AN ALTERNATIVE TREATMENT PROGRAM FOR
EMOTIONALLY HANDICAPPED CHILDREN

An Honors Thesis (HONRS 499)

by

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April 1993

May 8, 1993
Date of Graduation
INTRODUCTION/PURPOSE OF THESIS

This thesis presents an examination of the special needs of emotionally handicapped children, including a description of the characteristics of emotional handicaps, statistics on the number of children estimated to have an emotional handicap, possible causes for the disorder, and treatment and services that are available to meet the needs of emotionally handicapped children. A proposal for a summer camp program is provided since some summer camps have been found to provide a supplement of services that other agencies in the community already offer. A discussion of the necessary components in developing a summer camp program for emotionally handicapped children is presented, including hiring staff, recruiting participants, developing a curriculum, and evaluation procedures. Appendices are included to provide further information about teaching techniques and activities that can be used with emotionally handicapped children. This thesis, and the ideas that are presented, are influenced by the author's Social Work Practicum placement at Comprehensive Mental Health Services in Muncie, Indiana in the Alternative Families for Children Program.
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SECTION I

In this section, the author will provide some information regarding emotional handicaps in children. Included is an explanation of an emotional handicap and the behaviors that are associated with it. Statistics on the number of children affected is also included, as well as a description of possible causes of emotional handicaps, and an examination of how emotionally handicapped children may be affected in the future as a result of this disorder. The information in this section is being presented in an effort to provide an understanding and increase awareness of emotional handicaps in children. This section notes the seriousness of the disorder in the lives of children.

WHAT IS AN EMOTIONAL HANDICAP?

Bernie is a ten-year-old boy. He is an aggressive child who frequently shouts, curses, and bites. He feels badly about school, has a poor self-concept, poor socialization skills, and difficulty in reading. Work time at school is difficult for Bernie because of his poor academic skills. He is often physically aggressive and has sudden mood swings. When a group of children is playing or doing some other group activity, he is often not involved. He also has difficulty maintaining friendships (Wood, et al, 1986). This is not typical behavior for a ten-year-old.

Today, extreme behaviors, such as acting out aggressively or withdrawing, are indicative of an emotional disorder that most mental health and education
professionals identify as an emotional handicap or emotional disturbance. In the past, children who exhibited these "unacceptable" behaviors were described as socially maladjusted, emotionally and socially handicapped, and as having behavior disorders (Hewett & Taylor, 1980). Because emotional disorders can only be identified on the basis of observable behavior, an emotional handicap is often defined in behavioral terms (Bureau of Education for the Handicapped, 1976).

In general, emotionally handicapped children exhibit behaviors that are recognized as unusual or atypical. No single definition of emotional handicap or emotional disturbance exists because different professionals follow different criteria in naming an emotional handicap. The following behaviors are those which emotionally handicapped children typically characterize:

- Impaired ability to form interpersonal relationships with others; deficient social skills; avoiding social contact.

- Inappropriate emotional responses (depressed, fluctuating moods, inflexible, apathetic, regressing to babyhood fears).

- Learning difficulties (including short attention span, inability to follow directions, poor work habits).

- Excessive or disorganized behaviors (hyperactivity, aggression, withdrawal, fantasy life, hallucinating, assuming multiple personalities).

- Defensive behaviors (lying, cheating, manipulating others, avoiding others).

- Acting-out behaviors (self-abusive, aggressive, violent, disruptive, cruel).

- Perceptual-motor difficulties.

(Bureau of Education for the Handicapped, 1976) and (Families as Allies Project, 1988).
A child who displays these behaviors in any combination can typically be identified as emotionally handicapped or emotionally disturbed. These behaviors are a result of the child's impaired ability to cope effectively with person, problems, and day-to-day situations and an inability to adapt to the environment (Bureau of Education for the Handicapped, 1976).

HOW MANY CHILDREN ARE AFFECTED?

In the 1970's, a conservative estimate revealed that 1.4 million children were believed to have emotional problems severe enough to require immediate psychiatric care (Bureau of Education for the Handicapped, 1976). More recent research indicates that an estimated 11 percent of children today (approximately six to eight million) have a mental health problem in need of treatment (Paul & Epanchin, 1991). Some researchers have suggested that at least 3 percent of the total student population are very seriously disturbed and need intensive help (Paul & Epanchin, 1991). Boys have consistently been found to have emotional disturbances in greater numbers than girls. In fact, some estimates indicate that somewhere between 66 percent to 80 percent of all emotionally disturbed children are boys (Hewett & Taylor, 1980). It is the author's opinion that this high percentage of boys estimated to have an emotional handicap may be a reflection of what society considers "normal" behavior for boys and girls. For example, in general, society is more accepting of aggressive behavior in males and such behavior is considered to be normal. Society does not view females as being aggressive, therefore behaviors that are considered aggressive for females by some standards are not considered aggressive for males. Often, because aggressive behavior is more acceptable for males, it provides more of an opportunity to view such behavior as inappropriate or out-of-control, thus resulting in a
higher percentage of incidence of emotional handicaps among boys.

It is important to keep in mind that the rate of incidence of emotional handicaps in children varies with the definitions of the disorder. However, the fact that emotional handicaps do occur at all income levels and in all ethnic groups (Lasher, et al, 1978) does not necessarily indicate that those who do suffer from an emotional handicap receive the services that are available. Utilization of those services that are available for emotionally handicapped children are not equal according to gender, ethnic background, or income levels, particularly when considering public mental health agencies which are typically frequented by people from lower income brackets who cannot afford to go to a private practitioner. It is the author's opinion that those individuals who do receive the services that are available, are usually lower class, white, and male. Consequently, there are children out there who are suffering from an emotional handicap who are not getting the help they need in order to function as productive members of society in the future.

WHAT CAUSES AN EMOTIONAL HANDICAP IN A CHILD?

The cause of an emotional handicap is not completely clear. When a child behaves in unusual ways, it is difficult to determine if something is organically wrong with the child or if the child is reacting defensively toward abuse, neglect, or violence in his or her environment (Families as Allies Project, 1988). Many theories have been developed in an attempt to explain emotional handicaps and emotional disturbances. More recently, the bio-psycho-social model was developed in an effort to explain the origin of emotional handicaps. This particular model implies that emotional and mental disorders are due, in fact, to a combination of biological, psychological, and environmental (or social) factors (Families as Allies Project, 1988). More than one
factor is involved according to this model. The following is a list of each factor and what it includes:

- Biological factors -- genetic make-up, brain chemistry, head injuries, brain infections, nutritional deficiencies.

- Psychological factors -- problems with intelligence, reasoning ability, self-esteem, and motivation.

- Environmental (social) -- peer relations, culture, economics, school problems, family problems.

(Families as Allies Project, 1988).

In addition to these factors, a child's behavior is also influenced by:

- Individual coping styles (the way the child has learned to handle a problem).

- Range of behavior skills known to a child (whether the child has learned a number of ways to handle a problem and understand the appropriateness of these in a given situation).

- The environment of a child (whether it is permissive, strict, unresponsive, or attentive).


It is possible to see that the cause of a child's emotional handicap can be a result of a number of factors from several different areas involved in development.

WHAT DOES THE FUTURE HOLD FOR AN EMOTIONALLY HANDICAPPED CHILD?

Emotionally handicapped children are affected by their disorder in a number of ways. They have difficulty in developing an ability to give and take in relationships. They have difficulty in identifying and expressing appropriately their feelings and motives. They have difficulty learning new skills and gaining self-confidence. Finally,
it is difficult for an emotionally handicapped child to ask for and accept help (Lasher, et al, 1978). If these issues are not addressed, then these behaviors may continue through adolescence and adulthood and escalate into destructive and criminal behaviors in the future.

Children with emotional handicaps have difficulty with school in addition to poor self-concepts and behavior problems. Their emotional problems interfere with their ability to succeed as a student. These children have trouble participating as a member of the class, as part of the group. They also have trouble attending and listening to the teacher. Some emotionally handicapped children often have difficulty with the authority of the teacher and try to defy this authority. Lastly, these children express a need for the teacher's attention and engage in all sorts of attention-getting behaviors (Paul & Epanchin, 1991). All of these factors influence the emotionally handicapped child's ability to succeed at school. For obvious reasons, a child's ability to succeed in school determines his/her ability to succeed in other aspects of life, particularly in the future.

Those children who are identified as having an emotional handicap and who are treated early have a good chance for recovery. The earlier these children are treated, the better their chances are for catching up and keeping up with their peers academically, emotionally, behaviorally, and physically (Bureau of Education for the Handicapped, 1976). Therefore, programs that address the needs of emotionally handicapped children at an early age are quite valuable. One such program is the Head Start Program which targets preschoolers. Programs such as this address the problem early on in an effort to prevent continual behavioral, emotional, and social problems in the future for the child. The success of a child early in life may mean success for that child in the future.
SECTION II

In this section, the author will provide an explanation of the types of services and treatments that are available for emotionally handicapped children. The previous section established the problems and needs of emotionally handicapped children; this section will examine methods of addressing the problems and meeting the needs of these children.

WHAT TYPES OF SERVICES/TREATMENTS ARE AVAILABLE FOR EMOTIONALLY HANDICAPPED CHILDREN?

Parents of emotionally handicapped children can have the security of knowing that their children can be helped through a number of services and treatment approaches available to these children and their families. They include:

- The use of drugs -- can be effective in alleviating problem behaviors emotional difficulties.

- Psychiatric treatment -- can be either inpatient or outpatient and involve individual counseling, group therapy, family therapy, play therapy, art therapy, and various types of behavior modification.

- Residential care -- residential treatment centers and custodial care facilities are alternatives that parents may choose for their disturbed children.

- Special Education -- typically involves placing the child in small classes with a strong emphasis on individual instruction; today most classrooms designed to provide instruction to children with these problems are known as emotionally handicapped (EH) classrooms.

- Camping -- can be used as a form of therapy and education designed to enhance self-confidence, cooperative behavior, and feelings of self-worth; may be either a residential or a day camp experience.

(Bureau of Education for the Handicapped, 1976).
Any combination of these services and treatment approaches may be utilized to assist emotionally handicapped children in taking control over their own lives, but the question remains on how to get these services connected to those people who need them in order to prevent further problems. Those children who typically receive the services are those who are considered “at-risk” because they fit the behavior profiles of emotionally handicapped children. One way to get the services to the people is through a more intrusive method of helping individuals which includes providing home based and outreach services. A summer day camp for emotionally handicapped children is just one way to get the services to the people in the community. It would provide an opportunity for an aggressive attempt at promoting long-range, intrusive services in the best interests of society.

**SECTION III**

In sections I and II, the author has established the fact that a need exists to provide a variety of services and treatment methods to children with emotional handicaps. More often than not, the services that are available are not comprehensive and may only be designed to provide one particular service to meet a particular need. Very few opportunities exist for emotionally handicapped children to receive services that meet their physical, psychological, social, and therapeutic needs in one setting. A summer day camp designed especially for emotionally handicapped children can provide this comprehensive range of services. This section explores the idea of a summer camp program for emotionally handicapped children, with a focus on the success of an existing summer camp program and an explanation of the components that are necessary in the development of a summer day camp program.
A SUMMER CAMP PROGRAM FOR EMOTIONALLY HANDICAPPED CHILDREN

Often, it is only a residential or day treatment center that is able to provide an integration of specialized services for emotionally handicapped children. Usually, these types of programs offer intensive educational, social, and mental health services to those children and adolescents with severe emotional handicaps or behavior disorders (Hamm, 1989). These severe behaviors include self-abuse, continually "cutting" school, fighting often or being generally violent or destructive, or completely withdrawing from people and activities. These types of settings typically are able to address a number of areas at one time. Not only do they provide opportunities for academic learning, but they also utilize behavior modification approaches to change unwanted and undesirable behavior, and make use of therapy and group work in order to increase self-esteem, motivation, and social skills. These types of facilities work to improve an emotionally handicapped child's desire and ability to learn, as well as alter behaviors such as lying, stealing, fighting, and withdrawing in intensive ways that mental health agencies and schools cannot.

What can be done with the child that nobody like, but whose behavior does not warrant such a placement? This is the kid that tells you he hates school and means it; the kid that doesn't like anybody, including himself; the kid that does whatever he can in order to get anyone's attention. This is the child whose attitude and behavior are interfering with his academic performance in school, creating a poor self-concept, and defeating any attempts, no matter how inappropriate, to form positive peer and social relationships.

One way to provide comprehensive, integrative services to emotionally handicapped children without a residential or day center treatment placement is
through a summer day camp program designed specifically to meet their physical (coordination, fine and gross motor skills, balance), psychological (mental and emotional well-being), social (ability to get along with others, forming and maintaining relationships), and therapeutic (increasing self-esteem, motivation, ability to control anger) needs. The major goals of a school system are to provide an opportunity for education and socialization for children. The goal of a mental health agency is to improve the mental health status of individuals and families. Both types of organizations have been responsible for providing services to emotionally handicapped children, but they do not necessarily address the same issues or have the same purpose. Because an emotionally handicapped child has so many special needs, a program can be developed that addresses as many of these needs as possible. A summer camp designed especially for these kids has the potential for providing an environment structured for learning without creating an association to "school," but is also a place where they can work on improving self-image, peer relationships, and appropriate behaviors (Rawson & McIntosh, Jr., 1987).

A summer day camp, then, becomes a supplement to a variety of services that are offered in the community. It can provide an opportunity for learning as well as an opportunity for changing. It can provide an opportunity for reaching the "at-risk" emotionally handicapped children. It can provide an opportunity for going into the home, indirectly, in an effort to get the services that are needed to the people that need them. It can provide short-term help with long-range effects. A well-designed summer day camp program can meet the physical, social, psychological, and therapeutic needs of emotionally handicapped children.
HAS THERE BEEN SUCCESS IN SUMMER CAMP PROGRAMS FOR EMOTIONALLY HANDICAPPED CHILDREN?

Research conducted on one particular summer camp program, the Englishton Park Program, indicates that a summer camp program for emotionally handicapped children has, in fact, been successful in improving a number of "problem" areas with the child. As stated earlier, some emotionally handicapped children experience some level of depression. Following participation in this program, sharp declines (12%) in depression were found as a result of the program (Englishton Park Academic Remediation and Training Center, 1992). Often, emotionally handicapped children also feel very anxious, weary, and out-of-control. Research from the program indicated a significant (10%) reduction in general anxiety with children feeling a greater sense of control over their own behavior and environment (Englishton Park Academic Remediation and Training Center, 1992).

Emotionally handicapped children typically are unhappy, unmotivated, and do not feel good about themselves, which results in a lack of ability to do well in school or form relationships. Significant improvements were also found in the children's self-esteem, self-direction, and responsibility for their own actions, peer relationships, and relationships with adults as a result of the Englishton Park Program (Englishton Park Academic Remediation and Training Center, 1992). Academic motivation and learning aptitude and potential were also increased for the average child enrolled in the program (Englishton Park Academic Remediation and Training Center, 1992). In addition, positive changes in the child's academic self-concept, peer relationships, and attitude toward school teachers, and academic subjects were found as a result of the program (Englishton Park Academic Remediation and Training Center, 1992).

Research has also indicated that large gains were made in self-confidence
toward tasks and social demands placed upon the children in school following participation in the program (Englishton Park Academic Remediation and Training Center, 1992). This shows that the children can feel good and feel competent about handling day-to-day frustrations and social tasks. They can begin to believe in themselves and feel like they have accomplished something.

Follow-up work that has been done has indicated that 87 percent of the parents reported the Englishton Park Academic camping experience had definitely produced a positive change in the child's attitude toward his family, school, teachers, peers, and self, and that 87% of the children who participated in the program reported they liked school better after being at Englishton Park (Englishton Park Academic Remediation and Training Center, 1992). Although these results are only from one program, they are indicative of the fact that well-designed summer camp programs can have a positive affect on emotionally handicapped children.

WHAT IS NECESSARY IN THE DEVELOPMENT OF A SUMMER CAMP PROGRAM FOR EMOTIONALLY HANDICAPPED CHILDREN?

When trying to develop a summer camp program for emotionally handicapped children, some areas that must be considered include:

* Establish camp's purpose, goals, and objectives
  - It is important that the purpose, goals, and objectives of the summer day camp meet the specific needs of emotionally handicapped children. They should focus on improving areas that are typically problems for emotionally handicapped children, such as self-esteem, forming relationships, acting out, poor academic performance, and lack of motivation,

* Staff and staff training
  - All staff that are hired for the various positions must possess a tremendous desire and truly enjoy working with children. They must
be able to praise and appreciate the child and his/her efforts. They must be able to set limits and explain what those limits are. They must have the ability to listen and be available, physically and mentally, for the child. They must be able to be appropriately affectionate, provide encouragement, and give praise as needed. They must be able to do some role modeling, as well as get down and play with the child and become involved. All staff members must be creative, enthusiastic, and flexible. The members of the staff need more than just qualifications, they need the ability and wish to work with children who have so many needs. The staff should be highly selected, have respect for each other, and be able to work together as a team. The staff training will be provided to give the staff members the opportunity to learn all of the "technical" knowledge needed for working in a camp of this sort.

* Recruitment of participants and criteria for involvement

- It is important to recruit participants to attend the summer day camp who really appear to have a strong need to receive the services and who could benefit the most from the services. They should not have any mental or physical limitations that could interfere with their ability to join in the camp activities. They should have parents or guardians who would be willing to become involved in the child's camping experience. Criteria such as this should be utilized in recruiting campers in order to create an environment that would be the most beneficial in helping a number of emotionally handicapped children.

* Developing a camp curriculum or daily schedule

- The summer day camp curriculum should focus on activities that will address the needs of emotionally handicapped children, including social skills, behavior modification, listening skills, problem-solving, and communication skills, as well as coordination and balance. These continue to be problem areas for emotionally handicapped children and can be addressed through properly developed activities.

* Camp location and implementation

- It is very important to find a camp location that is accessible to a variety of community resources, such as a wooded/nature area, swimming pool, and athletic equipment because the majority of camp activities would need to use these types of facilities in order to engage the camp participants. The camp would ideally have a central location in order to provide easier access to the community facilities. In the actual implementation of the camp and its activities, it is important create social environments, safe
environments, and acceptable environments that recognize the group and prize the individual.

* Parental Involvement

- More often than not, the parents of emotionally handicapped children are not involved in their children’s lives. Various factors influence the amount of parental involvement in children’s lives, including acceptance of the child, drug and alcohol use, social support systems, employment and income level, and basic knowledge of child development. Parental involvement is very important and parents need to be included in the activities of their children. Parental involvement at a summer day camp will promote positive interactions between the parents and the child.

* Business Sponsorship

- Business sponsorship can be very helpful in running a summer day camp program. Businesses can provide funds to help get the materials for the activities and provide proper clothing for the children, such as T-shirts and shorts with their business logos on them. Not only will it provide advertising for the company, but it will also help to foster group cohesiveness among the campers by wearing the same clothing.

* Evaluation of camp effectiveness on the participants

- The evaluation of the camp’s effectiveness is an important component of a summer day camp. Not only is it important to study the effects the camp may have had on the individual campers, but it is important to study the effects of the camp as a whole in order to determine what, if any, changes need to be made or to decide whether or not to continue with the camp in the future.

The following text will attempt to present an example of the development of a possible summer camp program for emotionally handicapped children. It is based on an adaptation of the Englishton Park program mentioned above (Englishton Park Academic Remediation and Training Center, 1992). For the purposes of this paper, the summer camp program being developed will be referred to as Camp Bear Creek.
SECTION IV

In the previous section, the author provided a study of noted successes in summer camp programs for emotionally handicapped children, as well as an exploration of the integral parts of a summer day camp program. In this section, the author will present an illustration of the development of a possible summer day camp program for emotionally handicapped children based on the information presented in the previous sections.

CAMP BEAR CREEK

Camp Bear Creek is a summer day camp program designed to meet the special needs of 36 ten to twelve-year-old boys and girls who are emotionally handicapped. There will be four groups of nine children working with a staff team consisting of three teacher-counselors who are upper class college students or graduate students receiving degrees in Special Education, Social Work, or a related field. This will allow for the more individualized attention that is necessary but often lacking in a school setting. Four hours per day are spent in the small groups working on a particular activity. At least once a day, each camper spends time individually with one of the teacher-counselors, which is worked in on a camper's individual curriculum. Twice a day, all of the campers meet for some large group activities. The entire group is together at breakfast, lunch, and dinner time, also. One hour is also available for a “special events” time. Camp Bear Creek is based on success, positive reinforcement, and is specifically designed to help children learn how to behave and cope more effectively with frustrating situations they encounter at home or at school.
CAMP PURPOSES
- To improve academic skills and academic performance.
- To change attitudes toward learning.
- To produce positive changes in self-concept.
- To decrease negative, problematic behaviors that interfere with the ability to adapt to the environment.

CAMP GOAL
To have a summer camp appropriate for emotionally handicapped children.

CAMP OBJECTIVE
At the conclusion of a ten-day summer camp, 2/3 of the campers will achieve an increase of 15 percent in pre/post-test scores in the following:

Self-concept
Behavior modification (presenting appropriate behaviors)
Academic progress, performance, and attitude

STAFF
The staff of Camp Bear Creek will include a camp director, assistant director, twelve teacher-counselors, two cooks, and a registered nurse. Each member of the staff will be chosen for their concern for children and because they enjoy working with them. Because intense training is required for the staff and because the camp days themselves will be long, physically strong, disciplined, intelligent people are needed on the staff. The training workshops for the staff cover behavior modification techniques, curriculum, camp crafts, and academic remediation, as well as individual tutoring and counseling techniques.
Staff Qualifications and Duties

Camp Director - the camp director should have a Bachelor's degree in Social Work or Special Education. The camp director is responsible for hiring the rest of the staff, developing the training workshops for the staff, developing and conducting the evaluations to measure the participants' progress as well as the effectiveness of the program itself, and writing up the results of the evaluation.

Assistant Camp Director - the assistant camp director should also have a Bachelor's degree in Social Work or Special Education. He/she will assist the camp director in the same activities listed above as well as perform research and secretarial duties as necessary.

Teacher-counselors (12) - these positions can be filled by graduate students or upper class college students, preferably those pursuing degrees in Education, Social Work, or a related field. They will be responsible for organizing and presenting the lessons and activities to the campers. They will keep the kids “on task” and motivated during the camp activities. They will also be responsible for spending approximately one hour per day with each child, one-on-one, working on the areas the child needs the most help with or talking about any problems the child might be having. Also among their duties, is noting the behaviors of the campers on a behavior modification chart.

Cooks (2) - the cooks will be hired to prepare breakfast, lunch, dinner, and snacks as necessary for the staff and campers. They must be able to positively interact with the
staff and campers as necessary.

Registered Nurse - will be hired to provide medical services to the staff and campers as needed. He/she will also dispense any medications that must be given to the campers. She will provide emergency care whenever necessary and she will give a first aid presentation at one of the training workshops.

DEVELOPING A CURRICULUM

A camp curriculum must be developed that meets the specific needs of emotionally handicapped children. Activities should have an academic focus but allow for the development of work in small groups, problem-solving skills, behavior modification, social and communication skills, trust-building, leadership skills, cooperation, listening skills, gross and fine motor skills, and hand-eye coordination. Camp activities should be designed in a way that promotes group cooperation, self-esteem, coping ability, mutual support and respect, awareness of the environment, and fun and enjoyment. Activities should be planned that force the children to communicate and cooperate in order to successfully complete a task.

Praise and positive reinforcement are very important components of the curriculum, as well as is time-out and ignoring for inappropriate, undesirable behaviors. Physical gestures of affection or approval, such as hugs, should also be utilized by the staff. Awards of tokens for merit and achievement can be awarded and traded in daily for a special prize or a chance to do a special activity. Award ceremonies for the entire group can also be a part of the camp curriculum.

A sample of one day's activities at Camp Bear Creek is included in Appendix A. Appendix B presents a variety of activities that could be included in the camp's
The campers will be referred to Camp Bear Creek by school counselors, teachers, or school special services personnel and by community agencies such as mental health agencies and welfare departments. There are some criteria that must be met in order for a child to be selected to participate in Camp Bear Creek. These criteria have been developed in order to provide an environment that meets the specific needs of emotionally handicapped children:

- The child is experiencing learning and/or adjustment problems in normal classroom activities.
- The child is aggressive toward self, peers, and property; is unable to form peer relationships; or is withdrawing from group activities.
- The child is between the ages of 10 - 12.
- The child does not have a severe physical handicap which might interfere with the camping experience.
- The child is not psychotic or has severe brain damage.
- The child appears to have normal intelligence.
- The child's parents/guardians are interested in the program and will cooperate before, during, and after the camp.

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Because of the variety of activities that will be a part of the camp curriculum, it is important to find a location that will provide easy access to a number of facilities. The curriculum will encompass physical activities and waterfront, science and nature,
music and drama, and arts and crafts. Camp Bear Creek will be based at a local elementary school where physical activities equipment will be supplied as well as materials for arts and crafts, music and drama, and science and nature. A local park and swimming pool will be used for any nature or water activities that cannot be completed at the school, such as hiking or water activities. Once the camp location is established, staff hired, training complete, participants recruited, and curriculum developed, then Camp Bear Creek can open its doors to serve the community.

PARENTAL INVOLVEMENT

It is very important for parents to be involved in the lives of their children. Often, emotionally handicapped children come from very chaotic, disruptive, abusive homes which are lacking in parental involvement. Children need their parents to praise them, encourage them, love them and support them. In an effort to promote these kinds of interactions, Camp Bear Creek is offering some activities that include the parents. For example, there will be an orientation session for the parents to let them know what the camp is about, what the camp goals are, what some of the activities are, and how the children will benefit from the camping experience. There will also be some activities that parents can be included in, such as a picnic or a hike. At the end of the camping experience there will be a ceremony to celebrate the child's "graduation" from Camp Bear Creek. All of these activities will be offered as a way of getting the parents to interact positively with their child because such interactions are greatly needed.

BUSINESS SPONSORSHIP

Businesses can be contributors to Camp Bear Creek. Some can provide the money to buy art and crafts materials, as well as T-shirts, shorts, socks, and shoes for
the campers who might not have the proper clothing for a camping experience. Giving the campers matching clothing will help to foster group cohesiveness and bonding, which are very important parts of the camping experience. Some businesses, such as McDonald's or Pizza Hut, can provide food and an opportunity for a field trip to the restaurant to learn how things operate. Businesses can have a great influence on what sorts of activities can be planned by the amount of help, financially or through basic materials, they may provide.

EVALUATION

Each camper's progress will be determined through pre and post test evaluation procedures. The evaluative tests will be developed or adapted from existing types of standardized tests and be given by the camp director or assistant director, who will also report on the results of the tests. Two pretests, one measuring self-concept issues, the other measuring academic performance and motivation will be given the second day of camp. The two follow-up post-tests will be given on the last day of camp. The camp director and assistant director will then analyze the results of these evaluations to determine what improvements, if any, were made in the child's self-concept, ability to perform in school, and attitude toward school subjects and learning.

In order to measure any decreases in negative, problematic behaviors, a baseline of behavior for each child will be made on the first and second days of camp by the teachers, therapists, and tutor-counselors. They will chart each child's behavior throughout the camping experience. The camp director and assistant director will analyze the charts to determine what behavior changes have occurred, if any.

The camp director and assistant director are also responsible for the follow-up studies to be completed no more than a year from the conclusion of the camp. These
studies will be conducted to determine the long-term effects that the camp may have on the participants. It is important to determine the progress of the individual participants as well as the overall effectiveness of the program itself.

IT CAN WORK!!

Camp Bear Creek, although only a proposed program, could work and prove successful with a well-designed curriculum, and a dedicated, hard-working, well-trained staff. Emotionally handicapped children should be given the opportunity to succeed, away from all of the usual people and activities they face everyday. They should be given the opportunity to prove that school does not necessarily have to become something hated and dreaded. They should be given the opportunity to learn new, appropriate ways of coping with frustrating situations, as well as appropriate ways of behaving in general. They should be given the opportunity to show that with love, encouragement, support, and discipline, emotionally handicapped children can feel good about themselves and the people and situations around them. A summer camp program certainly doesn't solve the emotionally handicapped child's great number of problems, or alleviate all of the problematic behaviors, but it does provide an alternative learning environment for the child in which changes in ability, attitude, and behavior do occur. All the emotionally handicapped child needs is the chance and opportunity to change.
APPENDIX A
Camp Bear Creek Daily Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
<th>GROUP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:45</td>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-9:30</td>
<td>Large Grp. Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>ACTIVITY I</td>
<td>Physical/ Waterfront</td>
<td>Science/ Nature</td>
<td>Music/ Drama</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>ACTIVITY II</td>
<td>Science/ Nature</td>
<td>Music/ Drama</td>
<td>Arts/ Crafts</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Rest Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>ACTIVITY III</td>
<td>Music/ Drama</td>
<td>Arts/ Crafts</td>
<td>Physical/ Waterfront</td>
</tr>
<tr>
<td>4:30-5:15</td>
<td>Special Events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30-6:30</td>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:45-7:15</td>
<td>Large Grp. Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30-8:00</td>
<td>HOME!!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* NOTE: This is only a sample of what one day at Camp Bear Creek might be like. The activities can rotate as needed among the different groups. Not included in this schedule are the times for each individual camper’s tutor-counseling session.
1. Making Pine Cone Bird Feeders
   - Develop fine motor skills by measuring and mixing ingredients for the feeders.
   - Increase general knowledge and comprehension by discussing various birds and their characteristics.

2. Sounds Hike
   - Group is encouraged to use listening skills during a hike.
   - Develop sensory awareness by stopping and listening to various sounds.

3. Lap Sit
   - Group forms a circle standing sideways so each member of the group is looking at the back of the person in front of them. On the count of three, members sit on the lap of the person behind them.
   - Creates an opportunity for cooperation and group interaction.

4. Trust Walk
   - Members of group pair up and one is blindfolded. The other acts as a guide and leads his/her partner on a trust walk. They should explore the area. After time, partners should switch roles.
   - Builds trust in another person who must take responsibility for another while that person is without sight.

5. Incredible Journey
   - Line campers up about a yard apart. Blindfold each camper. Have each camper hold onto a section of a thirty foot rope. Lead the campers on the hike and encourage the use of their senses.
   - Increases awareness and respect for the natural environment.
Other Activities

- Sensory hike, color hike, litter hike
- Sand painting
- Nature mobiles
- Leaf and flower collections

Special Events

- Story-telling
- Singing songs
- Free time
- Movie time
- Scavenger hunt
- Trivia contests
- Sleuth game
- Birthday celebrations
- Award ceremonies
- Social dance

Dramatics

Have the group members act out these scenarios:

- Climbing a tree
- Running for the bus
- Skipping a rope
- Threading a needle
- Raking leaves
- Come home from school with a bad report card
- Read a letter containing exciting news of a trip your mother has planned for you

Stories

- Cinderella
- The Pioneers
- How the Chipmunk Got His Stripes
- How an Indian Found His Game

Songs

- Where Have All the Flowers Gone?
- Stay on the Sunny Side
- John Jacob Jingle Heimer Schmidt

Taken from:

Special Education in the Natural Environment, 1981.

Sequential Outdoor Challenge Activities, EXPLORE. 1987.
APPENDIX C

General Teaching Guidelines When Working With Emotionally Handicapped Children

- Understand your feelings and keep trying. Don't expect miracles. You may feel frustrated if your efforts aren't successful.

- It may be necessary to break down some skills. It is helpful to use subskills.

- Be sure to sequence activities. It might be necessary to start with simple activities and gradually increase the level of difficulty as a child learns.

- Plan your day so the activities are varied. Alternate between active and quiet activities, between organized projects and free play. Allow for a rest period. The child's attention span may need training and strengthening. Allow for extra time for success and failure and the opportunity to try.

- Provide activities that allow for work in groups.

- Be extra patient and have extra encouragement.

Taken from:

APPENDIX D

Suggestions for Leading Summer Camp Activities

- Know the game or activity thoroughly. Have specific goals and objectives in mind.

- Plan activities that all can do. Choose activities best suited to the ability of the group or individual and in which the leader and staff have confidence and competence in administering.

- Assemble materials beforehand to prevent unnecessary delay in starting the activity.

- Consider ALL safety precautions:
  * Establish limits for physical and emotional safety
  * Check any equipment before using
  * Make sure participants have appropriate clothing for activities and weather
  * Know and practice emergency procedures in case of injury or illness

- Clearly introduce the task or activity.

- Be sure of the rules and do not change them during the game.

- If necessary, participate as a model and motivator.

- Allow plenty of time to process the activity.
  * Who said what?
  * Who did not say anything and why?
  * What was the group supposed to do?
  * What were the roles and how did the individuals feel?

- Insist that the children help put away equipment and materials.

- Provide opportunities for student leadership.

- Never allow or participate in “attacking” either during the activity or processing.

Taken from:

Special Education in the Natural Environment. 1981.

BIBLIOGRAPHY


