be beneficial to address behavior management problems.

Survey Design

The Tailored Design Method (Dillman, Smyth, & Christian, 2014) was used to inform survey design in order to increase response participation. This method is based on social exchange theory that proposes reducing costs and increasing benefits to increase motivation of certain behaviors. Strategies from this method were applied throughout the development of

questions and was used to inform the wording of survey items and the overall length of the survey. Furthermore, the arrangement of survey sections was designed to place more socially acceptable areas of content toward the beginning of the survey after the demographic section. This design method was used in conjunction with additional design resources (DeVallis, 1991; Fink & Kosecoff, 1998) to inform survey development and analysis. The University of Wisconsin-Madison Survey Center provided consultation on the development of the survey items, format of the instrument, and distribution process for data collection.

Pilot Study and Feedback. Prior to contacting participants, feedback was gathered from school psychology doctoral students and summer camp directors. First, 15 doctoral students completed the survey and also provided qualitative feedback on the questions, content, and format. Changes to the initial draft of the survey were be made based on this feedback. Following the initial feedback, the edited survey was sent to a sample of 12 camp directors from summer camps not accredited by the ACA. The purpose of the second round of pilot feedback was intended to increase clarity of the questions and to ensure the questions would be relevant and comprehendible by professionals in the summer camp community. The results from this sample were used to evaluate the individual items on the survey to further enhance construction of the instrument (DeVellis, 1991). After all the feedback was received, final changes were made.

Survey Documents. In order to adhere to ACA research procedures, the ACA communications committee was responsible for developing random lists of summer camp directors and contacting directors by e-mail. The purpose of this was to ensure privacy and responsible communication of professionals within the ACA. The chairs of the research committee and the communications committee collaborated with the investigators of this study to

write an initial contact letter (see Appendix C). A follow-up e-mail written by study investigators was also sent to participants by the ACA (see Appendix D). When participants were contacted for the study via e-mail, the initial contact letter and follow-up e-mail included the online survey hyperlink.

The survey hyperlink first directed participants to the study cover letter (see Appendix F), which described the study, who was conducting it, and how the research was being carried out. The bottom of the cover letter contained a forward button, which led participants to the study consent. The consent notified participants of approval for conducting the research, provided a rationale for the study, indicated the approximate length of time for completing the survey, and provided contact information for the investigators. On the electronic consent form, participants were asked to check a box indicating, "yes, I agree to participate in this study" and upon clicking "submit," they were directed to the online survey.

After completing the final question of the survey, participants were presented with an invitation to participate in a follow-up interview (see Appendix G for all follow-up interview documents). By selecting the button indicating they were interested, participants were directed to an additional consent form for the follow-up interview. By selecting "yes," participants gave their consent and were directed to a form to provide their e-mail address in order to be contacted to schedule the interview.

A timeline of study procedures is included in Figure 2.

Figure 2.

Timeline of Study Procedures

Procedure	Date
ACA Proposal Submission	March 2017
ACA Research Collaboration Approval	March 2017
IRB Approval	April 2017
Group A Recruitment	September 2017
Group A Follow-up	October 2017
Group B Recruitment	October 2017
Group C Recruitment	November 2017
Follow-up Interviews	December 2017-March 2018

Data Analysis Plan

Quantitative Analyses. All quantitative data was entered into SPSS by the project coordinator. Descriptive statistics were used to examine demographic information and characteristics of the camp program, staff, and campers. Descriptive statistics were also used to examine aggregated responses to survey items (e.g., behavior management strategies used) in order to determine a) problem behaviors frequently managed, b) use of behavior management strategies, c) adequacy of pre-camp behavior information, d) use of camp-wide behavior expectations, e) use of consultation with outside providers, f) adequacy of pre-camp training, g) additional training needed, and h) source of behavior management resources.

To explore the relationship between the number of problem behaviors and camp characteristics, Pearson correlations were conducted. This analysis was used because it is most commonly used to compare the degree and direction of linear relationships between two variables (Gravetter & Wallnau, 1996). Characteristics with which this analysis was used were determined based on relevance to training and implementation for behavior management practices. Camp program characteristic used were a) years accredited by the ACA, b) average number of campers enrolled weekly, c) length of pre-camp staff training, and d) number of campers suspended or expelled throughout the summer.

In order to examine the relationship between the most frequently managed problem behavior and camp program characteristics, Chi-Square Test of Independence was used. This test was used because it is a non-parametric test which can be applied to analyze variables at the nominal level (McHugh, 2013). The problem behaviors used in this analysis were the ones in which at least half of the sample or more indicated the behavior needed to be frequently managed at their camp. This minimum of fifty percent was selected because based on survey results, only these two behaviors resulted in at least half of the sample endorsing they were managed frequently, and since they were experienced by the most camps, they were determined to be the most relevant for exploring difference by camp characteristics. The camp program characteristics used were type of camp (i.e., day, residential, or both) and whether or not campers are excluded from enrollment based on behavior concerns. There characteristics were chosen because they are the characteristics which may differ most from the school-setting and therefore were most imperative in determining whether or not changes in these characteristics show differences in frequently managed problem behavior.

Qualitative Analyses. Qualitative data analyses were used for the open-ended questions. Content analysis was used to determine which responses are given more frequently (Leech & Onwuegbuzie, 2008) in order to evaluate if themes not included in the survey or interview were commonly reported by participants. Open-ended responses were read and coded by the project coordinator and then analyzed to determine recurring themes. Descriptive coding procedures as outlined by Saldana (2009) were used to facilitate the identification of topics and themes.

Missing Data. Missing data occurred at a low rate. Based on a review of the data, missing data is due to participants stopping their participation early as opposed to skipping questions. Additionally, participants who did not complete the survey stopped at varying points.

A total of 171 participants completed the survey and 15 of those submitted were incomplete. Based on Qualtrics report of progress for incomplete surveys, three participants completed 83% of the survey, three completed 46% of the survey, three completed 25%, two completed 73%, two completed 8%, one completed 63% and one completed 56%. Because of the low incidence of incomplete surveys, all data was reported throughout analysis.

Chapter 4: Results

The primary purpose of the current study was to investigate current behavior management practices and needs in the summer camp setting. The results of the study are reported across three areas: (a) the current state of practices and identified needs as reported by summer camp directors, (b) differences in most frequent problem behavior based on camp characteristics, and (c) results of the follow-up interview. Overall, results described in these areas provide a foundation for recommendations to further enhance behavior management practice within the summer camp setting.

Most Frequent Problem Behavior

In order to provide context for the behavior management practices being used in the summer camp setting, directors reported behaviors their staff frequently managed during the 2017 summer camp season. Participants indicated whether or not they felt each behavior needed to be managed frequently at their camp. A total of 162 participants completed this question and the percentage indicated the proportion of those participants that endorsed the behavior was a frequent problem (see Table 6). The top two problem behaviors that were frequently managed as reported by camp directors were defiance/disrespect/disruption (82.7%) and bullying (53.7%), with more than half of participants indicating that these problem behaviors had to be frequently managed at their camp. Of the sixteen behaviors presented, participants reported between zero and 12 needed to be frequently managed with the mean of total number of frequent behaviors selected being 3.20 (s = 2.51).

Participants were given the options to write in other frequent problem behaviors that were not on the list. Twenty-two participants reported other behaviors than those that were inclucded in the list as being frequently managed at their camp during the 2017 summer camp season. The

top reported behavior in the other category was inappropriate language, with seven participants reporting that it needed to be managed frequently. See table 7 for all behaviors reported as other.

Table 6

Frequent Problem Behaviors

Problem Behavior	Frequency	Percent
Defiance/Disrespect/Disruption	134	82.7
Bullying	87	53.7
Physical Contact/Physical Aggression	76	46.9
Lying	49	30.2
Fighting	45	27.8
Technology Violation	42	25.9
Property Misuse/Damage	32	19.9
Inappropriate Displays of Affection	23	14.3
Skip Programing/Tardy	19	11.7
Inappropriate Location/Out of Bounds	27	15.8
Lying/Cheating	49	28.7
Skip programming/Tardy	19	11.1
Dress Code Violation	14	8.6
Use/Possession of Alcohol/Drugs/Tobacco	6	3.7
Arson/Bomb Threat	2	1.2
Use/Possession of Weapons	0	0

Note: N = 162

Table 7

Other Problem Behaviors

Behavior	Frequency
Inappropriate language	7
Stealing	3
Defiance*	2
Participation refusal	2
Asking about sexual preferences	1
Hyperactivity	1
Exclusion of peers	1
Cultural competency	1
Leaving area	1
Homesickness	1
Disrespecting others' property	1
Gossip	1
Self-control	1
Anxiety	1
Depression	1
Arguing	1

Note. N = 22. Some participants indicated more than one behavior.
*Behavior included in survey

Behavior Management Strategies

Participants rated common behavior management strategies based on how often their staff used each one during the 2017 summer camp season (see Table 8). Overall, participants rated 5 strategies, give praise and encouragement (M = 4.53), establish and maintain rules (M = 4.45), establish and maintain routines (M = 4.44), clearly communicate expectations (M = 4.41), and teach appropriate behaviors (4.23) in the used "quite a bit" range. There were xix strategies with overall average ratings that fell in the used "a moderate amount" range, which included non-verbal body language (M = 3.79), change the environment (M = 3.46), match plans to campers' interests (M = 3.36), modify plans to match campers' needs (M = 3.35), lower voice (M = 3.03), and contact guardian through phone or e-mail (M = 3.00). Eight strategies with overall average ranking that fell in the "a little bit" range included refer camper to office/camp director (M = 2.79), offer rewards (M = 2.60), use time out (M = 2.36), give threats warnings (M

= 2.30), remove privileges (M = 2.28), ignore problem behavior (M = 2.27), raise voice (M = 2.22), and use physical touch (M = 2.18) fell in the used "a little bit range." Only one strategy fell in the "not at all" range, which was exclude campers from activities (M = 1.89).

Over half of all participants rated the top four strategies as being used "a great deal" at their camp. This included the strategies give praise and encouragement (61.2%), establish and maintain rules (57.0%), establish and maintain routines (58.8%), and clearly communicate expectations (53.9%). For strategies that were reported to be used most infrequently, 42.8% of all participants reported that the strategy use physical touch was not used at all. The strategy exclude campers from activities, had the lowest overall score (M = 1.89), with 84.6% of participants reporting that it was used "not at all" or "a little bit", and 0.6% reported it was used "a great deal."

Directors were given the option to report other behavior strategies not listed that that were used frequently at their camp (see Table 9). Some of the strategies participated reported as "other" could be considered strategies that were included on the list in the survey. The largest proportion of directors who indicated other strategies reported the title of a specific curriculum or intervention used at their camp (i.e., Love and Logic or Collaborative Group Problem Solving), 16 directors reiterated the use of positive reinforcement (i.e., give praise and encouragement) stating it was frequently used at their camp. The second most reported strategies were those that could be considered an individual or group conference (i.e., individual conversation with camper or talk with the cabin) with 12 directors indicated this method was frequently used. These top two categories were additional to what was provided on the list in the survey. The third most reported additional strategy was positive reinforcement, with 10 directors reporting it as a frequently used additional strategy. However, this strategy was included on the list. Additional

strategies reported as other that were on the list were: camp-wide expectations, change the environment, parent contact, ignoring, and teach specific skills. The total number of directors who reported each "other" strategy ranged from 1 to 16. This suggests the list of strategies provided in the survey generally captured the strategies directors reported using most in their camps, although in some instances more specific strategies or interventions were reported.

Table 8

Staff Use of Behavior Strategies

Strategy	1	2	3	4	5	M
Give praise and encouragement	0	1.2	6.1	31.5	61.2	4.53
Establish and maintain rules	0	0.6	7.3	33.9	57.0	4.45
Establish and maintain routines	1.2	1.8	7.3	30.9	58.8	4.44
Clearly communicate expectations	0	2.4	7.3	36.4	53.9	4.41
Teach appropriate behaviors	0	4.8	9.7	43.0	42.4	4.23
Non-verbal body language	1.8	7.9	29.1	32.1	29.1	3.79
Change the environment	1.2	15.2	30.9	41.8	10.9	3.46
Match plans to campers' interests	3.6	16.4	33.9	32.1	13.9	3.36
Modify plans to match campers' needs	2.4	19.4	32.1	32.7	13.3	3.35
Lower voice	3.6	23.6	43.0	25.5	4.2	3.03
Contact guardian through phone or e-mail	1.8	32.7	33.9	26.1	5.5	3.00
Refer to office/camp director	2.4	41.2	37.6	12.7	6.1	2.79
Offer rewards	10.9	39.4	33.3	12.1	4.2	2.60
Create behavior contracts	18.8	42.4	16.4	13.3	9.1	2.51
Use time out	20.0	40.6	24.8	12.1	2.4	2.36
Give threats/warnings	21.8	43.6	19.4	12.7	2.4	2.30
Remove privileges	16.4	51.5	21.2	9.1	1.8	2.28
Ignore problem behavior	20.0	47.3	20.6	10.3	1.8	2.27
Raise voice	15.2	51.5	29.7	2.0	0.6	2.22
Use physical touch	42.8	43.0	21.8	10.3	0	2.18
Exclude campers from activities	29.7	54.5	12.7	2.4	0.6	1.89

Note. Items were rated on a scale of 1 to 5 (1 = Not at all, 2 = A little bit, 3 = A moderate amount, 4 = Quite a bit, 5 = A great deal). Percentages are based on the 165 participants who completed this survey question. Items are in descending order by mean column score.

Table 9

Other Problem Behaviors

Behavior	Frequency
Specific curriculum or intervention	16
Individual or group conference	12
Positive reinforcement*	10
Behavior contract	9
Camp-wide expectations*	7
Building community	5
Planned breaks	4
Peer support	4
Modeling	3
Consult professional or organization	3
Send home	3
Restorative justice	2
Change environment*	2
Contact with parent*	1
Address physical needs (e.g., thirst)	1
Senior staff involvement	1
Ignoring*	1
Teach specific skills*	1

Note. N = 93. Some participants identified more than one strategy.
* Strategy included in survey

Behavior information received. Participants were asked to report how adequate they felt the information they received from campers' families, schools, community professionals, or other sources was in regards to campers' behavior concerns (see Table 10). A total of 87.1% of directors reported that they do receive information regarding campers' behavior prior to the start of camp. Of those who do receive information, camper's family (M = 3.6), was identified as the source indicated to provide information that was the most adequate regarding campers' behaviors. Two additional sources also fell in this range, "another source" (i.e., IEP, camper; M = 3.4) and community professionals (i.e., doctor., therapist; M = 3.0). The source with the lowest mean rank was campers' schools or teachers (M = 2.8), which was the only source that fell into the "a little bit" adequate range.

Table 10

Adequacy Camper Behavior Information

Source	1	2	3	4	5	M	*n*
Campers' families	0.6	6.4	34.5	30.4	14.6	3.6	148
Another Source	4.7	0.6	3.5	7.6	5.3	3.4	37
Community Professionals	9.9	9.4	11.7	12.9	9.4	3.0	91
Campers' schools or teachers	16.4	1.8	8.2	10.5	7.6	2.8	76

Note. Items were rated on a scale of 1 to 5 (1 = Not at all, 2 = A little bit, 3 = Somewhat, 4 = Quite a bit, 5 = A great deal). Items are in descending order by mean column score. Only participants that indicated they received information prior to the start of camp completed this question.

Camp-wide expectations. Participants were asked if they implemented camp-wide behavior expectations at their camps (see Table 11). Of the 166 participants who responded to the question, 89.7% reported they do implement camp wide behavior expectations. Of those who do use this strategy, 40.9% reported it to be very effective and 36.3% reported it was moderately effective. Only 9.4% reported it was extremely effective and 4.7% reported it was only a little effective. No directors who reported implementing camp-wide behavior expectations reported it was not at all effective. The mean rank for camp-wide behavior expectations was 3.6, which falls in the moderately effective range.

Table 11.

Use of Camp-wide Behavior Expectations

Source	Frequency	%
Very effective	70	40.9
Moderately effective	62	36.3
Extremely effective	16	9.4
A little effective	8	4.7
Not at all effective	0	0.0

Note. N = 156

Consultation. Participants were also asked if they have engaged in behavior management consultation with an independent provider (see Table 12). A total of 19.9% of participants reported that they have engaged in consultation. Of those directors who reported engaging in

consultation, 50% reported that it was very effective and 23.5% reported it was extremely effective. A total of 2.9% reported it was not at all effective, 2.9% reported it was a little effective, and 20.6% reported it was moderately effective. The mean rank for this question was 3.8, which fell in the somewhat effective range.

Types of consultation sources directors reported using included a range of providers. See table 13 for total number reported for each category. The most identified sources of consultation providers were psychologists, outside trainings, consultants hired to lead staff trainings, and social workers.

Table 12

Use of Consultation

Effectiveness	Frequency	%
Very effective	17	50.0
Extremely effective	8	23.5
Moderately effective	7	20.6
A little effective	1	2.9
Not at all effective	1	2.9

Note. N = 34

Table 13

Consultation Sources

Source	Frequency
Psychologist	3
Outside training	3
Consultant to lead staff trainings	3
Social Worker	3
Consultant for individual camper	2
Colleagues in related field	2
School professional	2
Psychiatrist	1
Executive coach	1
On-staff mental health staff	1
Behavioral aids	1
County or state child advocates	1
Classroom behavior specialist	1

Note. N = 32. Some participants identified more than one source.

Time spent managing problem behaviors. Participants were asked to report how adequate they felt the amount of they spent managing problem behaviors was during the summer 2017 summer camp season, as well as the amount of time their staff spent managing problem behaviors (see Table 14 and Table 15). The majority of directors reported they spent an appropriate amount of time managing problem behaviors (77.2%). Similarly, the majority of directors also reported their staff spend an appropriate amount of time managing problem behaviors (69.1%).

Table 14

Time Managing Behavior (Director)

Appropriateness of time	Frequency	%
An appropriate amount	125	77.2
Slightly too much	21	13.0
Far too much	9	5.6
Far too little	5	3.1
Slightly too little	2	1.2

Note. N = 162. Items were rated on a scale of 1 to 5 (1 = Far too little, 2 = Slightly too little, 3 = An appropriate amount, 4 = Slightly too much, 5 = Far too much). Items are in descending order by mean column score.

Table 15

Time managing behavior (staff)

Appropriateness of time	Frequency	%
An appropriate amount	112	69.1
Slightly too much	28	17.3
Far too much	12	7.4
Slightly too little	10	6.2
Far too little	0	0

Note. N = 162. Items were rated on a scale of 1 to 5 (1 = Far too little, 2 = Slightly too little, 3 = An appropriate amount, 4 = Slightly too much, 5 = Far too much). Items are in descending order by mean column score.

Topics Covered in Pre-camp Training

Participants reported how long pre-camp staff training at their sites lasted, with a range of one to 17 days, with the average length of training being 7.8 days. Of the 159 camp directors

who responded to the questions asking if they were responsible for planning pre-camp training, 74.3% reported that there were responsible for planning the content covered in training. Participants were asked how adequately topics were covered in their pre-camp training. The overall ranking for every topic presented to participants resulted in a mean score that fell in the "moderately adequate" or "very adequate" range (see Table 16). Two topics were highly endorsed, resulting in average means rankings of greater than 5, indicating that a majority of directors reported the coverage of these topics during staff training to be "very adequate" or better. These two topics were creating community (56.5%, M = 5.38) and giving praise and encouragement (43.4%, M = 5.26).

Participants reported that several topics were covered "very adequately," with highest reports at this level including 51.6% for creating and maintaining expectations (M = 4.91), 49.7% for establishing and maintaining routines (M = 4.91), 46.5% for teaching/demonstrating appropriate behavior (M = 4.81), 49.1% for creating and maintaining rules (M = 4.79), 38.4% for teaching/demonstrating procedures (M = 4.75), 43.4% for aligning discipline with camper and situation (M = 4.72), 38.8% for recognizing and addressing bullying (M = 4.67), and 39.0% for teaching/demonstrating problem-solving skills (M = 4.67). No topic results in mean rank scores that fell below 4.22 nor did any topic yield responses with the majority of participants reporting that the topic was covered in a way they considered less than "moderately adequate."

For several topics, at least one participant reported that the topic was not covered in their staff training. The topics that were most reported to not be covered were using tangible reinforcement strategies (3.1%), using nonverbal body language (2.5%), changing the environment (1.9%), and matching plans' to campers' interests (1.3%). The most adequately covered topic during staff training was creating community with 56.5% (M = 5.38) of

participants reported that the coverage of this topic during staff training was "extremely adequate" and no participants reporting that it was "not covered" or that coverage was "not at all adequate."

Participants were given the opportunity to write in other topics covered in pre-camp staff training. A majority of participants submitted additional topics, however, many of these pertained to general staff training and not specifically to behavior management (i.e., training on the foster care system for camps where that is applicable). However, additional topics that were submitted that related to behavior management and were endorsed by more than one participant included: mental health-related concerns (anxiety, depression, ADHD, autism), routines and expectations, communication strategies, developmental levels, building community, recognizing signs of child abuse, technology-related issues, self-care, discipline, and homesickness (see Table 17). The highest category of topics specified as other were those which listed specific trainings using curriculums, interventions, or site-specific materials. This included mindfulness, sensory integration, trauma-informed care, social skills, spiritual teachings, *Non-Violent crisis Interventions, Collaborative Problem Solving, One-Minute Counselor, Teen Issues,* and site specific protocols. Topics that were endorsed by only one participant included training in: aggressive behavior, manipulation, reading and implementing behavior plans, distraction, racial equality, gender equality, camper motivation issues, theft, and bedwetting.

A majority of camp directors indicated that they were responsible for planning pre-camp staff training. However, for those who were not responsible, it was indicated that the following people or groups had that responsibility: the leadership team, director of training, assistant director, director of operations, program director, group leaders, multiple senior staff members, and the board of directors.

Table 16

Topics Covered in Pre-camp Training

Topic	1	2	3	4	5	6	M
Creating community	0	0	5.0	8.2	30.2	56.5	5.38
Giving praise and encouragement	0	0	3.1	11.9	41.5	43.4	5.26
Creating and maintaining expectations	0	0	6.3	19.5	51.6	22.6	4.91
Establishing and Maintaining routines	0	0.6	6.9	18.2	49.7	24.5	4.91
Teaching/demonstrating appropriate behavior	0	0.6	8.2	21.4	46.5	23.3	4.84
Creating and maintaining rules	0	1.3	6.9	23.3	49.1	19.5	4.79
Teaching/demonstrating procedures	0.6	0.6	10.1	25.2	38.4	25.2	4.75
Aligning discipline with camper and situation	0.6	1.3	6.3	28.9	43.4	19.5	4.72
Recognizing and addressing bullying	0	0	11.3	30.8	37.8	20.1	4.67
Teaching/demonstrating problem-solving skills	0.6	0	7.5	34.0	39.0	18.9	4.67
Applying interventions for campers with difficult behavior	0.6	1.3	17.0	32.7	25.8	12.6	4.40
Using nonverbal body language	2.5	4.4	11.9	23.3	37.7	20.1	4.50
Matching plans to campers' interest	1.3	3.1	17.0	34.0	27.0	17.6	4.35
Changing the environment	1.9	3.1	18.9	30.8	35.8	9.4	4.24
Using tangible reinforcement strategies	3.1	5.0	15.1	31.4	34.0	11.3	4.22

Note. Items were rated on a scale of 1 to 6 (1 = Not covered, 2 = Not at all adequate, 3 = Slightly adequate, 4 = Moderately adequate, 5 = Very adequate, 6 = Extremely adequate). Percentages are based on the 165 participants who completed this survey question. Items are in descending order by mean column score.

Table 17

Other Topics

Topics	Frequency
Specific curriculum or intervention	25
Mental health/specific diagnoses and needs	13
Routines/expectations*	13
Communication strategies	12
Developmental level	7
Building community*	5
Signs of child abuse	3
Technology-related issues	2
Self-care	2
Discipline*	2
Homesickness	2
Aggression*	1
Manipulation	1
Reading and implementing behavior plans	1
Distraction	1
Racial equality	1
Gender equality	1
Camper motivation	1
Theft*	1
Bedwetting	1

Note. Topics included are those that were endorsed by more than one participant.
*Topic included in survey.

Additional Training Needed

Camp directors were asked to report how much they felt their staff needed additional training in a variety of areas related to behavior management. Overall, average rank scores fell in ranges associated with "somewhat disagree" or "neither agree nor disagree," with no area resulting in an average rank score indicating agreement (see Table 18). The area in which directors reported there was the most need for additional staff training was in the area of ensuring that campers' negative behaviors are not an ongoing distraction to other campers and camp staff. This area resulted in a mean rank score of 3.5, with 46.2% of participants indicating that they somewhat agreed additional training was needed in that area. This area, along with managing time effectively (M = 3.30) and collaborating with appropriate staff when necessary to address

campers' needs (M = 3.25) were the only areas in which the majority of camp directors agreed that additional staff training was needed. The largest percentages of camp directors reporting "strongly disagree" in regards to whether or not additional staff training is needed was for the area of ensuring that all campers are physically safe and secure (30.4%, M = 2.29).

Participants were given the option to identify areas in which they felt their staff needed additional training (see Table 19). Thirty-nine participants listed other topics needed and several listed more than one. Topics which were endorsed by more than one participant included: camp-wide procedures, strategies for specific concerns (e.g., ADHD), communication, bullying, staff confidence, community building, and cultural awareness. The most listed topic was concerning camp-wide procedures, which refers to strategies such as knowing who is in charge of what discipline, when to seek help, and what consequences are implemented for what behaviors. Topics which were only reported by one participant included: patience, bedtime strategies, crisis training, restorative justice, self-care, managing exhausted campers, and trauma-informed care.

Table 18

Additional Training Needed

Topic	1	2	3	4	5	M
Ensuring that campers negative behaviors are not an ongoing distraction to other campers and camp staff	8.2	10.8	19.6	46.2	15.2	3.50
Managing time effectively	7.0	17.7	24.1	41.8	9.5	3.30
Collaborating with appropriate staff when necessary to address campers' needs	10.1	18.4	19.6	40.5	11.4	3.25
Helping campers work in cooperative groups	8.2	24.7	32.3	31.6	3.2	2.97
Ensuring that all camper feel emotionally safe and secure	16.5	22.2	19.6	35.4	6.3	2.93
Ensuring all campers participate in activities	15.8	18.4	35.4	23.4	7.0	2.87
Ensuring that campers are physically safe and secure	30.4	27.8	25.3	14.6	1.9	2.29

Note. Items were rated on a scale of 1 to 5 (1 = Strongly disagree, 2 = Somewhat disagree, 3 = Neither agree nor disagree, 4 = Somewhat agree, 5 = Strongly agree). Percentages are based on the 158 participants who completed this survey question. Items are in descending order by mean column score.

Table 19

Other topics needed

Topics	Frequency
Camp-wide procedures*	16
Strategies for specific concerns (e.g., ADHD)	8
Communication	4
Consequences	3
Bullying	3
Staff confidence	3
Community Building	2
Cultural Awareness	2
Patience	1
Bedtime strategies	1
Crisis training	1
Restorative justice	1
Self-care	1
Managing exhausted campers	1
Trauma-informed care	1

Note. Topics reported are those that were endorsed by more than one participant.
* Topic included in survey

Sources of Behavior Management Resources

When asked whether or not they used specific sources of information for the purpose of behavior management, participants were most likely to respond "yes" to each source (see Table 20). The response reported most often was that they receive behavior management resources from their previous work-related experience (89.5%). A large majority of participants also reported using American Camp Association resources or publications as sources of behavior management resources (84.2%). When asked if they used information from seminars or workshops devoted to behavior management, participants were also more likely to say "yes" (77.2%). A total of 60.8% of participants indicated they used information gathered through mentoring from a professional in the field, and similarly, 60.4% reported using information from accreditation or state licensing standards. A total of 55% of participants said they used books about behavior management as sources for behavior management resources. Only two sources

(websites devoted to behavior management and course content from their degree program both 37%) resulted in fewer than half of participants indicating they used them for behavior management resources. Other sources of information identified by more than one participant included professionals in related field (e.g., staff at other camps, previous directors), specific curriculums (e.g., Expert Online Training, Loving Kindness), conferences and trainings, and personal experience (see Table 21). Sources of information that were reported by only one participant included: the Bible, Pastors/chaplains, and insurance companies. Each of the sources of information reported as other could be considered part of one of the categories included in the list of sources of behavior management resources in the survey.

Table 20

Sources of Behavior Management Resources

Source	Frequency	Percent	*n*
Previous related work experience	153	89.5	157
American Camp Association resources or publications	144	84.2	158
Seminar or workshop devoted to behavior management	132	77.2	158
Mentoring from professional in the field	104	60.8	156
Accreditation or state licensing standards	104	60.4	157
Book about behavior management	94	55.0	158
Website devoted to behavior management	64	37.4	157
Course content from degree program	63	36.8	156

Table 21

Other Resources

Topics	Frequency
Professionals in related field*	19
Specific curriculum*	6
Conferences and trainings *	5
Personal Experience*	3
The Bible	1
Pastors/chaplains	1
Insurance companies	1

Note. Resources reported are those that were endorsed by more than one participant.
* Topic included in survey

Differences by Camp Characteristics

Most Frequently Managed Problem Behaviors. The two most frequent problem behaviors that directors reported managing were defiance/disrespect/disruption (82.7%) and bullying (53.7%). These two behaviors resulted in more than half of all participants endorsing these areas of behavior as frequently needing to be managed. These behaviors were therefore the most common behaviors that were reported to be frequently managed and were used to look for differences based on summer camp characteristics. Characteristics considered for each behavior were exclusion of campers based on behavioral concerns and type of camp (day, residential, or both).

A Chi-square Test of Independence was calculated comparing whether or not defiance/disrespect/disruption was identified as being managed frequently on-site with the type of camp (day, residential, or both; see Table 22). The relationship between these variables was not significant (X^2 (2) = 5.14, $p > 0.05$).

Table 22

Results of Chi-square Test for Defiance/Disrespect/Disruption and Type of Camp

Type of camp	Yes	No
Day	26 (89.7%)	3 (10.3%)
Residential	76 (81.7%)	17 (18.3%)
Both	32 (97.0%)	1 (3.0%)

Note. $\chi^2 = 5.14$, df = 2 Numbers in parentheses indicate column percentages. N = 155
*p <0 .05

Similarly, a Chi-square test comparing bullying with the type of camp did also did not yield results indicating a significant relationship (X^2 (1) = 2.29 $p > 0.05$; see Table 23).

Table 23

Results of Chi-square Test for Bullying and Type of Camp

Type of camp	Yes	No
Day	13 (44.8%)	16 (55.2%)
Residential	53 (57.0%)	40 (43.0%)
Both	21 (63.6%)	12 (36.4%)

Note. $\chi^2 = 2.29$, df = 2. Numbers in parentheses indicate column percentages. N = 155
*p <0 .05

Camp directors were asked to report whether or not they excluded campers from enrolling in their camps based on behavior concerns. Of the 169 directors who responded to this question, 94 (54.7%) reported that they did exclude campers based on behavior concerns. In order to determine if a difference was reported between whether or not campers were excluded and if the most frequently managed problem behaviors were identified at that site, a chi-square test of independence was used (see Table 24). The relationships between these variables was not found to be significant (X^2 (2) = 0.42, $p > 0.05$).

Table 24

Results of Chi-square Test for Defiance/Disrespect/Disruption and Exclusion

Exclusion	Yes	No
Yes	74 (88.1%)	10 (11.9%)
No	60 (84.5%)	11 (15.5%)

Note. $\chi^2 = 0.42$, df = 1. Numbers in parentheses indicate column percentages. N = 155
*p < 0.05

Similarly, a Chi-square test comparing bullying with exclusion also did not show a significant relationship between these variables (X^2 (1) = 0.49, $p > 0.05$; see Table 25).

Table 25

Results of Chi-square Test for Bullying and Type of Camp

Exclusion	Yes	No
Yes	45 (53.6%)	39 (46.4%)
No	42 (59.2%)	29 (40.8%)

Note. $\chi^2 = 0.49$, df = 1. Numbers in parentheses indicate column percentages. N = 155.
*p < 0.05

Number of frequently managed problem behaviors and camp program. On average, participants identified 3.4 common problem behaviors from the 16 presented as being frequently managed at their summer camp (*n* = 162)**,** with the range of behaviors identified being between zero and 12. Correlational analyses were conducted to determine the relationship between the number of behaviors identified with (a) the total number of years the camp has been accredited, (b) average number of campers enrolled in a week, (c) total days of pre-camp training, and (d) number of campers suspended/expelled (see Table 26). Results showed no correlation between the number of identified problem behaviors and the number of years accredited by the ACA (*r* = -0.5) nor average weekly enrollment (*r* = 0.08). Results showed significant small positive correlations between number of identified problem behaviors and length of pre-camp training (*r* = 0.20; *p* < 0.01) and number of campers suspended/expelled (*r* = 0.20; *p* < 0.01).

Table 26

Identified Frequent Problem Behaviors and Camp Program Characteristics

	Identified Problem Behaviors		
	Pearson Correlation	Significant (2-tailed)	*n*
Characteristic			
Years accredited	-0.05	0.54	144
Average weekly enrollment	0.08	0.29	162
Length of pre-camp training	0.20	0.01**	162
Number suspended/expelled	0.20	0.01**	162

*p < 0.05 (2-tailed)
**p < 0.01 (2-tailed)

Follow-up Interview

A follow-up interview was conducted with 15 respondents randomly selected from the 27 that volunteered to participate, in order to determine if the survey captured experiences and opinions of summer camp directors. While the survey questions included specific behaviors, strategies, training areas, and resources from school-based literature, it was important to explore whether areas not included would also be important to capture the current behavior management practices and needs from the perspective of summer camp directors for future surveys. Several questions in the survey included an "other" option that allowed participants to write in additional information not included in the survey. As indicated above, a majority of the answers that were submitted using the "other" or "please identify" features aligned with categories included on the survey, aside from camp-specific instances, such as homesickness. The follow-up interview served as an additional source to gather potential common camp-specific topics that may not have been captured by the survey. By allowing participants to answer questions without prompts, they had the freedom to speak from their experience in the field.

The follow-up interview consisted of nine questions, lasted between 15 and 30 minutes, and was conducted using the same script with all fifteen participants. Data collected from the interviews is presented by question. If appropriate based on multiple participants identifying the same topic, common themes were identified. Additionally, topics provided by interviewees that were not included in the survey are detailed in order to demonstrate areas the survey did not cover. Not all participants provided the maximum number of responses requested. Additionally, not every participant provided an answer to each question. In each instance of no response, participants specified they were unable to think of an answer at that time. See Table 27 for responses to each question that were identified by more than one participant.

Three most challenging problem behaviors. Participants were asked to identify the three most challenging problem behaviors their camp staff faced during the 2017 summer camp season. The three top behaviors identified were fighting (i.e., peer conflict; 7/15), disrespect/disruption/defiance (6/15), and homesickness (3/15). Fighting and disrespect/disruption/defiance were included on the survey and align with the top behaviors reported as needed to be frequently managed in the survey results. Homesickness is a camp-specific issues that was not included on the survey. Other behaviors identified by more than one participant included problem behaviors related to specific diagnoses (i.e., Autism, Oppositional Defiant Disorder) and aggression. One participant endorsed leaving designated area and technology violations, which was covered on the survey.

Three most common ways behaviors were managed. Several common themes emerged from responses provided regarding the ways in which the most problematic behaviors were dealt with that were associated with topics on the survey. The top four strategies for managing problem behaviors identified by participants were individual conversations (6/15), parent contact (4/15), consulting supervisors (3/15), and removal from situation (3/15). Individual conversations was a commonly cited strategy that was not included in the survey. Other strategies identified that were include on the survey were removal of privileges (2/15), gather information from school, send camper home, provide adequate staff training, modeling, offer choices, and relaxation strategies.

Impact of problem behavior on camp structure. In the survey, participants were asked to identify how much time they felt they and their staff spent managing problem behaviors. In order to gather further insight into the management of problem behaviors, participants were asked to identify the time spent and its impact on camp structure. All responses fell into three

categories, which were less staff time or resources for other campers (6/16), problem behaviors impact other campers' experiences (5/15), and staff fatigue or burnout (4/15).

Least effective behavioral strategies. The behavioral strategies camp directors reported to be least effective were yelling (3/15), consequences that are not meaningful or immediate (3/15), threatening camper (2/15), and ignoring (2/15). The strategies yelling and ignoring were also included on the survey and were endorsed as being used infrequently. Other strategies identified as being ineffective were taking away privileges, group discipline, being confrontational, and time out.

Most effective behavior strategy. Participants were asked to report the most effective strategy used at their camp. The top reported strategy was individual conversation (6/15), which was not included on the survey. The second most reported strategy was camp-wide behavior expectations (5/15), which was highly endorsed as being utilized by survey participants. Other strategies that were cited as being most effective were focusing on the positive, providing breaks, strong communication skills, and fostering community.

Additional strategy that would be effective. Participants were asked if there was an additional strategy that was not being used at their camp that they thought would be effective at managing problems behaviors frequently encountered at their site. The most common response was individualized camper plans (3/15). Other strategies identified by one participant each were increase staff confidence, crisis management skills, teaching staff which behaviors to address, restorative justice, and relaxation strategies.

Behavioral strategies from training staff use most often. Strategies that were taught in training that directors saw their staff use most often included individual conversations (6/15) and camp-wide expectations (5/15). Other strategies identified by more than one participant included

getting on the campers' level (2/15) and seeking supervisor support (2/15). Strategies endorsed by only one participant included trainings from professionals, redirection, and time out.

Ways directors ensured staff used effective strategies. Participants were asked how they ensured staff used effective strategies, which was a question that went beyond the scope of the survey in order to learn more about the context of potential needs and resources of camp sites. The number one way directors reported that they ensured staff used effective strategies was by providing supervision (9/15). The next most endorsed strategies were having staff work in teams (2/15), having staff meetings (2/15), and staff evaluation (2/15). One participant reported each of the following strategies: ongoing training, modeling, and pre-camp training.

Resources that would be beneficial in managing problem behavior. Camp directors were asked to identify additional behavior management resources that would be helpful in managing behaviors at their camp. The top reported resources were: handouts and webinars with specific language for staff (5/15), videos and specific scenarios for training (3/15), training from professionals (2/15), and access to mental health providers (2/15). One participant reported each of the following: more professional development (i.e., conferences), trauma-informed care resources, and strategies to build staff confidence.

Table 27

Follow-up Interview Themes	
Topic	N
Most challenging behaviors	
Fighting*	7
Disrespect/Disruption/Defiance*	6
Behaviors related to specific needs	4
Homesickness	3
Aggression*	2
Most common management strategies	
Individual conversations	6
Parent contact*	4
Consult supervisors	3
Removal from situation*	3
Removal of privileges*	2
Impact on structure	
Staff time/resources	6
Impact on other campers	5
Staff fatigue/burnout	4
Least effective strategies	
Yelling*	3
Consequences that are not immediate or logical	3
Ignoring*	2
Threatening	2
Most effective strategy	
Individual conversations	6
Camp-wide behavior expectations*	5
Additional strategy that would be effective	
Individualize camper plans (i.e, behavior contract)*	3
Strategy from training used the most	
Individual conversations	6
Camp-wide expectations*	4
Getting on camper's level	2
Seeking supervisor support	2
Strategies to ensure use of effective strategies	
Supervision	9
Staff work in teams	2
Staff meetings	2
Additional resources needed	
Resources with specific wording for staff	5
Videos/scenarios for training	3
Training from professionals	2
Access to mental health provider	2

*Topic included in survey

Chapter 5: Discussion

This study was conducted to examine the current behavior management practices and needs in the summer camp setting from the perspective of camp directors. Specifically, this study sought to determine a) the most frequently managed problem behaviors in the camp setting and differences based on camp characteristics; b) the similarities between behavior management strategies used in the camp setting and those used in the school setting; c) which topics related to behavior management were covered in pre-camp staff training; d) whether camp directors reported their staff were adequately trained to manage problem behavior; and e) what sources camp directors used to find behavior management resources. This chapter will address these research questions and interpretation of the findings, along with strengths and limitations of this study, implications for practice, and future directions.

Research Question #1: Frequent Problem Behavior in the Camp Setting

Results from the current study showed that the two most common problem behaviors camp directors reported managing during the 2017 summer camp season were defiance/disrespect/disruption and bullying. Each of these behaviors necessitated frequent management, as endorsed by at least half of the sample. Physical contact/physical aggression, lying, fighting, and technology violation were also endorsed by approximately a quarter to nearly one half of the sample. While research in the area of school-based classroom management has demonstrated that behavior management is necessary to run a successful classroom (Emmer & Sabornie, 2015), little is known regarding behavior management in the camp setting. By identifying specific problem behaviors that occur most frequently, the findings of the current study can guide implementation of appropriate, targeted behavior management strategies and interventions (Todd, Horner, & Tobin, 2006).

Notably, the common problems identified in the present study are also frequently seen across all three school levels (elementary, middle, and high school). A national study of office discipline referral data (Gion, McIntosh, & Horner, 2014) reported the most common problem behaviors in the school setting, by school level. When looking at minor and major discipline referrals for students in elementary and middle school, the problem behavior occurring at the greatest frequency was defiance/disrespect/disruption. Physical aggression was the second most recorded minor and major behavior at the elementary school level, and at the middle school level it was being tardy for minors and physical aggression for majors. At the highs school level, the most common problem behavior at the major and minor level was defiance/disrespect/disruption and being tardy was second. The overlap of high frequency problem behaviors in the school and camp setting (i.e., defiance, disrespect, and disruption) suggests well-established behavioral interventions utilized in school settings may be highly relevant for camp settings. While bullying was the second most frequently reported problem behavior in the camp setting, in the nation-wide study, it was recorded only as a major office discipline referral behavior and was also reported less. This suggests that it is possible that camps experiencing higher rates of bullying or different definitions of bullying are used in each setting and therefore, the way in which the behaviors are being reports varies.

Research Question 1A: Differences by camp characteristics. Problem behaviors did not significantly differ across camps with and without residential programming (i.e., day camps, residential camps, and camps that offered both day and residential programming). Similarly, problem behaviors did not significantly differ between camps who excluded campers based on identified behavior problems and those that did not. Additionally, no significant correlation was found between the number of years accredited by the ACA or average number of campers

enrolled weekly and the number of frequent problem behaviors. These findings indicate that the most common problem behaviors that required frequent management are largely similar across different types of camps. Additionally, these results align with school-based data, which show these problem behaviors are present among varying schools nation-wide. Therefore, strategies utilized in the school setting may also be appropriate in the camp setting, with appropriate assessment of the behavior and selection of intervention strategies.

Notably, there were select exceptions to this pattern. Specifically, significant weak correlations were found between the number of campers suspended or expelled each summer, with camps suspending or expelling more campers associated with more frequently managed problem behaviors. Camps with longer pre-camp staff training also showed a weak but significant association with more frequently managed behaviors. This could be due to the fact that *more* camp training does not mean *more* effective training for managing behaviors, or these camps may be more aware of problem behaviors and spend more time in training as well as have an increased awareness of how frequently behaviors are needing to be managed by staff.

Research Question #2: Behavior Management Strategies

The top four strategies used in the camp setting were give praise and encouragement, establish and maintain rules, establish and maintain routines, and clearly communicate expectations. In the school setting, the Survey of Behavior Management Practices (SOBMP; Reupert & Woodcock, 2010) identifies four categories of behavior management: reward strategies, prevention strategies, initial correction strategies, and later correction strategies. The results of the study indicate that pre-service teachers are most likely to employ initial correction strategies, such as giving a warning or nonverbal body language. The findings of the current study suggest staff were most likely to use prevention type strategies, with strategies that would

be considered initial correction strategies being ranked slightly lower. This suggests that in the summer camp setting, an emphasis is placed on setting campers up for success and maintaining consistent expectations which were reported as effective ways to prevent negative behavior. One possible reason for this slightly higher rating of prevention strategies in the camp setting (vs. school setting) could be the emphasis in the camp setting on community and a positive environment, as the main focus of camp is often facilitating activities for camper enjoyment and a prosocial atmosphere. In contrast, while school settings also strive to foster a positive community, the strong academic focus of school requires that much of the school-wide behavior management support an atmosphere that is conducive to learning. Additionally, students in school are required to be engaged in many more non-preferred tasks that often require students to sit still and remain quiet for extended periods of time. Furthermore, schools operate with a much higher staff to student ratio, which impacts what is expected of students, as well as the amount of time staff are able to monitor and interact directly with students. Lastly, the school year is much longer than the summer camp season, especially when taking into consideration that some campers only attend camp for one session, lasting as short as one week. Therefore, schools have much longer to establish routines and expectations, but also must maintain these strategies throughout academic year. These factors are probable influences on the difference between behavior strategies implemented in the school and camp setting as reported by school staff and camp directors.

Both pre-service teachers (SOBMP) and camp directors (this survey) reported that strategies which would be classified as later correction strategies (i.e., exclude campers from activities, remove privileges, and use time out) were used the least. While this further supports the strong use of universal practices to encourage positive behavior, it also suggests that camp

staff might encounter more difficulties managing more challenging behavior that may occur less frequently. For example, 41% of camp directors reported that their staff create behavior contracts "a little bit". While this may be due to the fact that this type of intervention is not often needed in the camp setting, it may also be that camp staff do not often employ behavior management strategies that would be appropriate for more challenging behavior, as they may not be knowledgeable about best practices in this area. Overall, based on this study, camp staff are utilizing prevention strategies the most in order to encourage positive behavior.

An additional area of behavior management that could be considered preventative is the fact that the majority of camp directors reported gathering information about campers' behavior prior to the start of camp. This strategy is useful because it can aid the planning of a campers' programming, as well as informing staff in how to best manage campers' specific needs. While more than half of directors indicated that they do exclude campers based on behavior concerns, for those that are enrolled, an effort is often made to gather behavior data in order to plan appropriately and address campers' behavioral needs. A majority of camp directors reported they do receive information about camper behavior prior to the start of camp with the most adequate information coming from campers' families, further highlighting camp directors' emphasis on preventative behavior management. However, of the directors who reported they receive information prior to the start of camp, only 51% reported any of that information was provided by school staff or teachers. Furthermore, the majority of directors who reported receiving school-provided information felt that it was not adequate. Campers who struggled with disruptive behavior at camp may also be more likely to engage in these behaviors at school, which is supported by the similarities seen between the two settings in the current study. This suggests that the collaboration between schools and summer camps is an area with potential for

growth and efforts could be made in order to better facilitate the exchange of information. For example, school staff may have specific knowledge of preventative strategies or interventions that are successful with these specific children that could be shared with the camp to provide information on what has or has not been implemented and the success of these strategies . In particular, campers who have Individualized Educational Programs (IEPs) or Behavior Intervention Plans (BIPs) may benefit a great deal from having consistency in the way their behavior is managed across the academic year and summer camp season. Additionally, by beginning the camp season with effective strategies for specific campers, it is likely the camp staff would be able to more efficiently manage these behaviors, thus saving time and resources. It is not clear, and goes beyond the scope of this survey, as to why this information is not typically shared by the school. One potential explanation may be that parents do not inform the school about their child's summer plans, as they seek to allow their child a "fresh" start at camp. It may also be because the relationship between parents of children with problem behaviors in the school setting and the school is not a positive one. These issues should be explored in future research.

Camp directors were also surveyed on their use of camp-wide behavior expectations. Given that preventative strategies were reported to be the most frequently used behavior management strategy by staff, it understandable that over 92% of directors reported using camp-wide behavior expectations. Additionally, nearly all camp directors who reported using camp-wide behavior expectations indicated the strategies were effective at managing problem behavior, which aligns with most used strategies that were reported, as well as best practices in the school setting.

A much smaller proportion of camp directors reported the use of consultation with an outside provider (i.e., psychologist, social worker, classroom behavior specialist) for managing problem behaviors in the camp setting, although half of those who did use this resource reported it to be very effective. This indicates that employing the expertise of professionals, as recommended to the field by Ditter (2007), may be an effective way to facilitate camp programming for campers with challenging behavior, as well as support camp staff in the ability to carry out proper procedures in these cases. Several open-ended responses, as well as responses provided through the follow-up interviews, included identification or suggestions to employ the expertise of professionals, specifically in the area of mental health, to further enhance behavior management practices. This indicated that camp directors have an awareness of potential resources available through consultation and areas in which they can grow and increase capacity of their staff to manage behaviors. Furthermore, by involving professionals in areas related to behavior management, summer camps would be able to better serve their population and respond appropriately to the needs of this specific population. However, there are potential barriers to consultation that may be influencing the number of camp directors who are able to utilize this type of resource, including time, cost, and knowledge of specific individuals or organizations that may be available. The summer camp season is short, typically only nine to twelve weeks, and therefore it may be difficult for directors to engage in consultation during that time, especially if they only work seasonally. Further, most camps are businesses for profit and employing a professional for consultation would require additional funds that may not be allotted for the purpose in the camp budget. It is possible that camp directors do not have exposure to possibilities of consultative models or knowledge of specific individuals who may be able to implement these services. Additionally, this survey did not gauge camp directors' willingness,

interest, or the ability of staff to be trained to implement IEP or BIP plans as written for the school setting in the camp setting, but this would be worth exploring in the future.

Research Question #3: Staff Training

On average, camp directors reported that all of the pre-camp training topics presented were all moderately to very adequately covered at their camps, and did not think that staff needed additional training related to behavior management. It is important to note that a majority of camp directors reported they are responsible for planning pre-camp training and therefore, their rating of how adequately topics are covered and implemented on site may be biased. Research shows that people's rating of their own performance tends to be an overestimate of reality (Metcalfe, 1998), and therefore true adequacy of training on these topics may be slightly lower.

Based on director-report, pre-camp staff training in prevention-type behavior management strategies are considered slightly more important than intervention-type strategies, with "creating community" being the highest ranked strategy. This aligns with data from the present study where it was reported that staff most frequently used these types of strategies during the summer camp season in order to maintain positive behavior and structure. Additionally, while still receiving an overall favorable rating, topics that could be considered appropriate for more challenging behavior, such as interventions and reinforcement, were considered to be of lowest importance. This suggests that more specific strategies tailored to individuals' challenging behavior may not be covered as adequately during pre-camp staff training. This may be due to the fact that camp staff need to cover a wide variety of topics during pre-camp training.

An alternative explanation may be that more specific strategies are not employed, which could be an area of growth for the summer camp field, especially for those camps with higher rates of challenging behavior. Evidence from the current study supports this explanation, indicating that managing negative camper behavior is an area in which most directors agreed staff needed additional training. While directors reported they are able to lead adequate staff training and strive to foster a positive community-focused experience, data collected in this study suggests directors themselves may need additional training in more targeted strategies. A majority of camp directors do not have explicit training in behavior management, and therefore it may be valuable to provide professional development in assessing problem behaviors, determining the function of the behavior, and matching needs with appropriate strategies. By employing consultation with the entire staff, or training directors to be trainers themselves, these principles can be applied to support the positive experience of all camps, as opposed to only seeking out support for the most severe cases. By addressing these issues at the level of the director or the whole staff, individuals working with campers will be ready to address needs as they arise. Furthermore, by enhancing the ability of staff members to address problem behavior, the impact on camp structure, such as those indicated in the follow-up interview (i.e., staff burnout and time spent managing behaviors), would likely be reduced.

Research Question #4: Needs and Resources

Directors reported primarily using previous work experience as their source for behavior management practices. A study of classroom management (Christofferson & Sullivan, 2015), found that the behavior management resources which teachers are most satisfied with are mentoring from licensed teachers and supervised fieldwork. This demonstrates that both teachers and camp directors employ strategies from which they learned on-the-job, suggesting

that strong practices in the camp setting would be an effective way to develop effective behavior management strategies, as staff primarily use skills gained from their work experience. The second most common source was resources or publications from the American Camp Association, and third was seminars or workshops in the field. These findings suggest that, for camps accredited by the ACA, providing information directly from the accrediting organization would be an effective way to reach camps and introduce new behavior management strategies or interventions.

Follow-up Interview

The majority of responses provided in the follow-up interviews aligned with items which were included in the survey, thus verifying that the survey appropriately addressed the current experience of camp directors. However, there were areas in which common themes emerged, which were not included in the survey and are important to consider for inclusion in future surveys. Theses areas are individual conversations, concerns regarding mental health diagnoses, and greater specificity in staff training materials. Additionally, the topic of homesickness was commonly endorsed, which is a concern specific to the camp setting.

Many directors reported that individual conversations are used in order to address problem behavior at their camps. This strategy allows the staff to individually discuss the behavior with the camper, offer a correctional strategy, create an individualized plan, or possibly determine the function of the behavior. Individual conversations are most likely used in the school setting, as well, as students would benefit from individualized attention to address problem behaviors. However, because this strategy could include so many different techniques, as previously indicated, it is difficult to know precisely how if it is being implemented differently

in the camp setting. Future research could address this as it appears to be a preferential strategy in a variety of camps.

Another common theme that emerged from the follow-up interview was concerns about specific mental health diagnoses. Several directors specified their staff frequently needed to manage behaviors associated with diagnoses such as ADHD and Autism. Staff identified that more campers with these types of diagnoses were being enrolled in their camps and they saw a greater need for strategies to effectively work with these campers. This suggests an area for growth which may be aided through the consultation model, as the knowledge of trained professionals could greatly increase the ability of camp staff to work with campers with challenging behaviors commonly associated with mental health diagnoses. Additionally, applying principles related to the mental health field may be appropriate in addressing and preventing homesickness in campers, especially at residential camps.

Lastly, several directors reported that having more specific materials for training would be beneficial for their staff. In particular, directors specified a desire for more scenarios to address potential problem behavior during pre-camp staff training, and specific wording to provide staff with appropriate skills to address challenging behaviors. As most camp staff are college-aged and have limited experience working with children, these are important aspects to cover when preparing them to work with problem behaviors. This need highlights the opportunity for the application of evidence-based training materials that can build staff's skills and confidence in working with children with behavioral concerns.

Limitations

There were several limitations to this study that are important to address. Although the survey response rate was within the expected range, as supported by 9% response rate and prior

camp-based research (ACA, 2017), the response rate was lower than desired (Cook, Heath, & Thompson, 2000). There are ways in which the response rate could be improved in future studies. First, by strictly adhering to research-based practices for survey research and sending out consistent follow-up e-mails to all directors, it is likely that more responses would be collected. Additionally, sending out more than one reminder e-mail could have potentially increased the response rate as reported by Dykema et al. (2013). However, because the investigators of this study were unable to contact camp directors directly, they were not able to control this variable. Agreement on parameters of survey data collection at the outset or taking over the data management independently would be a recommendation for future research.

Furthermore, while the collaboration between the investigators of this study and ACA was productive and the current study would not have been possible without this working relationship, it is important to note the limitations that the collaboration agreement had on collecting responses. Both the investigators of the study and the ACA had an investment in the results of the study and desire to support the research agenda. However, both parties also had different priorities. The ACA strives to maintain strong working relationships with its members and therefore has set limits as to how often they will e-mail their members and request their time in completing additional tasks. This guideline benefits camp directors in that they are only being contacted for matters that are a priority and benefits the ACA because they are able to continue to be a positive and supportive accrediting body to their camps. Because of this guideline, the ACA was unable to contact camp directors as many times as would be necessary to yield a higher response rate.

Additionally, it is important to highlight the necessary compromises made in order to foster an effective research collaboration relationship. It is highly likely that the endorsement of

the ACA provided increased access to camp directors, and encouraged a higher response rate as compared to non-endorsed, investigator driven contact. In order to obtain and retain this endorsement, it was necessary to adhere to the ACA practice guidelines. Furthermore, as the data collected pertains specifically to their members, a strong working relationship is necessary in order to be able to communicate results and implications to their community, as well as extend the research to practice.

An alternative method to increase the response rate of future research camp-based research conducted through an organization such as the ACA would be to collaborate with the organization to develop a research requirement of camps or camp directors, which could then be implemented by the organization. For example, the ACA could include a research requirement in their accreditation criteria in order to motivate camp personnel to participate. While this may deter some camps from seeking accreditation, it is more likely that more camps would be willing to participate as the findings would directly impact their practices as well as the ACA's research agenda to continuously improve accredited camps.

Another important limitation to consider is that 55% of participants reported that they excluded campers from attending their camp due to behavior concerns. Therefore, over half of the sample attempts to prevent the occurrence of the most challenging problem behaviors at their camp, meaning camp directors may be under the impression that they do not need to be trained or provide training to their staff to address significant problem behavior. This is particularly important when comparing this data to data from the school setting. In the school setting, children cannot be excluded from enrollment due to behavior concerns, and therefore school staff are tasked with managing all problem behaviors that may present in the classroom. While many camp directors who indicated they exclude campers based on behavior concerns reported that

they did so due to limited resources, lack of specialized staff training or supervision, or particular features of the camp environment (i.e., wilderness setting), the policy of excluding campers has an effect on overall behavior management practices and perceived needs. The vast majority of camp directors indicated staff were sufficiently trained on behavior management practices. yet they also endorsed lack of training and ability to deal with significant behavior problems in the camp setting by their staff. However, if the focus of behavior management training was on more specific skills, such as assessment, identifying function, and applying appropriate intervention, directors may not need to exclude campers before the start of camp based on behavior concerns. Additionally, if this training was provided by experienced behavior management consultants, the overall experience for staff and campers may be improved. In this current study, no significant differences were found in the rate of the most frequently managed problem behavior between camps which exclude campers and those that do not. However, intensity of the behaviors were not measured, which may influence the occurrence of problem behavior, as well as camp structure and practice of excluding campers prior to the start of camp.

An additional consideration is that this survey was only sent to ACA-accredited camp directors. While the ACA accredits a variety of summer camp programs, a much wider range of camps exist in the United States and world-wide. Therefore, while the current study is an appropriate starting point for gathering data and the potential initiation of evidence-based practice guidelines, future research may wish to consider extending the work beyond the scope of only accredited camp programs. Furthermore, while the school and camp settings are similar, thus the importance of this study, there are several contextual factors which are differences that are important to consider. For example, while public schools enroll all children and do not charge a fee, summer camps do not need to enroll all children and most charge a fee. Future

studies should consider these and other relevant factors and may seek alternative comparisons to the summer camp setting, such as private schools.

Another limitation was in not asking about the content of behavior management training. The current study did not query about how training was delivered to camp staff, how long training on behavior management was covered, why it was selected for inclusion in training and whether or not feedback was obtained from staff about their understanding (post-training), and its adequacy to prepare them to manage campers (post-camp conclusion). Furthermore, respondents were restricted to camp directors. Additional information from multiple staff from their same camp setting would be useful to provide additional insight into training effectiveness.

A final limitation pertains to the possibility for bias and survey responses. Because of the nature of survey research, all data collected is self-report. It is possible that camp directors may have under or over reported their experiences in order provide desirable answers. In particular, this possibility is seen in the high ratings provided for adequacy in the pre-camp training, which was primarily planned and implemented by the camp directors themselves. Future research may wish to include perspectives of other staff (i.e., counselors) or parents of campers in addition to campers themselves for input and a more robust evaluation of training.

Strengths

There are several strengths regarding the purpose and results of this study. Notably, this study sought to explore a new area of research in order to contribute to the literature in the field of both school psychology and areas pertaining to summer camp and youth outcomes. While it has been determined that behavior management is an important component of school success and has been the focus of wide area of research in the school setting, strategies utilized in the camp setting had not yet been examined. This study contributes to the literature by examining current

practices and needs. The addition of this information will allow for more specific investigation into the effectiveness of specific strategies and tools to be implemented in summer camps and with camp staff.

This study initiated a collaborative effort between the field of school psychology and camp-based practice. It brought to light the ways in which well-established principles commonly used in the field of school psychology can be applied to the summer camp setting. Currently, the ACA is increasing its emphasis on research and evidence-based practice to support youth outcomes and this study demonstrated the relevance for continued communication and alliance between the two fields. Additionally, as both fields aim to increase the success and growth of youth, it is evident from this study that unification of these two areas may be effective and have a positive impact on outcomes for children in school and in the camp setting.

Implications for Practice and Future Directions

Findings from this study have several implications for practice, primarily pertaining to the systems-level structure of the summer camp setting in the form of training and support of implementation of evidenced-based behavior management practices. A primary goal of this study was to gather information about current behavior management practices and needs to evaluate for similarities between the camp and school setting. The intention was to explore possible areas in which evidence-based interventions, such as those used in schools, may be implemented or could be implemented in camps. Considering the similarities in the most common problem behaviors in the camp and school setting, along with the similarities in problem behavior among camp programs with varying characteristics, it is possible that interventions implemented in school settings could be useful tools in the camp setting. A wide range of evidence-based behavioral interventions are available for the school-setting and as

determined by this study, the most frequently managed problem behaviors are similar across settings; although, that does not necessarily mean each child is engaging in that behavior for the same reason or that the function of the behavior is the same. Despite this caveat, it is possible that utilizing a problem-solving evidenced-based model of assessment to the appropriate selection of interventions would be beneficial for camp settings to adopt.

Additionally, the present findings indicate that minimal camper behavioral information gathered prior to the start of camp is school-provided. Therefore, strategies and interventions effectively used during the academic year may not be being translated to the camp setting. If utilized, communication about these strategies between schools and camps may be an efficient way to support effective management of camper behavior. Camp directors reported that receiving information from campers' families prior to the start of camp is helpful in managing camper behavior, though fewer camps report receiving information from schools. Many of the same behaviors are managed in the camp and school settings and similar preventative practices are implemented. Therefore, encouraging camps to gather school-based information regarding specific behavior management strategies and interventions could be beneficial in supporting campers who need additional behavior support. One way to increase the communication and collaboration between these two settings would be the development of a standardized tool to collect and use school-based behavior information about individual campers, which could appropriately address this need.

As there is currently little research on the effectiveness of specific behavior interventions in the camp setting, future studies may wish to focus on specific strategies or programs that could be implemented by camp staff and integrated into the camp setting. Given the similarities in problem behavior between the camp and school setting, it may be appropriate for evidence-

based school intervention to be adapted for the camp setting. Additionally, more targeted intervention resources would support the preventative practices commonly used in the camp setting and allow staff to be prepared to manage a wider range of behavior concerns, thus effectively utilizing resources and ideally increasing positive camper outcomes. Furthermore, if camp-specific interventions were available and proven to be feasible in the camp setting, more camps may be willing to and have confidence in their ability to enroll campers with behavior concerns, which would limit the amount of campers excluded prior to the start of camp, and allow camp programming to be more inclusive.

While directors reported leading adequate staff training, they also indicated that strategies for managing negative behavior continue to be a need for their camps. One way camp directors could determine whether or not they are meeting staff needs would be to survey their staff in order to know if they feel appropriately prepared to addresses negative behaviors prior to and at the conclusion of camp. Additionally, as specific concerns arise, useful strategies or interventions could be incorporated into pre-camp staff training or ongoing professional development during the summer. Furthermore, as consultation with outside providers was reported to be effective, incorporating this consultation within training for all staff could further extend the effects of the resources and benefits provided through the consultation model.

Finally, this study specifically addressed needs and resources identified by ACA-accredited camp directors. These participants identify the ACA as one of the top sources of information for resources regarding behavior management practices. Therefore, disseminating information regarding this study as well as guidelines and future evidence-based practices of assessment and intervention through the accrediting organization would be an effective way to reach summer camp directors and staff. Ways in which this may effectively occur include

publications through the ACA, such at their *Camping Magazine* or website, as well as presentations at their national and regional conferences.

Conclusion

Frequent problems behaviors managed in the summer camp setting are similar to those seen in the school setting. Although camp directors report frequent use of preventative strategies among their staff, managing negative camper behaviors remains a primary need. While several evidence-based behavior management interventions have been proven to be effective in the school setting, little research exists on effective interventions in the camp setting, and even less information is known about problem solving strategies to assess problem behavior when it occurs prior to selecting and implementing an intervention in camp settings. Due to the similarities between settings, modifications of school-based assessment and intervention models may be appropriate in the camp setting and future research should address this need. Additionally, stronger communication between summer camp staff and school staff may be an effective strategy for managing camper behavior, in particular those that are most extreme and those that camp programs often use to exclude campers prior to the start of camp. Furthermore, based on the reported highly effective outcomes of consultation with outside providers, this model could be an effective strategy to support these efforts. Just as the principles of classroom management seek to allow the teacher to spend less time managing behavior and more time on instruction and engagement with students, it is hoped that increased evidenced-based behavior management in the camp setting through problem solving assessment and intervention will lead to more time for staff to engage campers in the activities of camp programming that lead to positive youth outcomes and individual growth.

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Appendices

Appendix A: IRB Approval Letter

Education and Social/Behavioral Science IRB
4/11/2017

Submission ID number:	2016-1123
Title:	A Survey of Summer Camp Directors on Current Behavior Management Practices and Needs
Principal Investigator:	JENNIFER M ASMUS
Point-of-contact:	JENNIFER M ASMUS, SAMANTHA BLAIR
IRB Staff Reviewer:	KAMIE LECLAIR

A designated ED/SBS IRB member conducted an expedited review of the above-referenced initial application. The study was approved by the IRB member for the period of 12 months with the expiration date of 4/10/2018. The study qualified for expedited review pursuant to 45 CFR 46.110 and, if applicable, 21 CFR 56.110 and 38 CFR 16.110 in that the study presents no more than minimal risk and involves:

Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, or quality assurance methodologies

To access the materials approved by the IRB, including any stamped consent forms, recruitment materials and the approved protocol, if applicable, please log in to your ARROW account and view the documents tab in the submission's workspace.

If you requested a HIPAA waiver of authorization, altered authorization and/or partial authorization, please log in to your ARROW account and view the history tab in the submission's workspace for approval details.

Prior to starting research activities, please review the Investigator Responsibilities guidance (http://go.wisc.edu/m0lovn) which includes a description of IRB requirements for submitting continuing review progress reports, changes of protocol and reportable events.

Please contact the appropriate IRB office with general questions: Health Sciences IRBs at 608-263-2362 or Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.

Appendix B: ACA Research Collaboration Agreement

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Research Collaboration Agreement

(Updated January 21, 2016)

I, Samantha Blair ("Collaborator"), have read the American Camping Association, Inc., (ACA) document "Research Collaboration Process Description," which explains the proposal and review process for collaboration projects, ("Project") and I understand and agree to adhere to the following terms and conditions.

I. Nature of Collaboration. (Check one box.)

☐ Collaborator will collect, access, and/or use data owned by ACA.

☐ Collaborator will work with ACA to collect, access, and/or use using data owned by the Collaborator.

☒ Collaborator will work with ACA to access a sample of ACA camps to collect data that will be owned by the Collaborator.

II. Proposal

Collaborator understands that a project proposal must be submitted to ACA (via e-mail) that includes:

a. Project overview. Project theoretical background, hypotheses, and methods (750 words max).
b. Nature of collaboration (see above)
c. Project deliverables. (250 words max) Examples: dissertation, manuscript for publication, report for a conference, field resource, brief summary report if only accessed a sample of camps. ACA should be notified if deliverables change.
d. Project budget. If funding is requested from ACA then you must detail total project amount and total requested from ACA. Note: ACA generally does not fund outside projects.
e. Project timeline.

II. Ownership.

ACA understands that data that are created and owned by the Collaborator remain the sole property of the Collaborator. Collaborator understands that (a) ACA data (such as existing data sets) and (b) intellectual property (such as lists of ACA accredited or affiliated camps) remain the sole property of ACA.

If access to ACA data is being requested, then use of the requested ACA data set applies only to this Project. For any and all future projects between ACA and the Collaborator, a new Research Collaboration Agreement is required.

If access to ACA data is being requested, Collaborator grants, transfers, and assigns to ACA all worldwide right, title, and interest in and to the Project, including, without limitation, all copyright interest and the exclusive and unlimited right, throughout the world, to edit, condense, alter or translate the Project for publication or republication. These rights granted by the Collaborator to ACA under this Agreement are applicable in all media including, without limitation, print media and all electronic media, whether now known or hereafter created.

If access to lists of ACA accredited or affiliated camps is requested, then ACA grants the Collaborator one-time use only of the list of camps provided to the Collaborator for the expressed purpose identified in the proposal per this agreement.

The Collaborator represents and warrants the following:

a. the Collaborator is the sole Author and owner of all right, title and interest in and to the Project;

b. the Project is original;
c. the Project does not contain any libelous material or any material that would be injurious to a third party;
d. there has been no prior publication, sale, assignment or transfer of the Project, any portion thereof or any rights therein;
e. publication of the Project will not infringe upon any other person's copyright or other rights;
f. the Collaborator has obtained all necessary permissions or waivers of rights that may be necessary for publication of the Project;
g. the Collaborator has met the Human Subjects obligations of his/her college, university, or other employer;
h. the Collaborator has met all required legal obligations and those requirements of her/his college, university, or employer; and
i. the Collaborator has full right and authority to enter into this Agreement.

III. Authorship.

ACA's designated research team member and the Collaborator will together make the decision regarding authorship of any expected Project outputs. Collaborator understands that in some cases, expected project outputs shall be owned by ACA.* If copyright is warranted, then copyright will be designated in the following manner with date: "© 2011 American Camping Association, Inc. All rights reserved." In most cases, excepting master's theses and doctoral dissertations, the ACA or members of its staff or project volunteers should be acknowledged and offered the opportunity to co-author any scholarly publications.

** Exception includes when a manuscript is submitted to a peer-reviewed publication and the authors transfer the copyright to the journal editor as part of the author agreement. In these instances, ACA acknowledges that the journal may own the copyright. .*

IV. Limited License.

ACA grants the Collaborator the following limited license. Any use of (a) ACA data (such as existing data sets) and (b) intellectual property (such as lists of ACA accredited or affiliated camps) by the Collaborator not expressly authorized herein or approved in writing by ACA prior to such use is strictly prohibited by ACA. The license granted to the Collaborator herein may be terminated by ACA at any time, upon the sole discretion of ACA.

a. To use, free of charge, all or part of Project in future works of the Collaborator's own creation, such as books and lectures;
b. To include a copy of Project on the Collaborator's Web page, provided that such a version is identical to the final version published by ACA and includes a link to ACA's Web page;
c. To make a reasonable number of electronic or print copies of Project for non-commercial, personal or classroom use.

V. Confidentiality.

Collaborator understands that identifying information, such as names of camps, camp directors, or campers will be withheld from the Collaborator. In cases where such information is provided for research purposes, the Collaborator agrees to keep such identifying information confidential.

VI. Product Review and Deadline.

Collaborator understands that s/he must submit drafts of Project products to ACA's designated research team member in order to determine whether data have been handled with scientific integrity and in a timely manner prior to publication or dissemination. Collaborator understands that ACA reserves the right to withhold approval of any Project product or to withhold access to data (or funding when applicable) under any circumstances. The final Product from the use of ACA data is expected no later than one year following the data access deadline.

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VII. Data Access Deadline

If access to ACA data is being requested, the Collaborator understands that s/he has access to ACA data for a period of no more than twelve months from the date of this Agreement. Extensions must be agreed upon by ACA and the Collaborator in writing.

Lane Browne — 3/23/17

ACA Designated Research Team Member (PRINTED NAME/SIGNATURE) — Date

Samantha Blair Samantha Blair — 3-14-17

Collaborator (PRINTED NAME/SIGNATURE) — Date

316-H Educational Sciences Building, 1025 W Johnson Madison, WI 53706 — sblair2@wisc.edu

Collaborator (STREET ADDRESS/ CITY, STATE, ZIP) — Collaborator (EMAIL)

Witness — Date

Appendix C: ACA Introduction E-mail

Dear ACA Member,

Greetings from the ACA Research Team! In addition to our ongoing industry research and our work helping camps evaluate their programs, we also collaborate with a number of external researchers. We need researchers at universities across the country to conduct studies on camp, so we actively encourage graduate students to start new projects that bolster our ability to advocate for the benefits of camp experiences.

One way we do this is through ACA's Research Collaboration Process. The ACA Research Team reviews and accepts a small number of graduate student research projects each year, and after careful collaboration we help students contact a random sample of ACA camps. They, in turn, provide us with a full report of their findings and recommendations.

This email comes to ask your help with a new graduate student project about behavior management practices at camp. You can contribute to the research by completing a short survey about your experiences. The entire process should take no more than 10 minutes, and your responses are completely anonymous.

Thank you in advance for your help. We cannot advance our field without your participation in studies such as this. Please contact me at any time if you have questions or concerns related to the ACA Research Collaboration Process.

ACCESS THE STUDY (Hyperlink)

Thank you,

Laurie Browne, Ph.D.
ACA Director of Research
lbrowne@acacamps.org
765-349-3532

Appendix D: Follow-up E-mail

Dear Summer Camp Director,

We recently sent you an invitation to participate in a study being conducted by the University of Wisconsin-Madison to better understand behavior management practices in summer camps.

If you have already participated by completing our online survey, you can disregard this e-mail, but know that we greatly appreciate your input and the information you have provided.

If you have yet to respond and would still like to participate in our study, **we invite you to use the link below**, which will immediately direct you to our survey. We want to remind you that your responses are voluntary and will be kept confidential. We ask that only one camp director from each camp site participate in our study**.**

ACCESS THE STUDY

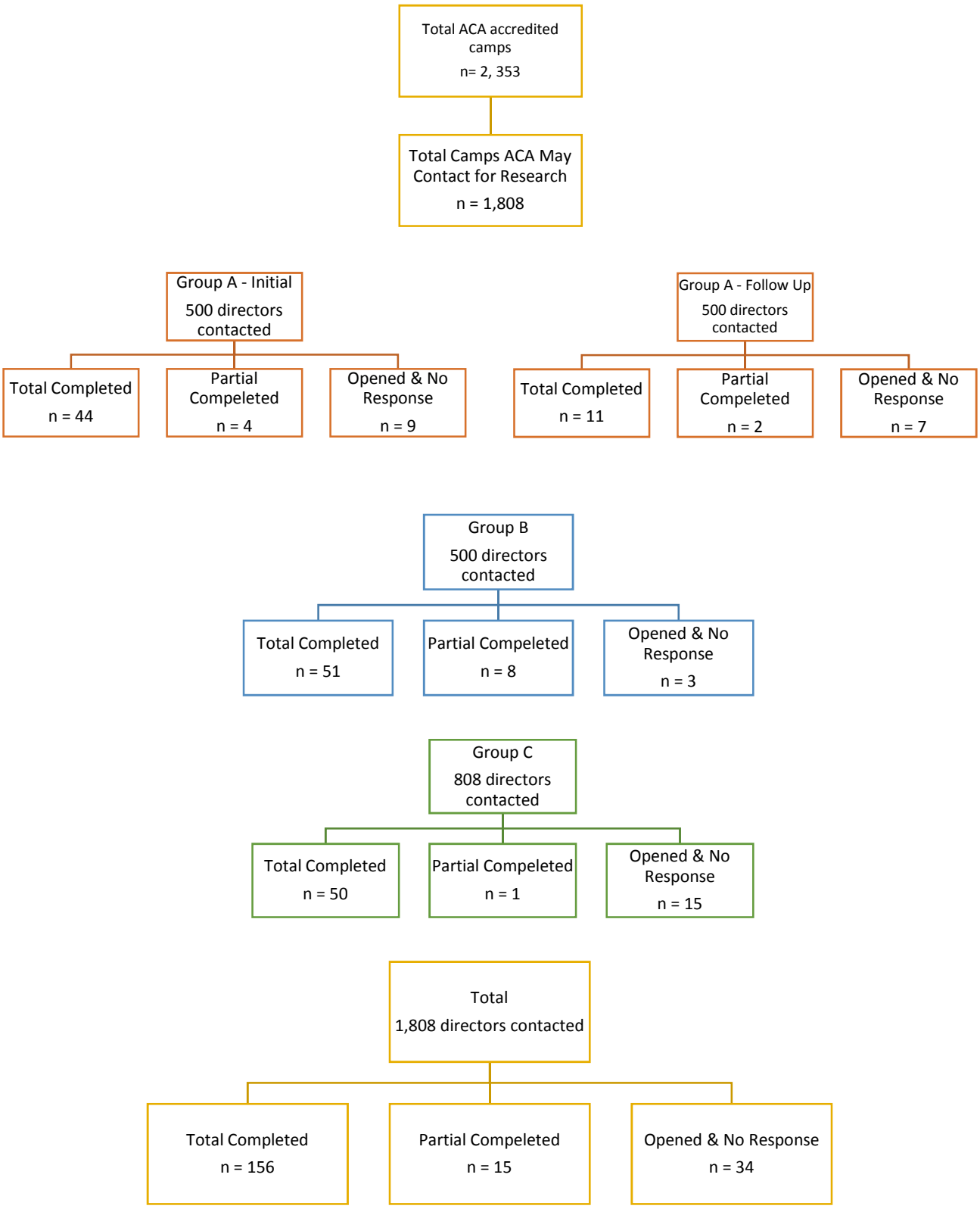
If you have any questions or trouble with the survey link, please contact the project coordinator, Samantha Blair or primary investigator, Dr. Jennifer Asmus.

Sincerely,

Samantha Blair, M.S.
Doctoral Student
sblair2@wisc.edu

Jennifer Asmus, Ph.D.
Professor
asmus@wisc.edu

Appendix E: Participant Flow Chart



Appendix F: Survey Instrument

Start of Block: Introduction - Study Cover Letter

Q69 Dear Summer Camp Director, We are asking for your help with a study being conducted by the University of Wisconsin-Madison to ***better understand behavior management practices*** in summer camps. *The American Camp Association (ACA) has reviewed the study and granted the researchers permission to recruit ACA camp directors as research participants*. As a summer camp director, you can provide valuable information on current behavior management practices and most commonly encountered behavior problems at summer camps. Presently, little is known about specific behaviors camp directors are most frequently faced with or the strategies they use most to address these issues and train their staff. By participating in our research, you will help us examine these areas and ultimately aid in the development of practice guidelines to provide the best resources to summer camps. Participation in our study will include completion of a ***10-minute survey***. Your participation is voluntary and responses will be kept confidential. To provide the most current information of behavior management practices, we ask that **only one camp director for the summer 2017 season from each camp site complete the survey.** To complete our survey, please click the right arrow button below. You will first be directed to the consent form where you will be asked to provide consent before beginning the survey. If you have any trouble using the website, completing the survey, or have questions about our study, please contact the project coordinator, Samantha Blair (contact information below). Thank you for considering participation in our very important research study. We truly appreciate your time and effort. Thank you for all you do to provide the best care and experiences for campers!

Sincerely,

Samantha Blair, MS
Doctoral Student
Sblair2@wisc.edu

Jennifer Asmus, PhD
Professor
asmus@wisc.edu

End of Block: Introduction - Study Cover Letter

Start of Block: Consent

Q1

A Survey of Camp Directors on Behavior Management in the Summer Camp Setting Please read the informed consent and provide your consent by click "Yes, I agree to participate in this study" at the bottom of the page. **You must have been a camp director of any level employed during the 2017 summer camp season and be at least 18 years of age to participate in this research project.** **Introduction** You are invited to participate in a dissertation research project to gather information about behavior management practices and

commonly encountered behavior problems in summer camps. This research project is being conducted by researchers at the University of Wisconsin-Madison to fulfill the requirements for a doctoral degree in the School Psychology Program. **Purpose** The purpose of our research is to investigate how summer camp staff manage campers' behaviors and what problem behaviors are most frequently encountered. In order to gather this information, we are interested in the following areas: (1) Common problem behaviors of campers (2) Staff training and resources (3) Current behavior management strategies (4) Needs for further development in the area **Procedures** Participants will complete an online survey following informed consent. The completion of the survey is anticipated to take about 10 minutes. Please complete and submit ONLY ONE survey. **Benefits** There are no direct benefits to you for participation in our study. We hope to use the information from the survey findings to improve the skills of camp directors and camp staff. **Right to Refuse or Withdraw** Your participation in this study is voluntary and you may refuse to participate or discontinue answering questions at any time without penalization. **Confidential Data Collection** Data collection will be entirely confidential. **Risks and Discomforts** By providing responses to open-ended questions, participants run the risk of identifying themselves or revealing personal or sensitive information. However, no personal, sensitive, or identifiable information will be included in data analysis or published results. **Confidentiality of Records** All responses to measures will be confidential and only available to approved researchers. Any published results will not contain personally identifiable information and your name will not be associated with any of the data. Data may be used in future research, but will remain confidential. **Contact Information** If you have any questions about this study, you may contact the project coordinator, Samantha Blair (sblair2@wisc.edu) or primary investigator, Dr. Jennifer Asmus (asmus@wisc.edu). If you are not satisfied with the response of the research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320. **Acceptance** I have read the information provided above and I voluntarily agree to participate in this study. By checking "Yes, I agree to participate in this study" I am giving my anonymous consent to participate. **Please copy this consent form for your records. Thank you for participating!**

Q2 By choosing YES, you are indicating that you have read this form, understand any potential risks and benefits, and agree to participate in this study.

- ❍ Yes, I agree to participate in this study. (1)
- ❍ No, I do not agree to participate in this study. (2)

Skip To: Q3 If By choosing YES, you are indicating that you have read this form, understand any potential risks... = Yes, I agree to participate in this study.
Skip To: End of Survey If By choosing YES, you are indicating that you have read this form, understand any potential risks... = No, I do not agree to participate in this study.

Q3 Thank you for agreeing to participate in our study! Summer camp programs offer enriching experiences for children and throughout the season, staff are also responsible for managing campers' behavior. We are interested in learning about the behavior management practices in your summer camp. **Please answer the following questions based on your experience during the 2017 summer camp season.**

Page Break

End of Block: Consent

Start of Block: Camp Director Demographics

Q4 First we would like to get some information about you to inform us about our sample. Please answer the following questions about yourself.

Q5 How many total years of experience do you have working at summer camps?

_____

Q6 How many total years have worked as a camp director?

_____

Q7 How many years have you been a camp director at the camp where you worked during the 2017 summer season?

_____

Q8 What is your age in years?

_____

Q9 How do you identify your gender?

- ❍ Male (1)
- ❍ Female (2)
- ❍ Transgender (3) _____
- ❍ I identify as another gender (4)

_____

Q10 What is your ethnicity?

_____

Q11 What is your highest level of education completed?

- ❍ Some high school (7)
- ❍ High school diploma (1)
- ❍ Some college (8)
- ❍ Associates (2)
- ❍ Bachelor's (3)
- ❍ Master's (M.A. or M.S.) (4)
- ❍ Specialists/Professional degree (Ed.S., R.N., etc.) (5)
- ❍ Doctorate (Ph.D., Psy.D., Ed.D.) (6)

Q12 If you have completed an advanced degree, what area is your degree in?

_____

End of Block: Camp Director Demographics

Start of Block: Camp Characteristics

Q13 Next we would like to get a bit of information about the summer camp where you were the director during the 2017 summer camp season. Please answer the following questions about your summer camp.

Q14 How many years has your camp been accredited by the American Camp Association?

_____

Q15 Is your camp a day camp or a residential camp?

- ❍ Day camp (1)
- ❍ Residential camp (2)
- ❍ Both day and residential programs (3)

Q16 What gender campers do you enroll at your camp?

- ❍ All genders (1)
- ❍ Only male (2)
- ❍ Only female (3)

Q17 Based on behavior concerns, do you exclude any children from enrolling in your camp?

- ❍ Yes (1)
- ❍ No (2)

Display This Question:

If Based on behavior concerns, do you exclude any children from enrolling in your camp? , Yes Is Displayed

Q18 If your camp does exclude children based on behavior concerns, please explain why.

_____

Q19 Is your camp specialized for a certain population (i.e., at risk youth, foster youth, transgender youth, youth with chronic illness)?

- ❍ Yes (1)
- ❍ No (2)

Display This Question:

If Is your camp specialized for a certain population (i.e., at risk youth, foster youth, transgender... = Yes

Q20 If your camp is specialized for a certain population, please specify the population.

_____

Q21 During the 2017 summer camp season, how many staff members worked at your camp?

_____

Q22 During the 2017 summer camp season, how many staff members were first time camp employees?

_____

Q23 During the 2017 summer camp season, how many of your camp counselors were certified teachers?

_____

End of Block: Camp Characteristics

Start of Block: Camper Characteristics and Registration

Q24 Please answer the following questions about the campers that attended your camp during the summer 2017 summer season.

Q25 In total, how many campers were enrolled in your camp throughout the entire 2017 summer season?

_____

Q26 Throughout the summer 2017 camp season, approximately how many campers were enrolled in an average week?

_____

Q27 Which age groups does your camp serve? (check all that apply)

- ❑ Younger than 4 (1)
- ❑ 4-6 (2)
- ❑ 7-9 (3)
- ❑ 10-12 (4)
- ❑ 13-15 (5)
- ❑ Older than 15 (6)

Q28 Before the start of camp, do you receive information regarding behavior concerns for campers?

- ❍ Yes (1)
- ❍ No (2)

Display This Question:

If Before the start of camp, do you receive information regarding behavior concerns for campers? = Yes

Q29 How adequate do you feel the information you get from the following sources is regarding campers' behavior?

	Not at all (1)	A little bit (2)	Somewhat (3)	Quite a bit (4)	A great deal (5)	Not Applicable (6)
Campers' families (1)	❍	❍	❍	❍	❍	❍
Campers' schools or teachers (2)	❍	❍	❍	❍	❍	❍
Community professionals (3)	❍	❍	❍	❍	❍	❍
Another source (please specify): (4)	❍	❍	❍	❍	❍	❍

End of Block: Camper Characteristics and Registration

Start of Block: Behavior Management Strategies

Q30 During the 2017 summer camp season, approximately how much were each of the following behavior management strategies used by staff to manage camper problem behaviors?

	Not at all (1)	A little bit (2)	A moderate amount (3)	Quite a bit (4)	A great deal (5)
Establish and maintain routines (1)	❍	❍	❍	❍	❍
Establish and maintain rules (2)	❍	❍	❍	❍	❍
Clearly communicate expectations (3)	❍	❍	❍	❍	❍
Teach appropriate behaviors (4)	❍	❍	❍	❍	❍
Give praise and encouragement (5)	❍	❍	❍	❍	❍
Raise voice (6)	❍	❍	❍	❍	❍
Lower voice (7)	❍	❍	❍	❍	❍
Offer rewards (8)	❍	❍	❍	❍	❍
Change the environment (such as remove distracting item or rearrange campers' seating) (9)	❍	❍	❍	❍	❍
Non-verbal body language (such as pointing or raising a hand to show it's time to listen) (10)	❍	❍	❍	❍	❍
Use physical touch (11)	❍	❍	❍	❍	❍
Ignore problem behavior (12)	❍	❍	❍	❍	❍
Remove privileges (13)	❍	❍	❍	❍	❍
Give Threats/Warnings (14)	❍	❍	❍	❍	❍
Use time out (15)	❍	❍	❍	❍	❍

Refer to office/camp director (16)	❍	❍	❍	❍	❍
Modify plans to meet campers' needs (17)	❍	❍	❍	❍	❍
Match plans to campers' interests (18)	❍	❍	❍	❍	❍
Contact guardian through phone or e-mail (19)	❍	❍	❍	❍	❍
Exclude campers from activities (20)	❍	❍	❍	❍	❍
Create behavior contracts (21)	❍	❍	❍	❍	❍

Q31 What other behavior management strategies do you use that were not included in this list?

_____

_____

_____

_____

_____

Q32 Did you implement camp-wide behavior expectations?

❍ Yes (1)

❍ No (2)

Display This Question:

If Did you implement camp-wide behavior expectations? = Yes

Q33 Please describe the camp-wide behavior expectations used at your camp.

_____

_____

_____

_____

_____

Display This Question:

If Did you implement camp-wide behavior expectations? = Yes

Q34 How effective do you feel your camp-wide behavior expectations were at managing problem behavior?

- ❍ Not at all effective (1)
- ❍ A little effective (2)
- ❍ Moderately effective (3)
- ❍ Very effective (4)
- ❍ Extremely effective (5)

Q35 Have you engaged in behavior management consultation with an independent provider?

- ❍ Yes (1)
- ❍ No (2)

Display This Question:

If Have you engaged in behavior management consultation with an independent provider? = Yes

Q36 Please describe the type of the consultation and the reason for consultation.

_____

_____

_____

_____

_____

Display This Question:

If Have you engaged in behavior management consultation with an independent provider? = Yes

Q37 If you have engaged in consultation, how helpful did you feel it was?

- ❍ Not at all helpful (1)
- ❍ A little helpful (2)
- ❍ Moderately helpful (3)
- ❍ Very helpful (4)
- ❍ Extremely helpful (5)

End of Block: Behavior Management Strategies

Start of Block: Most Common Problem Behaviors

Q38 Below is a list of common problem behaviors that camp staff may have to manage. Please check all behaviors that you or your staff had to **frequently** manage during the 2017 summer camp season.

- ❑ Defiance/Disrespect/Disruption (1)
- ❑ Dress Code Violation (2)
- ❑ Physical Contact/Physical Aggression (3)
- ❑ Property Misuse/Property damage (4)
- ❑ Technology Violation (5)
- ❑ Arson/Bomb Threat (6)
- ❑ Bullying (7)
- ❑ Fighting (8)
- ❑ Inappropriate Display of Affection (9)
- ❑ Inappropriate Location/ Out of Bounds (10)
- ❑ Lying/Cheating (11)
- ❑ Skip programming/Tardy (12)
- ❑ Use/Possession of Alcohol/Drugs/Tobacco (13)
- ❑ Use/Possession of Weapons (14)
- ❑ Other (15) _____

Q39 During the 2017 summer season, how much of your time did you spend managing problem behaviors?

- ❍ Far too little (14)
- ❍ Slightly too little (15)
- ❍ An appropriate amount (17)
- ❍ Slightly too much (18)
- ❍ Far too much (20)

Q40 During the 2017 summer season, how much time did your staff spend managing problem behaviors?

- Far too little (14)
- Slightly too little (15)
- An appropriate amount (17)
- Slightly too much (18)
- Far too much (20)

Q41 During the 2017 summer season, how many campers were suspended or expelled?

_____

Q42 During an average week, which age group of campers exhibited the most problem behavior? (check all that apply)

- Younger than 4 (1)
- 4-6 years (2)
- 7-9 years (3)
- 10-12 years (4)
- 13-15 years (5)
- Older than 15 (6)

End of Block: Most Common Problem Behaviors

Start of Block: Staff Training

Q43 How many days did your pre-camp staff training last?

_____

Q44

	How adequately did you feel the following topics were covered during your staff training?

	Not covered (1)	Not at all adequate (2)	Slightly adequate (3)	Moderately adequate (4)	Very adequate (5)	Extremely adequate (6)

Creating and maintaining rules (1)	❍	❍	❍	❍	❍	❍
Creating and maintaining expectations (15)	❍	❍	❍	❍	❍	❍
Establishing and maintaining routines (2)	❍	❍	❍	❍	❍	❍
Changing the environment (such as removing a distracting item or rearranging campers' seats) (3)	❍	❍	❍	❍	❍	❍
Using tangible reinforcement strategies (4)	❍	❍	❍	❍	❍	❍
Teaching/demonstrating procedures (5)	❍	❍	❍	❍	❍	❍
Teaching/demonstrating appropriate behaviors (6)	❍	❍	❍	❍	❍	❍
Applying interventions for campers with difficult behavior (7)	❍	❍	❍	❍	❍	❍
Creating community (8)	❍	❍	❍	❍	❍	❍
Teaching/demonstrating problem-solving skills (9)	❍	❍	❍	❍	❍	❍
Recognizing and addressing bullying (10)	❍	❍	❍	❍	❍	❍
Aligning discipline with camper and situation (11)	❍	❍	❍	❍	❍	❍
Giving praise and encouragement (12)	❍	❍	❍	❍	❍	❍
Using nonverbal body language (such as pointing or raising a hand to show it's time to listen) (13)	❍	❍	❍	❍	❍	❍
Matching plans to camper's interests (14)	❍	❍	❍	❍	❍	❍

Q45 What other topics related to managing campers' behavior were covered during your pre-camp staff training?

_____

_____

_____

_____

_____

Q46 As the camp director, are you responsible for planning counselor training?

- ❍ Yes (1)
- ❍ No. Please specify the role of who is responsible: (2)

_____

End of Block: Staff Training

Start of Block: Needs and Resources

Q47 Based on the 2017 summer season, my staff need additional training in

	Strongly disagree (6)	Somewhat disagree (7)	Neither agree nor disagree (8)	Somewhat agree (9)	Strongly agree (10)
Helping campers work in cooperative groups. (1)	❍	❍	❍	❍	❍
Ensuring that campers are physically safe and secure. (2)	❍	❍	❍	❍	❍
Ensuring that campers are socially and emotionally safe. (3)	❍	❍	❍	❍	❍
Ensuring that campers' negative behaviors are not an ongoing distraction to other campers and camp staff. (4)	❍	❍	❍	❍	❍
Managing time effectively. (5)	❍	❍	❍	❍	❍
Ensuring all campers participate in activities. (6)	❍	❍	❍	❍	❍
Collaborating with appropriate staff when necessary to address campers' behaviors. (7)	❍	❍	❍	❍	❍

Q48 Please list any other areas you feel your staff need additional training regarding behavior management.

_____

_____

_____

_____

_____

Q49 Do you get resources for informing your behavior management practices from the following sources?

	Yes (1)	No (2)
Accreditation or state licensing standards (1)	❍	❍
American Camp Association resources or publications (2)	❍	❍
Course content from degree program (3)	❍	❍
Seminar or workshop devoted to behavior management (4)	❍	❍
Mentoring from professional in the field (5)	❍	❍
Previous related work experience (6)	❍	❍
Book about behavior management (7)	❍	❍
Website devoted to behavior management (8)	❍	❍

Q50 Please list any other sources you receive information from

_____

End of Block: Needs and Resources

Start of Block: Thank you and follow up

Q51 Thank you for your participation!

We appreciate the information your have provided. In order to gain further insight into the experiences camp directors have with behavior management at their summer camps, ***we will be conducting follow up interviews.***

If you are interested in being a part of this portion of the study, please follow the link below to complete the online consent. After giving consent, you will be directed to an online form to provide your contact information. A random selection of 15 participants will be contacted via e-mail to schedule phone interview appointments.

If you have any questions, please contact the study coordinator, Samantha Blair at sblair2@wisc.edu. Thank you for your participation!

Follow-up Interview consent
link: https://uwmadison.co1.qualtrics.com/jfe/form/SV_cx0LboI5zuNaGI5

Page Break

End of Block: Thank you and follow up

Appendix G: Follow-up Interview Documents

Follow Up Interview Consent and Contact Information - Final - June 2017

Q1 Follow up Interview Thank you for your interest in participation in our follow up interviews! Please read the informed consent and provide your consent by click "Yes, I agree to participate in this study" at the bottom of the page. You must have worked as a camp director at an ACA-accredited camp during the summer 2017 camp season and be at least 18 years of age to participate in this research project. Introduction You are invited to participate in the follow up interview portion of a dissertation research project to gather information about behavior management practices and commonly encountered behavior problems in summer camps. The research project is being conducted by researchers at the University of Wisconsin-Madison to fulfill the requirements for a doctoral degree in the School Psychology Program. Purpose The purpose of the follow up interview portion of this research is to gain further insight into summer camp directors' experience related to behavior management at their summer camps. We are interested in gathering more information in the follow areas: Common problem behaviors of campers Staff training procedures Resources used Current behavior management strategies Needs for further development in the area of behavior management Procedures Participants will complete an online form providing contact information so that researchers may contact you via e-mail to arrange a phone interview appointment. Fifteen participants will be randomly selected from all survey participants who choose to participate in the follow-up interview portion of the study. After completing the online form, you will be contacted via e-mail by the project coordinator to arrange a phone interview time. Benefits There are no direct benefits to you for participation in our study. We hope to use the information from the study findings to improve the skills and resources of camp staff. Right to Refuse or Withdraw Your participation in this study is voluntary and you may refuse to participate or discontinue answering questions at any time without penalization. Confidential Data Collection Data collection will be entirely confidential. Only the project coordinator and primary investigator will have access to the data files. Identifying information will be destroyed at the end of the study. Risks and Discomforts By providing responses to open-ended interview questions, participants run the risk of revealing personal or sensitive information. However, no personal, sensitive or identifiable information will be included in data analysis or published results. Confidentiality of Records All responses will be confidential. Any published results will not contain personally identifiable information and your name will not be associated with any of the data. Contact Information If you have any questions about this study, you may contact the project coordinator, Samantha Blair (sblair2@wisc.edu) or primary investigator, Dr. Jennifer Asmus (asmus@wisc.edu). If you are not satisfied with the response of the research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320. Acceptance I have read the information provided above and I voluntarily agree to participate in this study. By checking "Yes, I agree to participate in this study" I am giving my consent to participate. Please copy this consent form for your records. Thank you for participating!

Q2 By choosing YES, you are indicating that you have read this form, understand any potential risks and benefits, and agree to participate in this study.

- ❍ Yes, I agree to participate in this study. (1)
- ❍ No, I do not agree to participate in this study. (2)

Condition: Yes, I agree to participate... Is Selected. Skip To: End of Block.Condition: No, I do not agree to parti... Is Selected. Skip To: End of Survey.

Q3 Thank you for providing consent for the follow-up interview portion of our study. Please use this form to provide your contact information so the project coordinator can contact you via e-mail for arrange your phone interview appointment if you are one of the 15 participants selected for this portion of the study.

Q4 Name

Q5 E-mail

Q6 Thank you! The project coordinator will contact you if you are selected to participate in this portion of the study.

Appendix H: Follow-up Interview Script

Introduction

Hello! Thank you for agreeing to participate in the follow-up interview portion of this study. My name is Samantha Blair and I am the project coordinator.

I am going to ask you some follow-up questions about your experience with behavior management at your summer camp. Please focus on the 2017 summer camp season.

The conversation should take no more than 30 minutes. You may choose not to answer any questions or end your participation at any point. Before we begin, do you have any questions about how the interview will proceed?

Questions

Most Frequent Problem Behaviors & Strategies

1. What were the **three most challenging problem behaviors** managed at your camp during the summer 2017 season?
2. What were the **three most common ways each of those behaviors was dealt with**?
3. What were the **one to two biggest ways in which problem behavior had the largest impact on your camp structure**?
4. Which **three behavioral strategies did you and your staff find to be the least effective during camp**?
5. What is the **one most effective behavioral strategy used during camp**?
6. What is the **one strategy that is not being used at camp that would be most effective in addressing problem behaviors**?

Training

7. What **one to two behavioral strategies that were discussed during counselor training did you see your camp staff use most often**? (we focus on so much)
8. What were the **one to two most common ways in which you tried to ensure staff used effective behavior management strategies**?

Resources

9. What **one to two resources would be most beneficial/valuable/helpful/useful in order to assist with managing behavior problems at your camp**?