

A Dissertation

Entitled

Examining the Impact of Service-Learning on College Students in an Inclusive Camp

Setting

by

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Submitted to the Graduate Faculty as partial fulfillment of the requirements for

The Doctor of Philosophy in Curriculum and Instruction

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Abstract

This study examined the impact of a service-learning program on college students in an inclusive camp environment. Participants in the study completed a pre-post questionnaire to determine the impact of service-learning on the students' self concept,

personal growth, and understanding of diversity as it relates to working with children with special needs. Participants were placed in Okinawa and mainland Japan during the summer of 2009 as part of their involvement in Camp Adventure. The study found that there was a significant impact in service-learning on the students' self concept, personal growth, and understanding of diversity.

Data from this survey (Appendix A: Survey Pretest, pg. 85 and Appendix B: Survey Posttest, pg. 89) are discussed in light of an extensive study of the history of special education, service-learning, and student development.

Participants reported an increase in self concept, personal growth, and understanding of diversity. It appears that people who have a service-learning experience as described in this study develop competence in the three areas investigated in this study. Results from the study have implications for work in curriculum development and the formation for public policy concerning the design and implementation of service-learning activities.

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Chapter I

Introduction

In general, the American society is pluralistic, given the presence of people with different ethnic, racial, religious, cultural and other backgrounds, interests, and orientations. It is therefore thought that this pluralism is reflected and reinforced by diversity in the microcosm of America's schools, work places, military forces, etc. (Bradley, 2000). Unfortunately, this view is illusory and misleading. This illusion partly emanates from efforts to conglomerate large populations of "minority" or "under-represented" groups in specific areas of work, institutions, and other milieus. This conglomeration consequently created pockets of specific minority groups without a reflection of diversity in its totality. In light of this false and misleading sense of diversity, there is an unprecedented effort at federal, state and local levels to foster and maintain true diversity. This study is designed to contribute to that endeavor by examining a student service program, which provides opportunities for students to travel around the world to interact and work with peoples of all nationalities, creeds, physical aptitudes and abilities, and level of acceptance as it relates to special education.

This study includes surveys conducted with college students who were placed by Camp Adventure Youth Services on military installations around the world. The students are queried as to the impact of their experience and exposure. Data from this survey are discussed with emphasis on service-learning and student development.

Although the main focus of this study centers on service-learning and its impacts, the discussion includes special education. This is because inclusive camp settings also have students with disabilities. The manner and extent to which camp counselors accept and interact with these students cannot be overlooked. This is particularly crucial since many college students participating in Camp Adventure have no prior training or experience with children with disabilities.

Regarding Camp Adventure itself, it needs to be pointed out that this program was founded in 1985 in South Korea to fulfill a need for quality childcare on a military base. Since then, the program has grown and now reaches over 75% of military bases around the world.

Camp Adventure is a service-learning program designed for college students. It integrates theory with practice. The program delivers childcare services to troop's dependent children on military installations around the world.

To participate in Camp Adventure, college students are prepared during the academic spring semester before going out into the field in a number of areas, including but not limited to: activities programming, alcohol abuse, after hours behavior, military code of conduct, and working with children with disabilities. Training covers a structured level of over 65 hours with each night of training including a one hour presentation of a relevant topic and three hours of songs, games, arts and crafts. Students are recruited and trained by their peers in college who have participated in the program the previous year(s) and are required to learn songs, games, and team building activities in order to be successful in the program. A major focus of the training is ensuring that college students are prepared and able to work in diverse settings with diverse groups of people.

Diversity is emphasized strongly because this phenomenon has been known as many things in our society. It ranges from the inclusion of people of color to the inclusion of women. Equally accentuated in the quest for diversity is the acceptance of people with physical disabilities. This study advocates service-learning as a medium for promoting diversity, and does not overlook the importance of including people with disabilities.

This study's focus on people with disabilities (PWDs) is fueled by the recognition of the exclusion of such persons from society. For instance, history shows that during the period of isolation during the 1800s, PWDs were removed from society and sometimes put to death (Gallagher, 1990). Eventually, a number of people, including philosophers (e.g. Rousseau), and humanitarians advocated the establishment of programs for people with disabilities (Karlan and Rutherglen, 1996). To some extent, this call was heeded albeit gradually. As a result, although there still is room for improvement in the educational system, a strong foundation has been built to educate students with disabilities. The United States, in particular, has made great strides in the education of all its citizens, including people with disabilities.

Clearly, the inclusion of people with disabilities into society has come a long way. While this work celebrates this achievement, it also laments the huge and myriad hurdles that impede the achievement of true diversity and full inclusion of students with disabilities. As one means of addressing these hurdles, this research effort examines how student development theories can affect inclusion of people with disabilities. In addition, the study examines how service-learning components reveal positive outcomes for students who participate in such activities and are involved with people who have

disabilities. This effort requires a look at issues of student development and service-learning.

Student development theories commonly fall into the two main personality trait groupings of, psychosocial and cognitive; each represents a different viewpoint of a college student. During a student's collegiate career, many transformations take place. Much like a butterfly, the experiences of students take them through many changes in which they establish their identity. It is therefore important to establish a supportive environment to assist all students in cultivating their identity. Consequently, as this work contributes to the creation of effective higher education platforms for the provision of special education training, heavy emphasis is laid on identity of students as well as the notion of service-learning.

Chickering (1969), a theorist who contributed substantially to issues in higher education as related to identity, worked with a large group of college students on a daily basis to demonstrate the manner in which students constantly struggle with self identity. In the development of the "Chickering Vector Theories," Chickering branded seven dimensions of identity and proposed that higher education should aid students in developing those characteristics of self that have the most value both for individuals and society (Reisser, 1995). Moreover, Chickering and Reisser's psychosocial development model (1993) is perhaps the most widely recognized and practical theory of student development.

Louie-Badua and Sikula (2008) described service-learning as a method used to learn how to care for others through organized community service. The main difference between service-learning and volunteering is that service-learning involves earning credit

and meeting specific educational objectives through the experience. Service-learning encourages intentional learning communities in which teachers move away from theoretical teaching to experiencing learning with their students. Many young people in programs report a deeper understanding of human connectedness and gratitude when reflecting on their service actions (Louie-Badua, Sikula, 2008).

The impact of service-learning on the lives of students involves determining the level of self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills) and how these elements can affect a student's choice of a service career, and plans to participate in service after college (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Educators connect students to their communities and provide “real-world” learning environments by creating service-learning programs. While service-learning has been defined in many ways, it is distinguished from other experiential methods, including community service, by its mutually beneficial goal of providing meaningful service to communities and providing valuable learning opportunities for students:

Service-learning offers a unique opportunity for America's young people, from kindergarten to university students, - to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform. (Corporation for National & Community Service, 2009)

Recent findings on Learn and Serve America programs suggest that course based community service delivers civic responsibility and civic-life outcomes better than co-curricular, voluntary community service (Johnson and Bozeman, 1998). In addition, Gray (2000) stated that when service-learning activities are integrated into learning communities, students connect the text of the classroom to the rich array of learning opportunities provided in and through service to the larger community.

Service-learning pedagogy rests on a stool of three legs: service, learning, and reflection (Jacoby & Associates, 1996). Service-learning underscores the power of reflection to connect the service experience to the academic course material (Strage, 2000). Reflection plays a critical role in bridging service and learning as the “intentional consideration of an experience in light of particular learning objectives” (Hatcher & Bringle, 1997, p. 153). Advocates of service-learning and experiential education trace the beginning of a service-learning “movement” back to the creation of the Civilian Conservation Corps and Peace Corps, and to John Dewey’s writings on experience and education (Sigmon, 1996). Today, lifelong learning is being emphasized as we prepare for an unknown tomorrow. Since higher education institutions are responsible for lifelong learning, they are increasingly getting into the business and practices associated with service-learning. Students need opportunities to respond to service both intellectually and emotionally; to discuss problems and questions; and to come to understand *if* and, if so, and *how* their service activities are helping them learn and apply the course goals.

The literature discusses how the relationship between service-learning and spirituality in higher education can take different manifestations that can coexist peacefully. Louie-Badua (2008) adds that through service-learning, student and teacher

venture into the larger community to obtain a hands-on, experiential understanding of a topic. Through guided reflection, students grasp the meaning of the nature of the service being rendered. Service-learning can encourage exploration of these critical questions.

Schools, colleges, and universities today have significant resources which have been harnessed to enable students to learn from teachers and mentors on how to serve others in their communities (Toosi, 2004). Following this trend, this study considers student development, the need for diversity and the importance of full inclusion of students with disabilities vis-à-vis service-learning. It is therefore incumbent upon university administrators, policy makers, and society to create an atmosphere and culture of inclusion. One way of creating this culture is by allowing students to obtain a nontraditional experience, encouraging out of the box thinking, and collaboration with a variety of institutions.

Given the foregoing, the goal of this study is to examine the impact of a service-learning program on college students in an inclusive camp environment. The hypothesis of this author is that service-learning leads to a profound outcome that affects a student's self concept, personal growth, and understanding of diversity.

Chapter II

Literature Review

An Overview of Special Education and Service-Learning

A Brief History of Special Education.

The history of both educational services and accommodations provided for persons with disabilities is replete with instances of exclusion and denial (Bradley, 2000). Hence, although the focus of this work centers largely on Service-learning, this chapter reviews the history of special education and key concepts of this field briefly. This review is to serve as a steppingstone for discussions and recommendations regarding the provision of special education services in inclusive camp settings where Service-learning occurs.

The history of special education has been divided into periods of isolation, institutionalization and integration. During the period of isolation, people with disabilities (PWDs) were removed from society (Winzer, 1993). Until the early twentieth century, people with disabilities were not only removed but also prevented from being involved as a member of the general population in education and society (Dickerson, 1981). In many cases, the damage of isolation for people with disabilities was compounded by abandonment, as well as maltreatment in some instances. Occurrences were documented where individuals with disabilities were left to starve to death. Even worse, some were simply murdered for a more convenient resolution to the problem of how to handle them

in society (Winzer, 1993). At the root of the justification of killing people with disabilities was the belief that they represented a form of "life unworthy of life" (Mostert, 2002). This idea was promoted by the advocates of the theory of eugenics in the early 1900s, which was increasingly popular.

Eugenics, a term coined by Francis Galton in 1881, was defined as "the science of the improvement of the human race by better breeding" (Frielander, 1995). Another related and widely accepted theory during the same period was that of Social Darwinism. This theory considered persons with disabilities as serious threats to the advancement of the perfect human race (Winzer, 1993). The ideology based on these theories opened a flood gate for many interpretations and suggested solutions for resolving what was termed, "America's shame" (Crockett & Kauffman, 1999).

Isolation policies and the eugenics movement were opposed by various voices of advocacy which campaigned for programs for people with disabilities (Winzer, 1993). Efforts of these advocates paved the way to institutionalization of PWDs.

The trumpet calling for institutionalization rather than isolation was first sounded in the mid-eighteenth century by the French philosopher and educator, Jean Jacques Rousseau. In the United States, following the two world wars in the twentieth century, the voices of advocacy and returning veterans responded to this call. Their efforts led to the establishment of various institutions for PWDs throughout the country (Winzer, 1993).

In addition to the efforts of the voices of advocacy and veterans, the U.S. Supreme Court ruling in *Brown v. Board of Education* in 1954 contributed substantially to ending isolation and marginalization of sub-groups of the population. Eventually, this

ruling impacted the exclusion and/or marginalization of PWDs in school and society. This was because the court held that, “in the field of public education, the doctrine of separate but equal has no place; separate educational facilities are inherently unequal” (United States Supreme Court, 1954). This ruling therefore paved the way to integration of PWDs.

The ruling in *Brown* was supported by major pieces of legislation. In 1973, Congress passed PL93-112 (especially Section 504), the Vocational Rehabilitation Act which prohibited discrimination in employment and higher education solely on the basis of disability. This legislation was updated and renamed in 1990 as PL101-336, Americans With Disabilities Act, or ADA (Culatta & Tompkins, 1999). Likewise, in 1975, Congress passed PL94-142, the Education of All Handicapped Children Act which ensured, among other things, free and appropriate education for children with disabilities. This legislation also was updated and renamed in 1990 as PL101-476, the Individuals With Disabilities Education Act, or IDEA (Bradley, 2000). Similarly, the Higher Education Opportunity Act (HEOA) PL-110-315 and the No Child Left Behind Act (NCLBA) PL-107-110 drew attention to the need for special education teachers to take courses in core academic areas. These developments have enhanced the training of teachers as well as the provision of services for PWDs (Yell, 1998).

In spite of progress made, individuals with disabilities still must overcome an incredible number of obstacles to successfully travel the paths of America’s public education systems (Bradley, 2000). To cite one example, during the last two decades, many states assessed their public education in an attempt to raise the achievement bar for all students. This initiative was spurred on by an announcement in 1983 by the National

Commission on Excellence in Education that the United States' "educational institutions seem to have lost sight of the basic purposes of schooling, and of the higher expectations and disciplined effort needed to attain them" (Gallagher, 1990, p. 34). Rowe (2004) points out that when this report surfaced, states rushed to make modifications to their educational systems. Unfortunately, many of these changes posed unexpected challenges for the majority of students in special education.

Although the aim of the report was to improve the educational process for all students, misconceptions regarding mainstreaming and inclusion had significantly negative impacts as a result of these adopted policies (Gallagher, 1990). For instance, when students were mainstreamed, it often meant going to a classroom where a few students with disabilities sat in the back corner and colored with paper and crayons or did nothing at all, rather than participate in classroom activities. Rowe (2004) insists that this approach to educating individuals with special needs was consistent with the ideology of separate but equal.

Whether students with disabilities are taught in inclusive, mainstreamed, or other settings, the truth is that, instruction of such children can pose challenges unique to the individual with disabilities involved. It is therefore necessary to take a cursory view at challenges of teaching children with disabilities (CWDs). In that light, the focus is narrowed to children with behavioral problems.

The number of school-aged youth who exhibit challenging behaviors appears to be increasing (Comely & Bromet, 1986; Forness, Kavale, MacMillan, Asamow, & Duncan, 1996; Webster-Stratton, 1997). This increase requires trained teachers to work with a variety of children with disabilities (CWDs). As CWDs vary in type and

degree/extent of disability, it is necessary for teachers to be protected/guided by law as well as professional guidelines. Generally, this was the basis for the passage of EAHCA (PL-94-142) in 1975. This legislation provided a road map in terms of identification, assessment, and program planning for children with disabilities.

The updated and renamed version of EAHCA, PL101-476, Individuals With Disabilities Education Act, or IDEA, contains several important provisions regarding the relationship between academic and non academic performance (IDEA, 1997). One stipulation in particular, is that schools now make positive use of interventions designed to promote more acceptable and appropriate student behavior (Spann, et al., 2003). Conroy, Brown, & Davis (2001) discussed how one of the major points emphasized by IDEA discipline provisions is the use of functional behavioral assessment and positive behavioral interventions for children who demonstrate problem behaviors.

In addition to the need for legal specification and guidelines, like other teachers, teachers of children with special needs have a primary responsibility to help their students learn (Barbetta, Norona, & Bicard, 2005). Fulfilling this responsibility, however, may not be easy when the classroom includes children with challenging behaviors that disrupt the learning process.

Research shows that challenging behaviors are common among children with intellectual disabilities, becoming more prevalent as levels of dependency increase (Barbetta, et al., 2005). These behaviors force special educators to adopt well planned and thought out schedules, along with curricula, to alleviate many undesired behaviors. In that regard, Yell and Katsiyannis (1998) state “the purpose of positive programming is to

teach appropriate behaviors to increase the likelihood of a student's success in school and in post-school life" (p. 159).

Through the years, researchers have suggested that prevention-based models of behavior support could decrease problem behaviors in today's schools (Sprague, Sagai, & Walker, 1998; Comely & Bromet, 1986). Lewis and Sugai (1999) found that the use of Effective Behavior Support (EBS) demonstrated how schools can improve school wide behavioral support by such mechanisms as: a) identifying three to five positively stated expectations, instructing students on those expectations; b) providing reinforcement for following the identified expectations; and minor consequences for rule infractions; and c) reviewing data on regular basis to determine whether the school-wide behavior plan is working (p. 15).

When a class includes children with behavioral problems, many steps must be taken not only to ensure productive classroom setting, but also to ensure the success of every child in that class. This is because challenging behaviors not only disrupt other students but they also have a detrimental effect on individuals who exhibit this disability both in school and at home.

Emerson (1995) explains that such behavior often emerges early in childhood, are of a chronic, long-term nature, and represent the primary risk factor for out-of-family placement. Furthermore, it needs to be noted that childhood externalizing behaviors, involving disobedient, destructive and aggressive acts, have been associated with peer rejection, poor academic performance, increased risk for school drop-out, and displaying delinquent behaviors (Bradley, 2000; Fore, Martin, & Bender, 2002; Mostert, & Crockett, 2000). Also, as Emerson (1995) points out, challenging behavior is socially defined; that

is, it is defined by other people who find the specific behaviors to be difficult or obstructive.

Moreover, the special education teacher dealing with behavioral problems has to face other challenges. For example, not all less common types of behaviors are regarded as equally challenging. Inner directed behaviors, such as extreme withdrawal, social avoidance or stereotypic behavior, are often ignored despite their possible impact on the person's quality of life (Lowe, Felce, & Blackman, 1995). Despite the general misconception of these behaviors, a trained teacher will address them as effectively as other challenges when equipped with the proper training to identify and handle the encountered challenges.

In addition to addressing inner-directed behaviors, the teacher must deal effectively with outer directed behaviors that cause disruptions in schools and at other social gatherings. Such behaviors include aggression, inability to sit for long periods of time, interrupting, and intruding on others' space. Such behaviors are more likely to result in referral for specialist intervention (Allen 1998; Allen & Lowe 1995; Lowe et al. 1995).

Acquiring teacher's support in collaboration in a full partnership to identify target behaviors, plan strategies and methods of implementation, and evaluate outcomes within the school system has been demonstrated to be more effective in improving strategy implementation than traditional, expert-driven methods of consultation (Pomaki, & Anagnostopoulou, 2003, p. 539). Though improving the level of teacher buy-in is a complicated process and an ongoing struggle for most school districts (Pomaki, & Anagnostopoulou, 2003), it is a critical factor for the success of students with disabilities.

A great tool for teachers to use when working with children who have challenging behaviors would be to involve parents in the process. Parents' participation in education has been a topic of considerable interest and concern for more than 25 years. Family-school partnerships were the exception, rather than the norm, prior to the 1980s (Spann, Kohler, & Soenksen, 2003). Since that time, however, a growing amount of literature has suggested that parental involvement has a positive impact on children's learning and success in school (Hogan & Mallott, 2005; Kyriacou, 1989; Spann, Kohler, & Soenksen, 2003). The topic of parental involvement has received even more attention in the field of special education. Prior to the 1980s, many parents were dependent on professionals for training and emotional support (Lambros, 2006). Because of changing federal legislation (e.g., 1997 amendments to the Individuals with Disabilities Education Act), parents are now equal partners with school personnel, entitling them to access children's school records and participate in the design and evaluation of special education services.

In addition to the above, literature indicates that including appropriate identification strategies and effective use of support tools can be useful in highlighting problem areas, including a) *Selective Attention Problems* for students who exhibit difficulty in paying attention to the most important and relevant cues to successfully begin and participate in teacher or student-led activities; b) *Sustained Attention Problems* by students who exhibit difficulty sustaining interest in one activity long enough to acquire the main ideas of lessons or to complete the requirements of tasks; c) *Impulsivity* of students with issues regarding the work on a task or activity and ignoring competing activities or desires to do something else; and d) *High Levels Of Verbal And Motor*

Activity in students who find the need to talk and move more than same-aged peers (Stormont, 2008).

Societal Attitudes toward People with Disabilities.

While no doubt the importance of education and training of people with disabilities (PWDs) is difficult to overemphasize, an even more pressing issue is establishing and sustaining a link between education and training on one hand and on the other, societal inclusion. Thus, this work emphasizes the extent to which people's attitudes impact inclusion of PWDs into the general society. For example, the literature shows many areas of inclusion including regular classes (Trepanier-Street & Romatowski, 1996), the work place (McFarlin, Song, & Sonntag, 1991), and open society (Chesler, 1965; Loo, 2004).

Relative to the extent to which people's attitudes impact societal inclusion of PWDs, almost three decades ago, Acton (1981) made a profound statement regarding the attitudes of people in society toward others with disabilities. He stated in essence that when other people in society see a person with a disability, the first thing they see is the disability. Secondly, they can only see or think of the many limitations that the person with a disability possesses. Finally, they see a human being. Although this was not based on empirical research findings, it nonetheless was a profound statement showing how society generally thinks of people with disabilities.

People's attitudes toward PWDs are shaped by many factors including personal, cultural, religious, regional, and even economic factors. For example, according to Gething (1991) people who are highly educated tend to be more accepting than people with a lesser level of formal education. Gething (1991) adds that younger adults tend to

have more negative attitudes than older adults. In college, MacLean and Gannon (1995) found that female students are less uncomfortable than male students when it comes to interacting with people with disabilities. Yunker (1988) found that the attitudes of mothers toward their own children with disabilities vary widely. It was found that the more severe the disability, the more negative the attitude of society.

Other studies focus on attitudes of children early in life. Trepanier-Street and Romatowski (1996) found that attitudes among young children tend to be positive and this can be helped further with appropriate education and exposure. Unfortunately, as these children grow, they are influenced by family members and significant people who act as mentors and role models in their lives. This influence may not be planned or even direct but, as in everything else, children acquire many ways of thinking as they grow up. A negative attitude toward PWDs is one of those possibilities.

Studies also have illustrated attitudes toward PWDs among various populations. Results of a survey by Iecovich and Lev-Ran (2006) revealed that older populations can hold negative attitudes toward people with disabilities. In addition, studies by Tervo, Azuma, Palmer, and Redinius (2002) found prejudice toward people with disabilities among medical students.

Another key area impacted by people's attitude is inclusion. In this regard, a major consideration is inclusion in the work place because employment makes people with disabilities economically independent. It can change an individual dependent on others in society into a responsible tax payer. However, a prodigious obstacle to achieving this goal is the difficulty of alleviating the negative attitudes of employers toward people with disabilities. This leads to a stigma which results in a situation where a

segment of the population remains largely unemployed or under-employed, simply because they are disabled. (McFarlin, Song, & Sonntag, 1991).

Another major area to consider when it comes to inclusion of people with disabilities is family life. Like anyone else, PWDs need friends, companionship, and family connections. Certainly, they have sexual desires. Unfortunately, the negative attitude toward this population in society often affects their desire to date, marry, and start their own families. As far back as 1978, it was found that even health care workers had negative attitudes toward the sexuality of people with disabilities (Daniels, 1978).

The above discussion illustrates that in general, society has negative attitudes toward people with disabilities. Whatever the source or reasons for such attitudes, the truth is negative attitudes toward people with disabilities affect such people in their determination to go to school and become educated/trained men and women. It affects their desires to date and marry like everyone else. It affects their intention to seek and retain jobs, become productive citizens, and pay taxes like everyone else.

It is also important to point out that attitudes toward people with disabilities are not totally negative; there are many individuals in society who are accepting of people with disabilities. Like negative attitude, positive attitude toward people with disabilities can be influenced by people's personal convictions, experiences, level of education, religion, and similar factors.

When it comes to experience, it has been shown that people tend to have positive attitudes toward PWDs when such people either know a person with a disability who is successful or they have a friend or family member who is disabled (Acton, 1981). A good example of this is Charles Darwin who, in writing about survival of the fittest, was

critical, even derogatory, toward people with disabilities. When he himself had a child with mental retardation, he began to write positively about people with disabilities.

Whatever the reason or reasons for negative or positive attitudes, people must understand that inclusion of people with disabilities in education, work, and in society is backed by law and supported by court decisions. To revisit a major legal break-through in the area of education, we look at the passage of the EAHCA, PL94-142 of 1975. This legislation provided for free and appropriate education for all children with disabilities. This means that the inclusion of such children did not lie in the willingness or generosity of any school personnel; it was mandated by law.

With regard to inclusion in the general society, it is worth reiterating that the passage of PL93-112 (Section 504) in 1973 was the biggest break-through. This legislation stated that no otherwise qualified person with a disability could be denied employment solely on the basis of his or her disability. Further, the law provided for “reasonable accommodation” in the hiring, retention and job performance of people with disabilities.

As pointed out earlier, the Vocational Rehabilitation Act (PL93-112) was amended and renamed in 1990 as American with Disabilities Act (ADA.) Like its predecessor, the ADA was passed to discourage or eliminate discrimination on the basis of disability. Within the American Disabilities Act, there are enactments for purposes of enforcement and guidance of treatment for the treatment of people with disabilities. Some of these include:

- Title I – Employment Discrimination addresses the prevention of discrimination by private employers, state and local governments, employment agencies and

labor unions involved in hiring, firing, advancement or compensation, job training, and other terms, conditions, and privileges of employment or retention of people with disabilities.

- Title II: Public Services deal with the public sector access to services, programs and activities in which the federal and local government cannot discriminate against people with disabilities.
- Title III: Public Accommodations refers to the private sector and states that privately operated programs and services cannot and may not discriminate against people with disabilities. They cannot deny access to goods and services provided by PWDs. Title IV of the act requires telephone companies to provide relay transmission services for people who are deaf or hard-of-hearing.
- Title IV: Telecommunications Services mandates television companies to have closed caption transmissions (Bolte, Goodman, & Hollwitz, 1999; Hinton, 2003).

These laws have been put in place through strong advocacy efforts and are strongly enforced by law. (Karlan & Rutherglen, 1996).

Inclusion of people with disabilities into society has come a long way from periods of isolation and institutionalization. This effort is supported by necessity, advocacy and legal mandate. Regardless of this achievement, negative attitudes toward people with disabilities still remain among members of society. This is the case in schools, the work place, and society in general. Thus, one aim of this study is to create effective higher education platforms for the provision of special education training. The purpose of this endeavor is to provide for the transliteration of the concept of total inclusion to integrate PWDs into open

society. To achieve this goal, it was necessary to cover student development theories and the use of service-learning and community engagement mechanisms in this study.

Chapter III

Methodology

As this study focuses on the work of college students in an inclusive Service-learning setting, the study employs specific research methodologies. To delineate and discuss data collection and analysis, this chapter includes: a) Statement of The Problem; b) Significance of the Study; c) Purpose of The Study; d) Research Questions; e) Participants; f) Research Design; and g) Procedures.

Statement of the Problem

This study focuses on two main areas; special education and higher education. Special education is included because of its focus on inclusion and working with children with special needs. The higher education component focus is on student involvement and development.

The literature is limited in addressing the work of young adults in Service-learning environments with children and youth with disabilities. This is particularly true of young adults who are not special education or rehabilitation majors (Strain, 2006). The literature is even more limited (almost silent) relative to the work of college students' experiences in military establishments and children with special needs in such settings. This is partly because the importance, methods, and techniques for working with children with disabilities in inclusive settings seldom, if ever, fall outside the scope of special education, disability studies, and teacher education. This is regrettable given that college students of different academic backgrounds often engage in Service-learning experiences

in camp settings (including military camps around the world) in which children with disabilities reside. Thus, there is a need to address the education and inclusion of students with disabilities in such Service-learning settings.

During the mid to late 1960s, America saw a proliferation of legislation in favor of providing services for children with special needs. Unfortunately, these regulations were predominately enacted for school settings. Afterschool programs, summer camps, and Boys and Girls clubs were not required nor were they being prepared to accommodate children with disabilities in inclusive settings. This oversight, although now covered indirectly, leaves a need for such settings to be studied with regard to the education of students with disabilities. Moreover, there is very limited empirical research on college students who work with children with a variety of capabilities and disabilities in inclusive camp settings. This therefore leaves a need not only to study the education of students with disabilities in such settings but also the extent to which work in these settings by college students impacts self-identity and personal development.

Significance of the Study

This study contributes to the understanding of the impact on college students who are working with a variety of capabilities in young children. Importantly, it provides an in-depth understanding of the impact that nontraditional learning has on college aged students. The effects and implications of this study should prove significant to the field of education as well as policy making within Academic Affairs and Student Affairs. The surveys represent the voices of the students and the outcome represents the need to create a more student centered environment where students are a part of the learning process. It

shows the importance of “out of the box” learning as it relates to the impact it has on students.

In addition, the student’s satisfaction of their learning experience could indicate if given opportunities allow the student to develop friendships, professional growth, and self-efficacy. The impact such an experience like Service-learning and working with children with a variety of capabilities and disabilities could also have a profound effect on the development of social responsibility (Johnson and Bozeman, 1998 p. 121). Study implications may also reduce the overwhelming amount of dropouts in today’s colleges and universities by giving students an opportunity to:

- Work as a team in a foreign country
- Give a sense of belonging
- Help develop leadership skills
- Teach the meaning of servant leadership
- Build self esteem
- Develop corporation among other students
- Find something greater than self
- Work with others different from self (diversity)
- Gain a better understanding of working with others

Purpose of the Study

This study focuses on special education and higher education. Special education is included because of its focus on inclusion and working with children with special needs. The higher education component focus is on student involvement and development. The purpose of the survey was to explore college students' perception of personal growth, self

concept, and understanding of diversity as it relates to working in an inclusive environment.

Research Questions

The stated purpose for this study was twofold. The first and primary purpose was to determine the impact of working in an inclusive environment. Next, the study covered the importance of programs outside the “regular” education milieu aimed at addressing the education of children with disabilities. To fulfill this objective, data collected from the questionnaire were analyzed and the following research questions addressed.

1. Is there a significant difference in a postsecondary student's self concept after participating in an inclusive camp setting?
2. Is there a significant difference in a postsecondary student's personal growth after participating in an inclusive camp setting?
3. Is there a significant difference in a student's perception about diversity after participating in an inclusive camp setting?

Participants

A sample of participants was gathered from the population of students who were placed in two military installations in Japan. A student list was generated from students who were placed in those two locations. A total of two surveys, a pre-test and post-test were conducted with participants who were interested. Students who selected to participate in the survey were given informed consent forms to sign. The researcher had no access to the student's name or other identifying information prior to the signing of the informed consent form. The informed consent (See Appendix D: Informed Consent, pg. 81) detailed the purpose of the study, duration, procedures, potential risks, benefits,

confidentiality, voluntary participation, and contact information of the researcher.

Permission to conduct the study was obtained from the University of Toledo's Human Subject Research and Review Committee prior to any communication with subjects.

Research Design

This study was designed with a focus on three areas of concentration. The concepts of belief, predisposition and skills were evaluated to determine the impact of and inclusive Service-learning experience on college students. The instrument use in this study was adapted from Miller-Nelson, Laurie (1999). This instrument was chosen for this investigation based on the survey's capability to measure accurately the three aspects listed. The instrument was tested and reliability was found. The pre-test survey consisted of 50 items focusing on different aspects of the students' self concept, personal growth, and understanding of diversity. Students rated their level of agreement with these aspects on a Likert-type scale from 1 to 7 choosing from responses of strongly disagree to strongly agree. The post-test was slightly modified to measure the same aspects but was put in more of a past tense format to ask questions at the end of the experience. The program where the participants came from was called Camp Adventure. Camp Adventure is a non-profit organization which trains college students to be camp counselors for military children all over the world. Some locations include Korea, China, Japan, Italy, Germany and Hawaii. Students participating in the Camp Adventure program are able to extend their classroom knowledge out into the field. Camp Adventure participants receive a semester of training in which they develop leadership skills, as well as acquire knowledge regarding child and youth development, behavior management, risk management, conflict resolution, youth programming, values and character development.

By participating in a service-learning program, students are exposed to an activity that not only changes them but also the children they serve. The Camp Adventure program provides high quality, high impact services for the military's children. The program gives students an opportunity to participate in Service-learning while being strong role models and consistent caretakers for children whose parents are deployed around the world.

Procedures

Before any data was collected, permission to conduct this study was requested from and granted by the University of Toledo's Institutional Review Board's Social and Behaviors Sciences (See Appendix E: IRB Approval, pg. 82) for review and approval. A total of 83 participants were surveyed. Each participant was given an informed consent form, a copy of the questionnaire, and a thirty minutes timeframe to complete the survey. There were two surveys, a pretest and a posttest, both given at different times. The pretest was given the first week of the program during orientation, and the posttest was given at week ten, the last week of the program.

All survey responses were coded to minimize duplicate responses. The response rate for this study was 89% ($n = 74/83$) for the pretest and 91% ($n = 67/74$) for the posttest. A detailed explanation was given along with the informed consent forms at each location. Each time the participants were given the survey they were mailed back to the researcher. This mailing was done the same week of the test to not delay obtaining the data because of international mailing delays.

Principal Components Analysis (PCA) of A Priori Subscales

Exploratory principal components analysis using Varimax rotation with the factor loading set a priori to .40. For the PCA it was decided to force the factor loading to the original eight components that were determined prior to data collection. The PCA was used to determine if the study questions related to their *a priori* assigned components.

Internal Consistency Analysis of A Priori Subscales

Internal consistency analyses were conducted on the pre-test and post-test surveys. Cronbach alpha was used to determine if the participants' responses to the Likert-type scale items were consistent and if they were responding in the same direction. A score was .70 or higher was considered acceptable and taken as an indication that the study participants were giving consistent answers for the items under each component.

Findings, discussions, limitations, and implications of this study will be presented in the remaining chapters.

Chapter IV

Data Analysis

Data Collection

There was a total of 83 participants in the surveys conducted who were located across ten camp sites in mainland and Okinawa, Japan. There was an estimated total of 795 children with a variety of capabilities and disabilities who participated in the summer camp program, based on a factor of daily participation. The researcher was engaged in the data collection process by identifying sample locations and consulting with military personnel to conduct the survey. The two points of contacts (POC) for the military were both given a full explanation of what the study was about and what it entailed. They were then given a script to read to the participants during the orientation explaining that the study was fully voluntary. Two locations were identified as being most supportive of the survey, Okinawa, Japan and mainland Japan. A total population of 83 participants from both sites combined was given the survey at two different occasions. One was during the participants' orientation (pre-test) and the second during the participants' last week of camp (post-test). There were 74 (89%) respondents from the pre-test and 67 (81%) from the post-test. The participants were all college students from a variety of majors, universities and demographics.

Data Management

After each survey was administered, they were sent back to the researcher through, FedEx (Federal Express shipping company) with tracking, and coded and put

into SPSS 17 (Statistical Package for the Social Sciences- 17) for analytical interpretation. The individual surveys were coded, placed into SPSS, and saved for analysis. The participants were not asked any identifying questions to maintain anonymity.

Principal Components Analysis

Table 1 shows the results of the exploratory principal components analysis using Varimax rotation with the factor loading set a priori to .40. For the PCA it was decided to force the factor loading to the original eight components that were determined prior to data collection. The PCA was used to determine if the study questions related to their *a priori* assigned components. Based on the PCA some of the findings were slightly different than what was planned prior to data collection. Factor 1 loaded on "As a result of my training I am more" items 1 through 4; item 6 from "While preparing to work in an inclusive camp environment my trainers..."; and items 1, 2, 8 and 9 from "Please rate your level of growth..." items 1 and 2. Factor 2 loaded with all the items under "While preparing to work in an inclusive camp environment my trainers..." and items 1 to 3 under "While preparing to work in an inclusive camp setting my trainers...." The third factor contained five items from different subscales including items 5 and 7 from "While preparing to work in an inclusive camp setting..."; item 2 from "Please rate your level of agreement with the following statements related to your preparation to work in an inclusive camp environment..."; items 4 and 5 under "While preparing to work in an inclusive camp setting my trainers..."; items 6 and 7 under "Please rate your level of growth from the beginning to the end of your training in the following..."; and items 1 to 6 under "While participating in an inclusive camp setting...." Factor 4 loaded with all

items under “In your training preparation” and 1 item under “While participating in an inclusive camp setting...” The fifth factor loaded with all items from “My preparation to work in an inclusive camp setting made an important contribution to the development of...” Factor 6 loaded with items 1 to 4 from “While preparing to work in an inclusive camp setting...” The seventh factor loading consisted of item 6 under “While preparing to work in an inclusive camp setting...”; and items 1 and 3 to 5 under “Please rate your level of agreement with the following statements related to your preparation to work in an inclusive camp environment.” The last factor loaded with items 3 to 5 under “In your training preparation...”

Table 1- Pre-Test

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (22.035)	2 (4.964)	3 (3.554)	4 (3.236)	5 (2.110)	6 (1.758)	7 (1.729)	8 (1.542)
While preparing to work in an inclusive camp setting:								
I developed strong friendships						.759		
My relationships with other counselors positively influenced my personal growth.						.789		
My personal relationships with other counselors positively influenced my values						.816		
My relationships with other counselors positively influenced my attitude towards others						.636		
I participated in training activities that allowed personal growth.			.489					
I had the opportunities for personal involvement in community activities (Fourth of July Celebration)							.466	
My training experiences contributed to my ability to successfully adapt to a variety of social situations.			.777					
My preparation to work in an inclusive camp setting made an important contribution to the development of:								
self understanding					.657			
self discipline					.838			
a mature attitude					.765			
an ability to cope with stress and anxiety					.809			
an ability to cope with ambiguity					.803			
clearer values					.814			
clearer goals					.715			

Table 1- Pre-Test (continued)

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (22.035)	2 (4.964)	3 (3.554)	4 (3.236)	5 (2.110)	6 (1.758)	7 (1.729)	8 (1.542)
Please rate your level of agreement with the following statements related to your preparation to work in an inclusive camp environment:								
My personal experiences contributed to my developing an understanding of others and their views.							.518	
My camp training contributed to my ability to collaborate with peers (fellow counselors) in a variety of settings.			.691					
My camp training contributed to my ability to work effectively with children with different learning needs and abilities							.546	
My camp experiences contributed to my ability to identify and connect with children and youth with special needs.							.751	
My camp experiences contributed to my ability to communicate effectively with children and youth with special needs.							.689	

Table 1- Pre-Test (continued)

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (22.035)	2 (4.964)	3 (3.554)	4 (3.236)	5 (2.110)	6 (1.758)	7 (1.729)	8 (1.542)
In your training preparation								
Administration prepared you to treat all children equally				.774				
Veterans of the program prepared you to treat all children equally				.683				
There was an expectation that the MWR (Military, Welfare, Recreation) staff treated all children equally				.836				
The camp experience is expected to be inclusive for all children				.856				
You were prepared to work with all children regardless of abilities				.745				
You were prepared to treat children and youth with special needs the same as those without special needs.				.708				
You were trained to encourage all children to share their ideas				.706				
As a result of my training I am more:								
Aware of children with obvious disabilities	.668							
Aware of children with mild disabilities	.789							
Aware of children with hidden disabilities	.877							
Aware of children with potential disabilities	.873							

Table 1 - Pre-Test (continued)

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (22.035)	2 (4.964)	3 (3.554)	4 (3.236)	5 (2.110)	6 (1.758)	7 (1.729)	8 (1.542)
While preparing to work in an inclusive camp environment my trainers:								
Were from a variety of academics backgrounds and experiences		.728						
Collaborated in ensuring my success		.803						
Used their expertise in a professional and productive manner		.722						
Gave helpful feedback		.748						
Were available and supportive at all levels		.784						
While preparing to work in an inclusive camp setting my trainers:								
Strongly enhanced my ability to acquire information		.576						
Strongly enhanced my ability to adapt to new situations and experiences		.546						
Prepared me to work with a variety of people with varying abilities		.551						
Enhanced my ability to be a leader to other counselors			.544					
Enhanced my ability to be a leader to children and youth of all abilities			.527					
Prepared me to work with children and youth with special needs	.623							

Table 1 - Pre-Test (continued)

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (22.035)	2 (4.964)	3 (3.554)	4 (3.236)	5 (2.110)	6 (1.758)	7 (1.729)	8 (1.542)
Please rate your level of growth from the beginning to the end of your training in the following:								
Working with peer counselors on daily programming	.485							
Interact with children and youth with special needs	.681							
Listen to the ideas of others								.588
Listen to learn from the ideas of others								.560
Interact with my peers outside of the university setting								.488
Ask probing question that clarify facts			.613					
Adapt to multiple situations			.765					
Identify the information needed to solve problems	.451							
Identify the resources needed to assist those with special needs	.707							

Table 1 - Pre-Test (continued)

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (22.035)	2 (4.964)	3 (3.554)	4 (3.236)	5 (2.110)	6 (1.758)	7 (1.729)	8 (1.542)
While participating in an inclusive camp setting:								
I developed strong friendships			.801					
My relationships with other counselors positively influenced my personal growth.			.870					
My personal relationships with other counselors positively influenced my values			.844					
My relationships with other counselors positively influenced my attitude towards others			.813					
I participated in summer camp activities that allowed personal growth.			.775					
I had the opportunities for personal involvement in community activities (Fourth of July Celebration)			.450					
My camp experiences contributed to my ability to successfully adapt to a variety of social situations.				.506				

Table 2 Principal Components Analysis (PCA) of *A Priori* Subscales was also conducted on the post-test survey using a Varimax rotation with the factor loading set at .40. The loading was also forced to the eight original components. The factor loading for Factor 1 contained items 1 to 5 under “Working in an inclusive camp setting my camp supervisor....” Items 1 to 7 under “My experience in an inclusive camp setting made an important contribution to the development of...” and items 1 and 2 in “Please rate your level of agreement with the following statements related to inclusive camp environment...” loaded under Factor 2. The third factor showed loading for items 1 to 6 in “While participating in an inclusive camp setting.” The forth factor loaded with item 7 in “While participating in an inclusive camp setting...” and items 3 to 9 under “My camp experiences have made an important contribution to my ability to....” Factor loading for the Factor 5 had items 1 to 6 under “In your inclusive camp setting....” Factor 6 had 3 items from two sets of questions (item 6 from “Working in an inclusive camp setting my supervisor...” with items 1 and 2 from “My camp experiences have made an important contribution to my ability to...”). The seventh factor loaded with items 3 to 5 under “Please rate your level of agreement with the following statements related to the inclusive camp environment....” Factor 8 loaded with items 6 and 7 from “In your inclusive camp setting...” and item 1 from “In your inclusive camp environment I am capable of identifying....”

Table 2 - Post-Test

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (19.804)	2 (5.736)	3 (3.791)	4 (2.953)	5 (2.349)	6 (2.289)	7 (1.921)	8 (1.572)
My experience in an inclusive camp setting made an important contribution to the development of:								
self understanding		.597						
self discipline		.590						
a mature attitude		.755						
an ability to cope with stress and anxiety		.779						
an ability to cope with ambiguity		.772						
clearer values		.539						
clearer goals		.605						
Please rate your level of agreement with the following statements related to inclusive camp environment:								
My personal experiences contributed to my developing an understanding of others and their views.		.692						
My camp experiences contributed to my ability to collaborate with peers (fellow counselors) in a variety of settings.		.686						
My camp experiences contributed to my ability to work effectively with children with different learning needs and abilities							.665	
My camp experiences contributed to my ability to identify and connect with children and youth with special needs.							.818	
My camp experiences contributed to my ability to communicate effectively with children and youth with special needs.							.829	

Table 2 - Post-Test (continued)

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (19.804)	2 (5.736)	3 (3.791)	4 (2.953)	5 (2.349)	6 (2.289)	7 (1.921)	8 (1.572)
In your inclusive camp setting:								
Administration treated all children equally					.470			
Counselors treated all children equally					.481			
Military staff treated all children equally					.822			
Efforts were made to include all children, regardless of abilities, to participate in summer program					.580			
Children and youth treated those with special needs the same as those with out special needs.					.682			.856
All children were encouraged to share their ideas								.856
In your inclusive camp environment I am capable of identifying:								
Children with obvious disabilities								.569
Children with mild disabilities								.856
Children with hidden disabilities								.856
Children with potential disabilities								.770

Table 2 - Post-Test (continued)

Principal Components Analysis (PCA) of A Priori Subscales.

	Factors (Eigenvalues)							
	1 (19.804)	2 (5.736)	3 (3.791)	4 (2.953)	5 (2.349)	6 (2.289)	7 (1.921)	8 (1.572)
Working in an inclusive camp setting my supervisors:								
Strongly enhanced my ability to acquire information	.699							
Strongly enhanced my ability to adapt to new situations and experiences	.786							
Prepared me to work with a variety of people with varying abilities	.819							
Enhanced my ability to be a leader to other counselors	.763							
enhanced my ability to be a leader to children and youth of all abilities	.673							
Allowed me to work with children and youth with special needs						.616		.616
My camp experiences have made an important contribution to my ability to:								
Work with other counselors on daily programming						.630		
Interact with children and youth with special needs						.715		
Listen to the ideas of others				.672				
Listen to learn from the ideas of others				.762				
Interact with my peers outside of the university setting				.748				
Ask probing question that clarify facts				.782				
Adapt to multiple situations				.725				
Identify the information needed to solve problems				.555				
Identify the resources needed to assist those with special needs				.559				

Findings for the internal consistency reliability for the pretest are shown in tables 3. Cronbach alpha was used to determine if the participants' responses to the Likert-type scale type items were consistent and if they were responding in the same direction. A score of .70 or higher was considered acceptable and taken as an indication that the study participants were giving consistent answers for the items under each component. The range for the pre-test Cronbach Alpha was .824 for "Please rate your level of agreement with the following statements related to your preparation to work in an inclusive camp environment" to .930 for "As a result of my training I am more."

Table 3 - Pre-Test

Internal Consistency Reliability (Cronbach's Alpha).

Subscale	Number of Items	Internal Reliability (Cronbach's Alpha)
While participating to work in an inclusive camp setting	7	.878
My preparation to work in an inclusive camp setting made an important contribution to the development of	7	.900
Please rate your level of agreement with the following statements related to your preparation to work in an inclusive camp environment	5	.824
In your training preparation	7	.918
As a result of my training I am more	4	.930
While participating to work in an inclusive camp environment my trainers	5	.902
My preparation to work in an inclusive camp setting my trainers	6	.910
Please rate your level of growth from the beginning to the end of your training in the following	9	.890

Internal consistency reliability for the post-test was conducted. A Cronbach Alpha of .70 or higher was considered a reliable response for the subscale items. For the post-test Cronbach Alpha the range was .833 for “In an inclusive camp environment I am capable of identifying” to .915 for “My preparation to work in an inclusive camp setting made an important contribution to the development of.”

Table 4 - Post-Test:

Internal Consistency Reliability (Cronbach’s Alpha)

Subscale	Number of Items	Internal Reliability (Cronbach’s Alpha)
While preparing to work in an inclusive camp setting:	7	.910
My preparation to work in an inclusive camp setting made an important contribution to the development of:	7	.915
Please rate your level of agreement with the Following statements related to inclusive camp environment	5	.839
In your inclusive camp setting	7	.863
In an inclusive camp environment I am capable of identifying	4	.833
Working in an inclusive camp setting my supervisors	5	.901
Working in an inclusive camp setting my supervisors	6	.892
My camp experiences have made an important contribution to my ability to	9	.897

Participant Demographics

Table 5 illustrates the demographic characteristics of camp counselors taken from the pre-test demographic. Most respondents were Caucasian (82.2%), female (79.7%), and worked in Okinawa, Japan (71.6%). A large portion were education majors (23.6%), followed by business majors (20.8%), with only a few (2.8%) majoring in architect and engineering. The post-test had similar findings, with a majority being Caucasian (77.6%) and female (80.6%). Over a quarter of the education majors (26.6%) completed the post-test survey followed by business majors (20.3%).

Table 5: Demographic Characteristics of Camp Counselors

Item	Pre-Test		Post-Test	
	n	(%)	n	(%)
Race/Ethnicity				
African American	9	12.3%	9	13.4%
Asian American	1	1.4%	1	1.5%
Caucasian	60	82.2%	52	77.6%
Hispanic/Latino American	2	2.7%	3	4.5%
Other	1	1.4%	2	3.0%
Gender				
Male	15	20.3%	13	19.4%
Female	59	79.7%	54	80.6%
Location				
Mainland Japan	21	28.4%	20	29.9%
Okinawa, Japan	53	71.6%	47	70.1%
Major				
Architecture/Engineering	2	2.8%	2	3.1%
Art	3	4.2%	3	4.7%
Business	15	20.8%	13	20.3%
Communication/Film	5	6.9%	5	7.8%
Criminal Justice	2	2.8%	1	1.6%
Education	17	23.6%	17	26.6%
Family Services/Leisure Studies/Human Development	7	9.7%	7	10.9%
Health/Kinesiology/Recreation	6	8.3%	6	9.4%
Liberal Studies	2	2.8%	2	3.1%
Psychology/Social Work	5	6.9%	3	4.7%
Science	6	8.3%	5	7.8%
Undecided	1	1.4%	0	0%

Table 6 answered the research question, “Is there a significant difference in a postsecondary student's self concept after participating in an inclusive camp setting?” This table shows camp counselors’ perception of their self concept as a result of participating in an inclusive camp environment. Counselors were asked to rate their level of agreement on several items using a Likert-type scale with 1 being “strongly disagree” to 7 being “strongly agree.” There was an increase in camp counselors’ perceptions in their personal growth on several items. Camp counselors showed an increase in mean agreement in pre-test to post-test in their self concept from participating in Camp Adventure for the following areas: “My training experiences contributed to my ability to successfully adapt to a variety of social situations” (5.72 v. 5.79); “Self understanding” (5.25 v. 5.54); “Self discipline” (5.49 v. 5.64); “A mature attitude” (5.69 v. 5.72); “Aware of children with obvious disabilities” (4.95 v. 5.92); “Aware of children with mild disabilities” (4.81 v. 5.33); “Aware of children with hidden disabilities” (4.43 v. 4.52); “Asking probing questions that clarify facts” (5.30 v. 5.69); and “Identify the information needed to solve problems” (5.52 v. 5.91). The other 6 items showed a decrease in counselors’ level of agreement from the pre to post-test after participating in Camp Adventure Service-learning. This table indicates that the overall mean increased after participation in an inclusive camp setting. The pretest mean was 74.12 (SD=10.89), and in the post-test, the mean was 76.31 (SD=10.90).

Table 6: Camp Counselor's Self Concept Pre/Post-test

	Pre-test			Post-test		
Item	M (SD)	Kurtosis	Skewness	M (SD)	Kurtosis	Skewness
I developed strong friendships	5.50 (1.241)	-.124	-.729	6.00 (1.337)	4.635	-1.999
My relationships with other counselors positively influenced my attitude towards others	5.46 (1.230)	-.278	-.540	5.24 (1.587)	.415	-.875
My training experiences contributed to my ability to successfully adapt to a variety of social situations	5.72 (1.211)	1.936	-1.096	5.79 (1.52)	2.133	-1.598
Self understanding	5.25 (1.11)	-.047	-.453	5.54 (1.24)	-.174	-.586
Self discipline	5.49 (1.076)	-.723	-.202	5.64 (1.38)	1.599	-1.253
A mature attitude	5.69 (1.16)	-.548	-.613	5.72 (1.20)	.489	-.879
The camp experience is expected to be inclusive for all children	6.23 (1.09)	4.671	-1.965	5.69 (1.41)	.980	-1.137
You were prepared to treat children and youth with special needs the same as those without special needs	5.78 (1.48)	.797	-1.170	5.60 (1.45)	.392	-1.051

Table 6: Camp Counselor's Self Concept Pre/Post-test (continued)

Item	Pre-test			Post-test		
	M (SD)	Kurtosis	Skewness	M (SD)	Kurtosis	Skewness
Aware of children with obvious disabilities	4.95 (1.51)	-.326	-.375	5.92 (1.07)	.139	-.851
Aware of children with mild disabilities	4.81 (1.38)	.276	-.579	5.33 (1.11)	-.527	-.219
Aware of children with hidden disabilities	4.43 (1.50)	-.596	-.129	4.52 (1.51)	-1.029	-.172
Aware of children with potential disabilities	4.53 (1.59)	-.275	-.440	4.52 (1.52)	-.515	-.429
Strongly enhanced my ability to adapt to new situations and experiences	5.47 (1.24)	-.177	-.577	5.32 (1.70)	-.124	-.653
Ask probing question that clarify facts	5.30 (1.20)	1.212	-.746	5.69 (1.37)	.321	-1.038
Identify the information needed to solve problems	5.52 (1.16)	.446	-.856	5.91 (1.18)	-.550	-.741
Overall Self Concept Sub Scale Range = 0-105	74.12 (10.89)	-.517	-.246	76.31 (10.90)	-.440	-.272

An independent sample t-test was performed, as illustrated in Table 7, to determine if there were statically significant differences in camp counselors' perceptions of self concept from the pre to the post-test after participating in a Service-learning environment. A statistically significant difference was found from the counselors' perceptions in developing "strong friendships" ($t = -2.246$, $df = 121$, $p < 0.05$). Camp counselors showed a statistically significant difference in their perceptions after participating in Camp Adventure in "the camp experience is expected to be inclusive for all children" ($t = 2.297$, $df = 121$; $p < 0.05$). A statistically significant difference was found from pre to post-test in counselors' self concept perception in terms of being "aware of children with obvious disabilities" ($t = -3.966$, $df = 121$, $p < 0.01$) and being "aware of children with mild disabilities." A statistically significant difference was also noted from the pre to post-test in terms of self concept with counselors being able to "identify the information needed to solve problems" ($t = -2.117$; $df = 121$; $p < 0.05$). A subscale score was also created to measure overall self concept change from pre to post-test and a difference was not found.

Table 7: Differences in Students' Perceived Self Concept After Participating in an Inclusive Camp Environment

Item	t	df	p value***
I developed strong friendships	-2.246	121	.026*
My relationships with other counselors positively influenced my attitude towards others	.948	121	.345
My training experiences contributed to my ability to successfully adapt to a variety of social situations.	-.465	121	.643
Self understanding	-1.170	121	.244
Self discipline	-.719	121	.474
A mature attitude	-.066	121	.948
The camp experience is expected to be inclusive for all children	2.297	121	.023*
You were prepared to treat children and youth with special needs the same as those without special needs.	.209	121	.835
Aware of children with obvious disabilities	-3.966	121	.000*
Aware of children with mild disabilities	-2.090	121	.039*
Aware of children with hidden disabilities	.091	121	.927
Aware of children with potential disabilities	.314	121	.754
Strongly enhanced my ability to adapt to new situations and experiences	.292	121	.771
Ask probing question that clarify facts	-1.941	121	.055
Identify the information needed to solve problems	-2.117	121	.036*
Overall Self Concept Sub Scale	-1.184	121	.239

*** Level of significance set at $p \leq .05$ and is reported for 2-tailed *Significant at $p = .05$

Table 8 answers the research question, “Is there a significant difference in a postsecondary student's personal growth after participating in an inclusive camp setting?” This table shows camp counselors’ perception of their personal growth as a result of participating in an inclusive camp environment for Service-learning. Counselors were asked to rate their level of agreement on several items using a Likert-type scale with 1 being “strongly disagree” to 7 being “strongly agree.” There was an increase in participant mean agreement after participating in an inclusive camp environment in the following areas as it relate to the participants’ perception of their personal growth: “my personal relationships with other counselors positively influenced my values” (5.18 v. 5.21), “I participated in training activities that allowed personal growth” (5.49 v. 5.84), “an ability to cope with stress and anxiety” (5.41 v. 5.55), “an ability to cope with ambiguity” (5.49 v. 5.65), “clearer values” (4.99 v. 5.18), “clearer goals” (5.16 v. 5.19), “prepared me to work with children and youth with special needs” (4.84 v. 5.23), “listen to the ideas of others” (5.69 v. 5.88), “listen to learn from the ideas of others” (5.67 v. 6.03), “interact with peers outside of the university setting” (5.76 v. 6.03), and “identify the resources needed to assist those with special needs” (4.78 v. 5.45). The remaining 9 items did not indicate an increase in average level of agreement from the pre to post-test. In fact, one item had a large reduction in counselors’ perceived level of agreement (“administration prepared you to treat all children equally”, 6.14 v. 4.79). Overall, mean level of agreement decreased for participants’ personal growth after participating in an inclusive environment.

Table 8: Camp Counselor's Personal Growth

	Pre-test			Post-test		
Item	M (SD)	Kurtosis	Skewness	M (SD)	Kurtosis	Skewness
My relationships with other counselors positively influenced my personal growth.	5.53 (1.16)	-.019	-.661	5.48 (1.56)	1.359	-1.264
My personal relationships with other counselors positively influenced my values	5.18 (1.19)	-.465	-.199	5.21 (1.63)	.014	-.804
I participated in training activities that allowed personal growth.	5.49 (1.22)	-.793	-.411	5.84 (1.50)	2.558	-1.512
An ability to cope with stress and anxiety	5.41 (1.23)	-.228	-.553	5.55 (1.26)	.554	-.920
An ability to cope with ambiguity	5.49 (1.24)	-1.040	-.299	5.65 (1.34)	1.402	-1.103
Clearer values	4.99 (1.40)	-.538	-.284	5.18 (1.38)	.301	-.617
Clearer goals	5.16 (1.29)	.188	-.506	5.19 (1.36)	.422	-.623
Administration prepared you to treat all children equally	6.14 (1.11)	4.026	-1.800	4.79 (1.84)	-.923	-.421
Veterans of the program prepared you to treat all children equally	5.82 (1.25)	.214	-.944	5.25 (1.63)	-.247	-.838

Table 8: Camp Counselor's Personal Growth (continued)

	Pre-test			Post-test		
Item	M (SD)	Kurtosis	Skewness	M (SD)	Kurtosis	Skewness
You were trained to encourage all children to share their ideas	6.35 (.999)	4.469	-1.949	6.03 (1.24)	.528	-1.230
Collaborated in ensuring my success	5.55 (1.23)	1.710	-1.038	4.94 (1.64)	-.536	-.564
Used their expertise in a professional and productive manner	5.76 (1.17)	2.783	-1.309	4.88 (1.96)	-.948	-.541
Gave helpful feedback	5.62 (1.33)	-.133	-.877	5.00 (2.01)	-.603	-.776
Were available and supportive at all levels	5.62 (1.41)	1.120	-1.206	5.00 (2.09)	-.676	-.823
Strongly enhanced my ability to acquire information	5.08 (1.27)	.352	-.528	4.89 (1.72)	-.128	-.766
Prepared me to work with children and youth with special needs	4.84 (1.60)	-.053	-.724	5.23 (1.65)	.581	-.966
Listen to the ideas of others	5.69 (1.07)	1.591	-1.059	5.88 (1.05)	-.419	-.640
Listen to learn from the ideas of others	5.67 (1.14)	1.762	-1.152	6.03 (.92)	-.378	-.661
Interact with my peers outside of the university setting	5.76 (1.21)	-.461	-.742	6.03 (1.03)	.829	-1.092
Identify the resources needed to assist those with special needs	4.78 (1.63)	-.391	-.495	5.45 (1.56)	.476	-1.002
Overall Personal Growth Sub Scale Range = 0-140	109.76 (15.52)	-.776	-.194	106.90 (19.42)	-.988	-.232

In order to determine if there was a difference in camp counselors' perception in their personal growth after participating in the inclusive camp environment an independent sample t-test was performed for each item in the subscale. A statistically significant difference was noted in six areas of the subscale. There was a statistically significant difference in counselors' perceptions in changes in their personal growth in terms of the following: "administration prepared you to treat others equally" ($t = 5.095$, $df = 121$; $p < 0.01$); "veterans of the program prepared you to treat all children equally" ($t = 2.333$, $df = 121$, $p < 0.01$); "collaborated in ensuring my success" ($t = 2.125$, $df = 121$, $p < 0.05$); "used their expertise in a professional and productive manner" ($t = 2.660$, $df = 121$, $p < 0.01$); "prepared me to work with children and youth with special needs" ($t = 2.660$, $df = 121$, $p < 0.01$); and "identify the resources needed to assist those with special needs" ($t = -2.920$, $df = 121$, $p < 0.01$). A statistically measurable difference was not noted for any other item that was used to measure students personal growth. A subscale score was created and given to each participant based on their responses to each of these items. From the pre to the post-test, an overall change in counselors' level of agreement was not noticed.

Table 9: Differences in Personal Growth After Participating in an Inclusive Camp Environment

Item	t	df	p value
My relationships with other counselors positively influenced my personal growth.	.238	121	.812
My personal relationships with other counselors positively influenced my values	.405	121	.686
I participated in training activities that allowed personal growth.	- 1.525	121	.130
An ability to cope with stress and anxiety	-.819	121	.414
An ability to cope with ambiguity	- 1.035	121	.303
Clearer values	-.970	121	.334
Clearer goals	-.380	121	.705
Administration prepared you to treat all children equally	5.095	121	.000*
Veterans of the program prepared you to treat all children equally	2.333	121	.021*
You were trained to encourage all children to share their ideas	1.661	121	.099
Collaborated in ensuring my success	2.125	121	.036*
Used their expertise in a professional and productive manner	2.660	121	.009*
Gave helpful feedback	1.590	121	.114
Were available and supportive at all levels	1.535	121	.127
Strongly enhanced my ability to acquire information	.353	110.79	.724
Prepared me to work with children and youth with special needs	2.660	121	.009*
Listen to the ideas of others	- 1.007	121	.316
Listen to learn from the ideas of others	- 1.877	121	.063
Interact with my peers outside of the university setting	- 1.013	121	.313
Identify the resources needed to assist those with special needs	- 2.920	121	.004*
Overall Personal Growth Sub Scale Range = 0-140	.554	121	.580

Table 10 answers the research question, “Is there a significant difference in a postsecondary student's diversity after participating in an inclusive camp setting?” This table shows camp counselors’ perception of diversity as a result of participating in an inclusive camp environment for Service-learning. Counselors were asked to rate their level of agreement on several items using a Likert-type scale with 1 being “strongly disagree” to 7 being “strongly agree.” There was an increase in counselors’ mean agreement after participating in an inclusive camp environment in the following areas as it relate to the participants’ perception of diversity: “I had the opportunities for personal involvement in community activities (Fourth of July Celebration)” (5.15 v. 5.57), “my camp training contributed to my ability to collaborate with peers (fellow counselors) in a variety of settings” (5.38 v. 5.59), “my camp training contributed to my ability to work effectively with children with different learning needs and abilities” (5.18 v. 5.74), “my camp experiences contributed to my ability to identify and connect with children and youth with special needs” (5.12 v. 5.17), “working with peer counselors on daily programming” (5.20 v. 5.53), “interact with children and youth with special needs (4.54 v. 5.33), and “adapt to multiple situations” (6.00 v. 6.18). One item, “you were prepared to work with all children regardless of abilities”, did not have a change from pre to post-test. The remaining eight items showed a slight decrease in mean agreement in counselors’ perceptions of diversity after participating in a Camp Adventure. A subscale score was created to measure the overall mean difference in counselor’s perceptions after participating in Camp Adventure. Overall, participating in Camp Adventure did increase counselors’ perception of diversity (81.34 v. 81.67).

Table 10: Camp Counselor's Diversity

Item	Pre-test			Post-test		
	M (SD)	Kurtosis	Skewness	M (SD)	Kurtosis	Skewness
I had the opportunities for personal involvement in community activities (Fourth of July Celebration)	5.15 (1.49)	-1.110	-.175	5.57 (1.68)	.791	-1.215
My personal experiences contributed to my developing an understanding of others and their views.	5.66 (.99)	-.528	-.247	5.48 (1.26)	.740	-.902
My camp training contributed to my ability to collaborate with peers (fellow counselors) in a variety of settings.	5.38 (1.36)	1.269	-.990	5.59 (1.25)	1.091	-.964
My camp training contributed to my ability to work effectively with children with different learning needs and abilities	5.18 (1.20)	-.431	-.251	5.74 (1.32)	1.678	-1.175
My camp experiences contributed to my ability to identify and connect with children and youth with special needs.	5.12 (1.27)	-.720	-.193	5.17 (1.62)	.035	-.790
My camp experiences contributed to my ability to communicate effectively with children and youth with special needs.	5.04 (1.24)	-.766	-.166	5.03 (1.55)	-.432	-.487
There was an expectation that the MWR (Military, Welfare, Recreation) staff treated all children equally	6.01 (1.16)	1.030	-1.178	5.11 (1.68)	.137	-.830
You were prepared to work with all children regardless of abilities	6.00 (1.18)	.666	-1.074	6.00 (1.31)	3.233	-1.734

Table 10: Camp Counselor's Diversity (continued)

Item	Pre-test			Post-test		
	M (SD)	Kurtosis	Skewness	M (SD)	Kurtosis	Skewness
Were from a variety of academics backgrounds and experiences	5.74 (1.31)	1.705	-1.442	5.45 (1.27)	.146	-1.734
Prepared me to work with a variety of people with varying abilities	5.51 (1.11)	.076	-.463	5.35 (1.52)	.406	-.137
Enhanced my ability to be a leader to other counselors	5.58 (1.28)	.514	-.967	5.48 (1.54)	.670	-.872
Enhanced my ability to be a leader to children and youth of all abilities	5.72 (1.20)	.161	-.847	5.71 (1.35)	1.503	-1.037
Working with peer counselors on daily programming	5.20 (1.24)	.224	-.786	5.53 (1.37)	.849	-1.248
Interact with children and youth with special needs	4.54 (1.57)	-.262	-.544	5.33 (1.51)	.482	-.967
Adapt to multiple situations	6.00 (.96)	-.522	-.658	6.18 (.98)	1.051	-.909
Were from a variety of academics backgrounds and experiences	5.74 (1.31)	1.705	-1.442	5.45 (1.28)	.146	-1.199
Overall Diversity Sub Scale Range = 0-105	81.34 (12.65)	-.831	-.269	81.67 (13.90)	-.388	-.478

Table 11 shows the difference in camp counselors' perception of diversity from pre to post-test after participating in a Service-learning environment. Several independent samples t-tests were performed for each item to determine counselors' changes in their perceptions of diversity. A statistically significant difference was found in counselors' mean perception of diversity on the following items: "my camp training contributed to my ability to work effectively with children with different learning needs and abilities" ($t = 2.881$, $df = 121$, $p < 0.01$); "there was an expectation that MWR (Military, Welfare, Recreation) staff treated all children equally ($t = 3.667$, $df = 121$, $p < 0.001$), and "interact with children and youth with special needs ($t = -3.161$, $df = 121$, $p < 0.01$). A subscale score was created based to measure changes in counselors' overall perceptions of diversity after participating in Camp Adventure. A measureable difference was not shown in counselors' perceptions of diversity from pre to post-test.

Table 11: Differences in Counselors' Perception of Diversity After Participating in an Inclusive Camp Environment

Item	t	df	p value
I had the opportunities for personal involvement in community activities (Fourth of July Celebration)	-1.442	121	.152
My personal experiences contributed to my developing an understanding of others and their views.	.602	113.58	.548
My camp training contributed to my ability to collaborate with peers (fellow counselors) in a variety of settings.	-1.065	121	.289
My camp training contributed to my ability to work effectively with children with different learning needs and abilities	-2.881	121	.005*
My camp experiences contributed to my ability to identify and connect with children and youth with special needs.	-.640	121	.524
My camp experiences contributed to my ability to communicate effectively with children and youth with special needs.	.049	121	.961
There was an expectation that the MWR (Military, Welfare, Recreation) staff treated all children equally	3.667	121	.000*
You were prepared to work with all children regardless of abilities	.209	121	.835
Were from a variety of academics backgrounds and experiences	.838	121	.403
Prepared me to work with a variety of people with varying abilities	.641	121	.522
Enhanced my ability to be a leader to other counselors	.150	121	.881
Enhanced my ability to be a leader to children and youth of all abilities	-.074	121	.941
Working with peer counselors on daily programming	-1.416	121	.159
Interact with children and youth with special needs	-3.161	121	.002*
Adapt to multiple situations	-1.656	121	.100
Overall Diversity Sub Scale Range = 0-105	-.611	121	.542

Chapter V

Conclusion, Implications, and Recommendation for Future Research

Discussion

This chapter provides a synopsis of the study, findings, implications, delimitations, and limitations. This chapter also includes a conclusion and recommendations for future research. The purpose of this study was to explore and develop a greater understanding of the impact and perception of a Service-learning program on college students working with children in an inclusive camp environment. The students were queried as to the impact of their experience and exposure.

From this study, we found that the participants' development of social skills, collaboration skills, leadership skills and development of strong friendships were significant. Students who participated in the summer camp program were impacted through building strong personal traits, self discipline, confidence, pride, motivation and determination. Their abilities to work with children who present different needs and abilities also improved.

Findings of the study are significant as this is one of the first studies done on college students relative to Service-learning as a tool to help students apply classroom techniques to children with a variety of different capabilities and disabilities. It also is one of the first studies to test for Service-learning using the three components mentioned earlier.

Camp Adventure Youth Services is a one of a kind international program that allows students to travel to foreign countries to participate in summer camp activities with dependents of our armed servicemen and women. The students are taken through an eight hour interview process, evaluating three core areas; group cohesion, academic standing, and personal goals. The students are interviewed by their peers who have done the program the prior year, known as veterans of the program. Other requirements are that the students have some previous experience working with school age children. Those with little experience are still accepted but are required to do an addition 40 contact hours of working with children.

Once the students are accepted into the program, they then go through 60 hours of training (4 hours weekly training for 15 weeks). The training consists of thematic units, teambuilding activities, leadership activities, and training modules on blood borne pathogens, behavior modification and other pertinent topics. The above components and experiences could have led to some of the significant differences as they relate to working with children with special needs. Since the study did not look at training as an impact, we can only assume that the requirements, high expectations, and commitment to the program could have had a significant impact on self concept, personal growth, or diversity.

One of the strengths of this study is that, for universities and policy makers, the study underscores the importance of providing service-learning to college students. Furthermore, the study has implications that may affect policy changes, especially where service-learning is seen as a change agent for today's young adults to increase their self

concept, personal growth, and perception of diversity when working with individuals with varying disabilities.

Results

College students are prepared during the academic spring semester before going out into the field in the following areas: activities programming, alcohol abuse, after hours behavior, military code of conduct and working with children with disabilities. Training covers a structured level of over 65 hours with each night of training including a one hour presentation of a relevant topic and three hours of songs, games, arts and crafts. Students are recruited and trained by their peers in college who have participated in the program the previous year(s) and are required to learn songs, games, and team building activities in order to be successful in the program.

Conclusions

Research Question 1: Is there a significant difference in a postsecondary student's self concept after participating in an inclusive camp setting?

An independent sample t-test revealed pre-test to post-test differences in camp counselors' perception of self concept as a result of their participation in an inclusive service-learning setting. Specifically, camp counselors: experienced stronger friendships; were more aware of children with obvious disabilities; were more aware of children with mild disabilities; had increased expectation that the camp experience would be inclusive for all children; and, felt a stronger ability to identify information to solve problems. Therefore, participation in the inclusive camp settings positively impacted some elements of the counselors' self concept and confirms the researcher's hypothesis.

Research Question 2: Is there a significant difference in a postsecondary student's personal growth after participating in an inclusive camp setting?

An independent sample t-test revealed pre-test to post-test differences in camp counselors' perception of personal growth as a result of their participation in an inclusive service-learning setting. Specifically, camp counselors were more likely to: treat others equally; collaborate to ensure their own success; use their expertise in a professional and productive manner; listen and learn from the ideas of others; and, identify resources needed to assist children with special needs. Therefore, participation in the inclusive camp settings positively impacted some elements of the counselors' self concept and confirms the researcher's hypothesis.

Research Question 3: Is there a significant difference in a postsecondary student's understanding of diversity after participating in an inclusive camp setting?

An independent sample t-test revealed pre-test to post-test differences in camp counselors' perception of diversity as a result of their participation in an inclusive service-learning setting. Specifically, camp counselors: were better able to work effectively with children with different learning needs and abilities; felt a stronger expectation that the MWR staff should treat all children equally; and were better able to interact with children and youth with special needs. Therefore, participation in the inclusive camp settings positively impacted these dimensions of the counselors' perceptions of diversity and confirms the researcher's hypothesis.

Implications of Findings

This dissertation research was undertaken to investigate the impact of Service-learning on college students in an inclusive environment. The study described the

perceived impact on three areas: self concept, personal growth, and understanding of diversity. Seventy-four (89%) counselors participated in the pre-test and 67 (80%) participated in the post-test. The counselors were traditional-age, with a median age of 19 years at the time of participation. The counselors worked with school age children (6-12 years old) in an inclusive summer camp program on American Military bases in Okinawa, Japan, and mainland Japan. As demonstrated in the review of the literature, a critical need exists for exposing college students to multiple diverse settings. For education majors this is much more of a need as our teachers of tomorrow are being prepared with little or no exposure to working with children from diverse backgrounds. The results from this study support this proposition. Participating camp counselors reported significant gains in aspects of self concept, personal growth, and understanding of diversity. For most college students, learning is observed from the sidelines, giving them little opportunity to participate in the process (Tinto, 1993; Forlin, 2001). Many students have realized that their learning experiences lack involvement (Astin, Vogelgesang, Ikeda, & Yee, 2000). Thus, this study supports the value of linking Service-learning opportunities to college students' growth and other outcomes.

There is a growing number of institutions that have begun to reform their educational practices to encourage more student involvement in the learning process through Service-learning opportunities. Students in this study indicated the desire and need to have more experiences beyond the classroom setting. This style of learning has profound implications to develop a student's outlook on the world around them. Having Service-learning opportunities, such as the one described in this study, supports the engagement of students with the world and multiple individuals from a variety of

backgrounds. This in turn will better prepare tomorrow's teachers, leaders, and policy makers.

The purpose of this study was to explore and develop a greater understanding of the impact of a Service-learning program on college students working with children in an inclusive camp environment. Results indicated significant impact on the ability to develop strong friendships, awareness of students with obvious, mild, and hidden disabilities, the expectation of having an inclusive environment and having the ability to solve problems. In terms of personal growth, the results indicate a positive impact on the expectation that all children will be treated equally, the importance of collaboration, professionalism, working with children and youth with special needs, and the ability to identify resource to assist children with special needs. Finally, with respect to diversity, participants reported significant improvement in their ability to work effectively with children with special needs, to interact with children with special needs, and to have greater expectations for other staff to treat children with special needs equally.

Delimitations

Delimitations of this study were that the pre and post-test surveys consisted of closed and open-ended questions. The study was done in English only and only college students who participated in the Camp Adventure program as camp counselors at two military bases in Japan were queried.

Limitations

In this study, not all of the counselors finished the post-test which may reduce the statistical power of the results. The monothematic nature of the surveys may have impacted the counselors' responses, ultimately causing them to think in a particular

manner about the topic and they may not have given their true perceptions on the topics being studied. Another limitation was that some counselors may have given socially desirable responses to the pre and post surveys, which may have caused response bias.

Time constraints added a limitation to this study regarding additional elements that could have been included. If time had been available, a pilot study could have been conducted as well as a pre-test and post-test during training to determine whether there was any impact that would have affected the outcome of the student's experience. Based on numerous hours of training prior to going out into the field, training could have had an additional impact on student self concept, personal growth, and understanding of diversity.

Recommendation for Future Research

Data from studies such as this one is an important tool for university administrators, policy makers, and state and federal government officials as they make critical decisions in the development and implementation of school and university curricula. These findings will assist universities in focusing more resources in the area of experiential learning. Experiential learning will allow students to reach beyond the classroom walls to gain practical experiences, focusing on the impact that such an experience can have on an individual. Findings from this study suggest that in order to build stronger student experience at universities, students need to be involved (Tinto, 1993). Findings from this study suggest that other areas of student development and working with children with special needs might be appropriate. The combination of the two, although rare in the literature, should be given a closer look as universities are considering different learning paradigms.

It is recommended further that future research along these lines should consist of a broader survey focusing on teacher education preparation and earlier exposure to working within an inclusive environment. Building from this study could yield not only a better college experience, but also a stronger teacher preparation program.

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Appendix A: Informed Consent



Judith Herb College of Education
2801 West Bancroft Mail Stop 914
University of Toledo
Toledo, Ohio 43606

ADULT RESEARCH SUBJECT - INFORMED CONSENT FORM

Examining the Impact of a Service Learning Program on College Students in an Inclusive Camp Environment

Principal Investigator: Principal Investigator Sakui Malakpa, Professor, 419-530-2047;
Sammy Spann, Student, 419-530-5268

Purpose: You are invited to participate in the research project entitled, *Examining the impact of a service learning program on college students in an inclusive camp environment* which is being conducted at the University of Toledo under the direction of Dr. Sakui Malakpa, and Sammy Spann. The purpose of this study is to analyze the impact on college students who work with children in an inclusive camp environment such as Camp Adventure.

Description of Procedures: This research will take place in *Okinawa and Mainland, Japan on military installations*. You will be given a pre-test during orientation in June and a post-test at the end of the summer in early August. Your participation will take about 30 minutes for each test. Your total participation will be about one hour.

After you have completed your participation, the research team will debrief you about the data, theory and research area under study and answer any questions you may have about the research.

Potential Risks: There are minimal risks to participation in this study, including loss of confidentiality.

Potential Benefits: The only direct benefit to you if you participate in this research may be that you will learn about how *service learning projects are run* and may learn more about *working with children*. Others may benefit by learning about the results of this research.

Confidentiality: The researchers will make every effort to prevent anyone who is not on the research team from knowing that you provided this information, or what that information is. The consent forms with signatures will be kept separate from responses, which will not include names and which will be presented to others only when combined with other responses. Although we will make every effort to protect your confidentiality, there is a low risk that this might be breached.

Voluntary Participation: Your refusal to participate in this study will involve no penalty or loss of benefits to which you are otherwise entitled and will not affect your relationship with The University of Toledo or any of your classes. In addition, you may discontinue participation at any time without any penalty or loss of benefits.

Contact Information: Before you decide to accept this invitation to take part in this study, you may ask any questions that you might have. If you have any questions at any time before, during or after your participation you should contact a member of the research team, Dr. Sakui Malakpa, 419-530-2047; Sammy Spann, 419-530-5268. If you have questions beyond those answered by the research team or your rights as a research subject or research-related injuries, please feel free to contact the Chairperson of the SBE Institutional Review Board, Dr. Barbara Chesney, in the Office of Research on the main campus at (419) 530-2844.

Adult Informed Consent

Page 1 of 2

08.15.07

Appendix B: IRB Approval



The University of Toledo
Department for Human Research Protections
Social, Behavioral & Educational Institutional Review Board
Office of Research, Rm. 2300, University Hall
2801 West Bancroft Street, Mail Stop 944
Toledo, Ohio 43606-3390
Phone: 419-530-2844 Fax: 419-530-2841
(FWA00010686)

To: Sakui Malakpa Ph.D., LSP and Sammy Spann
Department of Early Childhood Physical & Special Education

From: Barbara K. Chesney, Ph.D., Chair
Wesley Bullock, Ph.D., Vice Chair

Signed: Wesley A. Bullock **Date:** May 14, 2009

Subject: IRB #106492
Protocol Title: *Examining the Impact of Service Learning on College Students in an Inclusive Camp Setting*

On 05/14/09, the Protocol listed below was reviewed and approved by the Chair and Chair Designee of the University of Toledo (UT) **Social Behavioral & Educational** Institutional Review Board (IRB) via the expedited process. The Chair and Chair Designee noted that a signed and dated Consent form is required prior to an individual taking part in this research. This action will be reported to the committee at its next scheduled meeting.

Items Reviewed:

- IRB Application Requesting Expedited Review
- Consent/Authorization Form(s) (version date 05/14/09)
- Assessments (version date 05/14/09)

This protocol approval is in effect until the expiration date listed below, unless the IRB notifies you otherwise.

Only the most recent IRB approved Consent/Assent form(s) listed above may be used when enrolling participants into this research.

Approval Date: 05/14/09 **Expiration Date:** 05/13/10

Number of Subjects Approved: 200

Please read the following attachment detailing Principal Investigator responsibilities.

Appendix B: IRB Approval (Pg. 2)

Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over.

SIGNATURE SECTION – Please read carefully

You are making a decision whether or not to participate in this research study. Your signature indicates that you have read the information provided above, you have had all your questions answered, and you have decided to take part in this research.

The date you sign this document to enroll in this study, that is, today's date must fall between the dates indicated at the bottom of the page.

Name of Subject (please print)	Signature	Date
Name of Person Obtaining Consent	Signature	Date

THE UNIVERSITY OF TOLEDO SOCIAL, BEHAVIORAL & EDUCATIONAL INSTITUTIONAL REVIEW BOARD

The research project described in this consent form and the form itself have been reviewed and approved by the University of Toledo Social, Behavioral & Educational Review Board (SBE IRB) for the period of time specified below.

SBE IRB # : <u>1000022</u>	Approved Number of Subjects: <u>200</u>
Project Start Date: _____	Project Expiration Date: _____

UNIVERSITY OF TOLEDO IRB 106492
APPROVAL DATE: 05/14/09
EXPIRATION DATE: 05/13/10

Appendix C: Student Survey Posttest

The History of Special Education Legislation

Eugenics - 1881 VA statute – 1924 Brown v. Board of Ed. – 1954 Rehabilitation Act – 1973 IDEA – 1975 ADA -1990

- Eugenics - coined by Francis Galton in 1881
The science of the improvement of the human race by “better breeding”
- Virginia statute – March 20, 1924
Sterilization of mentally defective persons
- United States Supreme Court *Brown v. Board of Education* – 1954 landmark case
Separate educational facilities are inherently unequal
- PL93-112, especially Section 504, the Rehabilitation Act – 1973
Rights of individuals with disabilities
- The Education of All Handicapped Children Act (PL94-142) – 1975
- PL93-112 amended and renamed – 1990
American with Disabilities Act, ADA.
Title I of the legislation prevents discrimination by employers in hiring or retaining people with disabilities

Appendix D: Student Survey Posttest

Camp Setting Survey Pre-test													
Demographics													
Site Location:							Date:						
Survey Moderator:													
Academic Major:			Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>				Age: _____						
Race:													
American Indian / Alaskan Native	<input type="checkbox"/>	Black / African American					<input type="checkbox"/>						
Asian American	<input type="checkbox"/>	Hispanic / Latino American					<input type="checkbox"/>						
White / Caucasian American	<input type="checkbox"/>	Other					<input type="checkbox"/>						
							Strongly Disagree Strongly Agree ←-----→						
While preparing to work in an inclusive camp setting:							1	2	3	4	5	6	7
1.	I developed strong friendships												
2.	My relationships with other counselors positively influenced my personal growth.												
3.	My personal relationships with other counselors positively influenced my values												
4.	My relationships with other counselors positively influenced my attitude towards others												
5.	I participated in training activities that allowed personal growth.												
6.	I had the opportunities for personal involvement in community activities (Fourth of												

	July Celebration)							
7.	My training experiences contributed to my ability to successfully adapt to a variety of social situations.							
		<div style="display: flex; justify-content: space-between;"> No Growth Growth </div> <div style="text-align: center;"> ←-----→ </div>						
My preparation to work in an inclusive camp setting made an important contribution to the development of:		1	2	3	4	5	6	7
1.	self understanding							
2.	self discipline							
3.	a mature attitude							
4.	an ability to cope with stress and anxiety							
5.	an ability to cope with ambiguity							
6.	clearer values							
7.	clearer goals							
		<div style="display: flex; justify-content: space-between;"> Strongly Disagree Strongly Agree </div> <div style="text-align: center;"> ←-----→ </div>						
Please rate your level of agreement with the following statements related to your preparation to work in an inclusive camp environment		1	2	3	4	5	6	7
1.	My personal experiences contributed to my developing an understanding of others and their views.							
2.	My camp training contributed to my ability to collaborate with peers (fellow counselors) in a variety of settings.							
3.	My camp training contributed to my ability to work effectively with children with different learning needs and abilities							
4.	My camp experiences contributed to my ability to identify and connect with children and youth with special needs.							
5.	My camp experiences contributed to my ability to communicate effectively with children and youth with special needs.							
		<div style="display: flex; justify-content: space-between;"> Strongly Disagree Strongly Agree </div>						

		←-----→						
In your training preparation:		1	2	3	4	5	6	7
1.	Administration prepared you to treat all children equally							
2.	Veterans of the program prepared you to treat all children equally							
3.	There was an expectation that the MWR (Military, Welfare, Recreation) staff treated all children equally							
4.	The camp experience is expected to be inclusive for all children							
5.	You were prepared to work with all children regardless of abilities							
6.	You were prepared to treat children and youth with special needs the same as those without special needs.							
7.	You were trained to encourage all children to share their ideas							
		Strongly Disagree Strongly Agree ←-----→						
As a result of my training I am more:		1	2	3	4	5	6	7
1.	Aware of children with obvious disabilities							
2.	Aware of children with mild disabilities							
3.	Aware of children with hidden disabilities							
4.	Aware of children with potential disabilities							
		Strongly Disagree Strongly Agree ←-----→						
While preparing to work in an inclusive camp environment my trainers:		1	2	3	4	5	6	7
1.	Were from a variety of academics backgrounds and experiences							
2.	Collaborated in ensuring my success							
3.	Used their expertise in a professional and productive manner							
4.	Gave helpful feedback							
5.	Were available and supportive at all levels							
		Strongly Disagree Strongly Agree ←-----→						
While preparing to work in an inclusive camp setting my trainers:		1	2	3	4	5	6	7

1.	Strongly enhanced my ability to acquire information							
2.	Strongly enhanced my ability to adapt to new situations and experiences							
3.	Prepared me to work with a variety of people with varying abilities							
4.	Enhanced my ability to be a leader to other counselors							
5.	Enhanced my ability to be a leader to children and youth of all abilities							
6.	Prepared me to work with children and youth with special needs							
		<div style="display: flex; justify-content: space-between;"> No Growth Growth </div> <div style="text-align: center;"> ←-----→ </div>						
Please rate your level of growth from the beginning to the end of your training in the following areas:		1	2	3	4	5	6	7
1.	Working with peer counselors on daily programming							
2.	Interact with children and youth with special needs							
3.	Listen to the ideas of others							
4.	Listen to learn from the ideas of others							
5.	Interact with my peers outside of the university setting							
6.	Ask probing question that clarify facts							
7.	Adapt to multiple situations							
8.	Identify the information needed to solve problems							
9.	Identify the resources needed to assist those with special needs							

Open-Ended Question

1. How has your preparation to work in an inclusive environment changed your outlook?

Appendix E: Student Survey Posttest

<u>Camp Setting Survey Post-test</u>												
<u>Demographics</u>												
Site Location:						Date:						
Survey Moderator:												
Academic Major:				Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>		Age: _____						
Race:												
American Indian / Alaskan Native		<input type="checkbox"/>	Black / African American		<input type="checkbox"/>							
Asian American		<input type="checkbox"/>	Hispanic / Latino American		<input type="checkbox"/>							
White / Caucasian American		<input type="checkbox"/>	Other		<input type="checkbox"/>							
<div style="text-align: right;">Strongly Disagree Strongly Agree</div> <div style="text-align: center;">←-----→</div>												
While participating in an inclusive camp setting:						1	2	3	4	5	6	7
1.	I developed strong friendships											
2.	My relationships with other counselors positively influenced my personal growth.											
3.	My personal relationships with other counselors positively influenced my values											
4.	My relationships with other counselors positively influenced my attitude towards others											
5.	I participated in summer camp activities that allowed personal growth.											
6.	I had the opportunities for personal involvement in community activities (Fourth of July Celebration)											
7.	My camp experiences contributed to my ability											

	to successfully adapt to a variety of social situations.							
<div style="text-align: right;">Strongly Disagree Strongly Agree</div> <div style="text-align: center;">←-----→</div>								
My experiences in an inclusive camp setting made an important contribution to the development of:		1	2	3	4	5	6	7
1.	self understanding							
2.	self discipline							
3.	a mature attitude							
4.	an ability to cope with stress and anxiety							
5.	an ability to cope with ambiguity							
6.	clearer values							
7.	clearer goals							
<div style="text-align: right;">Strongly Disagree Strongly Agree</div> <div style="text-align: center;">←-----→</div>								
Please rate your level of agreement with the following statements related to inclusive camp environment		1	2	3	4	5	6	7
1.	My personal experiences contributed to my developing an understanding of others and their views.							
2.	My camp experiences contributed to my ability to collaborate with peers (fellow counselors) in a variety of settings.							
3.	My camp experiences contributed to my ability to work effectively with children with different learning needs and abilities							
4.	My camp experiences contributed to my ability to identify and connect with children and youth							

	with special needs.							
5.	My camp experiences contributed to my ability to communicate effectively with children and youth with special needs.							
Never ←-----→ Almost Always								
In your inclusive camp setting:		1	2	3	4	5	6	7
1.	Administration treated all children equally							
2.	Counselors treated all children equally							
3.	Military staff treated all children equally							
4.	Summer camp was considered an inclusive environment							
5.	Efforts were made to include all children, regardless of abilities, to participate in summer program							
6.	Children and youth treated those with special needs the same as those with out special needs.							
7.	All children were encouraged to share their ideas							
Strongly Disagree Strongly Agree ←-----→								
In an inclusive camp environment I am capable of identifying:		1	2	3	4	5	6	7
1.	Children with obvious disabilities							
2.	Children with mild disabilities							
3.	Children with hidden disabilities							
4.	Children with potential disabilities							
Strongly Disagree Strongly Agree ←-----→								
Working in an inclusive camp setting my supervisors:		1	2	3	4	5	6	7

1.	Were from a variety of academics backgrounds and experiences							
2.	Collaborated in ensuring my success							
3.	Used their expertise in a professional and productive manner							
4.	Gave helpful feedback							
5.	Were available and supportive at all levels							
		<div style="text-align: right;">Strongly Disagree</div> <div style="text-align: center;">←-----→</div>						
Working in an inclusive camp setting my supervisors:		1	2	3	4	5	6	7
1.	Strongly enhanced my ability to acquire information							
2.	Strongly enhanced my ability to adapt to new situations and experiences							
3.	Prepared me to work with a variety of people with varying abilities							
4.	Enhanced my ability to be a leader to other counselors							
5.	enhanced my ability to be a leader to children and youth of all abilities							
6.	Allowed me to work with children and youth with special needs							
		<div style="text-align: right;">Strongly Disagree Strongly Agree</div> <div style="text-align: center;">←-----→</div>						
My camp experiences have made an important contribution to my ability to:		1	2	3	4	5	6	7
1.	Work with other counselors on daily programming							
2.	Interact with children and youth with special needs							
3.	Listen to the ideas of others							

4.	Listen to learn from the ideas of others							
5.	Interact with my peers outside of the university setting							
6.	Ask probing question that clarify facts							
7.	Adapt to multiple situations							
8.	Identify the information needed to solve problems							
9.	Identify the resources needed to assist those with special needs							

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Open-Ended Question

How has this experience working in an inclusive environment changed your outlook?