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Impact of Operation: Military Kids Residential Camping Programs on Military Youth's
Self-Efficacy Toward Military Related Resiliency Skills

For the degree of Master of Science



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IMPACT OF OPERATION: MILITARY KIDS RESIDENTIAL CAMPING
PROGRAMS ON MILITARY YOUTH'S SELF-EFFICACY TOWARD MILITARY
RELATED RESILIENCY SKILLS

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This research is dedicated to all military youth. May it never be forgotten that while your family member may wear the uniform, you serve also. I am honored to have been able to work with the Operation: Military Kids program and provide military youth in Ohio and Indiana opportunities to meet each other and participate in various programming. I hope you have learned something from these opportunities, because I have definitely learned from you.

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ABSTRACT

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With the current overseas efforts of the United States military, service members are being deployed at unprecedented rates. As these service members are being deployed overseas, they leave behind families, many of which include children. Operation: Military Kids (OMK) is a program that was developed to meet the needs of military youth and help them become resilient in the face of deployment. One of the ways that OMK identified to help meet the needs of this special population is through residential camping programs. Supplemental grants were offered to OMK programs as a partnership with the Office of the Secretary of Defense to provide camps for military youth. Specific skills were identified in 2012 for the camps to focus on self-efficacy, communication, coping and social. Although many states have offered residential camps, limited research has been done into the overall effectiveness of these camps and the designated skills. The literature identified residential camps as a positive youth development experience that is effective in building life skills and that military youth feel more comfortable talking to other military youth about deployment. The purpose of this study was to explore to what extent these camps affected military youth's self-efficacy toward the other three

identified skills. The participants were military youth ($n = 35$) who attended Indiana or Ohio's 2012 OMK camps and their parents or guardians ($n = 48$). A retrospective post/pretest methodology was used to evaluate participants approximately three months after the respective camp. Positive gains were seen across all three skill sets from both the youth and adult perspectives. Both youth and adults rated youth at or above the moderately confident level across every question on the military self-efficacy questionnaire. Youth and adults both perceived the highest increase for youths' self-efficacy toward their communication skills. Youth reported the largest increase in their ability to tell others why they are proud to be from a military family. Adults reported the largest increases in their campers' ability to make and keep friends who are from a military family. This study found that the 2012 OSD/OMK camps were successful in building the respondents' self-efficacy toward the three resiliency life skills of communication, coping and social.

CHAPTER ONE: INTRODUCTION

Since September 11, 2001, and the start of the Global War on Terrorism, the number of United States service members deployed has increased, with more than 2 million deployed to Iraq or Afghanistan (White House & Department of Defense, 2011). According to the 2011 *Strengthening Our Military Families* report by the White House and Department of Defense, these levels of deployment are at the highest levels since 1973 when the United States military became an all-volunteer service. Additionally, "...there are 1.9 million children with a parent serving in the military. 220,000 of these children have a parent currently deployed" (White House & Department of Defense, 2011, p. 13). Of these military families, 37 percent live on military installations; the other 63 percent live off base and in communities across the country (White House & Department of Defense, 2011, p.1). Of those living off base, many are members of the Reserve or National Guard.

Furthermore, many service members are experiencing a second or third deployment. "Multiple deployments, combat injuries, and the challenges of reintegration can have far-reaching effects on not only the troops and their families, but also upon America's communities as well" (White House & Department of Defense, 2011, p. 1). A study by Wong and Gerras (2010) found that, from the service members' perspective, the more deployments their children have faced, the higher the level of stress for the current

deployment. Across the country, there are military youth facing the deployment of a loved one; this special population of youth requires support to meet the unique challenges they face.

A report on military youth with deployed parents indicated that deployment is linked with multiple negative outcomes (Huebner & Mancini, 2005). Common themes among youth with a deployed parent include feelings of isolation, missing out on everyday activities, and assuming additional family responsibilities. Additionally, once the deployed parent reintegrates into the family, there are added stressors. The family has adjusted to life without the deployed parent, new roles have been established, responsibilities have changed, and youth may not want to give up these responsibilities they have assumed (Huebner & Mancini, 2010, p. 5).

One study found that youth whose parents were in the Reserve or National Guard component faced the added concern that no one understood what they were going through (Chandra, Martin, Hawkins, & Richardson, 2010). In this study, Chandra et al. (2010) reported that half of the teachers and school staff they interviewed that were working with families in the Reserves reported only one or two military kids in their school. Many of these students did not know other military families in their school or community, making for a very isolated experience (p. 220). Service members who are a part of the Reserve or National Guard component often have civilian jobs outside of their military obligations and may not know any other military families in their area. Chandra et al. also noted that multiple deployments have become the new normal, but with these extended deployments, the level of resiliency has decreased for many youth (p. 221).

The negative effects on youth from deployed military families provide the rationale for the need to support these youth and to help them to become more resilient.

From the prior research on military youth conducted by Huebner and Mancini (2005), there have been recommendations made for youth development professionals to help military youth be more resilient when faced with these negative outcomes. These recommendations include involving youth in social support networks, encouraging youth to learn new life skills, and teaching youth healthy ways to express stress and emotions. Huebner and Mancini (2010) also made suggestions of topics to educate military youth about deployment such as “normal and expected response to having a parent deployed,” “conflicts that may arise as a result of a parent’s absence,” “helping adolescents identify the emotions they are experiencing” and “what to expect during return and reintegration” (pp. 26-27).

An example of one of the programs that was created as a response to the effect of deployments on military children is Operation: Military Kids (OMK). OMK started as a pilot program in 2004 and was officially launched in 2005; as of the October 2012 to March 2013 grant period OMK, was operating in 44 states and the District of Columbia (M. Glasscock, personal communication, March 29, 2013). OMK is the U.S. Army’s collaborative effort with communities across America to support youth who are impacted by deployment, with a goal “to connect military children and youth with local resources in order to achieve a sense of community support and enhance their well-being” (Operation: Military Kids, 2009, p. 2). OMK is a contract between Army Child, Youth, and School Services and the respective land-grant university in participating states. It is administered through the Cooperative Extension Service and 4-H Youth Development

programs in each state as a partnership between 4-H Youth Development and multiple local and state organizations (Operation: Military Kids, 2009).

One way that youth development professionals, including those involved with OMK, have worked to meet the needs of military youth is through residential summer camp programs. Residential summer camps are considered to be a positive youth development experience (Garst & Bruce, 2003). Attending a summer camp has been linked to multiple positive outcomes including growth in self-esteem, social skills, positive behaviors and attitudes, physical abilities, creative thinking and general knowledge (Garst & Bruce, 2003; Thurber, Scanlin, Scheuler, & Henderson, 2007). These positive youth development outcomes align with the suggestions made by Huebner and Mancini (2005, 2010) to help military youth cope with the negative outcomes of deployment.

A supplemental grant was available for OMK programs in 2012 through the Department of Defense to provide day and residential camping programs for children of military service members and Department of Defense contractors. The Office of the Secretary of Defense/Operation: Military Kids (2012) (OSD/OMK) outlined four specific resiliency skills on which camps funded by the 2012 OSD/OMK Camp Grant must focus. These specific resiliency life skills were communication, self-efficacy, coping, and social skills. In 2012 the OSD/OMK grant application was in its fourth year, but for the first time specific skills were targeted. At the conclusion of each previous OSD/OMK camp, an evaluation was completed by all campers and a report was compiled by Virginia Polytechnic Institute and State University. Because 2012 was the first year for requiring specific target skills, it is especially timely to examine the effectiveness of OSD/OMK

residential camps in building these skills. Additionally, although end-of-program evaluations have been collected, no research has been done on the long-term impact of the OSD/OMK camping programs as they relate to helping military children and families cope with stress incurred from the deployment cycle. Individuals working with camping programs understand that the camp experience extends beyond what happens during the days the youth are in residence at camp and includes the continued impact it has after camp has ended (Garst & Bruce, 2003).

Research into participation in residential camps has shown the link to positive youth development, but “systematic study of adolescents in military families is a recent occurrence” (Huebner & Mancini, 2010, p. 3). There have been multiple programs developed to help military families, but there has been little research guiding their content development (Chandra, Lara-Cinisomo, et al. 2011). The 2011 OSD/OMK Camp Report developed by Virginia Tech suggested that future research “consider a pre and post assessment of youth resilience constructs as well as an experimental or quasi-experimental design so that findings could be linked to the intervention of the camp” (Marek, Hollingsworth, Zhang, & Brock, 2011, p. 20).

The OSD/OMK grant guidelines outlined four specific skill areas for 2012 camping programs. According to the literature, however, self-efficacy is not a specific skill that can be built. Self-efficacy is defined as “one’s perceived capabilities to learn or perform actions at a designated level” (Schunk, Pintrich, & Meece, 2008, p. 112). In general, it is a person’s confidence level for a task-specific challenge. Although self-efficacy is not a skill that can be increased on its own, this study conceptualized and measured camp participants’ military self-efficacy, that is, military youth’s self-efficacy

toward the specific resiliency life skills of communicating, coping, and social in relation to military life and dealing with deployment. To date, no research has been done to measure self-efficacy for these specific skills.

Statement of the Problem

The purpose of this study was to determine if attending an OSD/OMK residential camp impacted the resiliency skills identified in the 2012 grant. The impact of the camp on these skills was investigated by looking at military youth's self-efficacy toward the other three skills to answer the following research questions:

1. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to communicate about being a military child?
2. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to cope with obstacles related to being in a military family?
3. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about the social aspects of their life?

This research project focused on the impact these camps have on the designated skills after the camping experience. The questions posed for this study were investigated using two researcher-created instruments delivered as web-based questionnaires. The first questionnaire was completed by military youth or dependents of Department of Defense contractors who attended an OSD/OMK-funded camp during the summer of 2012 in Indiana and Ohio. Both targeted states received funding and conducted at least one three-day, two-night camp during the months of July or August 2012. The second

questionnaire was administered to a parent or guardian of the youth who attended these camps to get their perspective of how camp affected their child and if they thought their child was better prepared to handle being a military child after attending camp.

Distribution of both questionnaires was started approximately three months after the respective camp. The questionnaires were distributed in this time frame to address the questions of whether or not camp develops these skills, and also to what extent the skills stay with the youth participants and translate into their everyday lives to help them become more resilient in the face of deployment.

Definitions

Active Duty service members' full time employment is with the military (U.S. Army Child and Youth Services and USDA Cooperative State Research, Education and Extension Service, 2010, p.12).

Deployment is defined as any time service members are assigned to active duty service and their family cannot accompany them to their duty station. It is often referred to as a cycle because service members are considered to always be in some stage of deployment (Pincus, House, Christenson, & Adler, 2001). The three stages of importance to this study are:

Pre-Deployment is the time frame from when the service member receives notice of an upcoming deployment to when they depart for service (p. 1).

Deployment is the time period from when the service member departs from home until they return home (p. 2).

Post-Deployment/Reintegration begins when the service member returns home (p. 5).

Global War on Terrorism/Overseas Contingency Operation includes the military offensives Operation: Iraqi Freedom, Operation: Enduring Freedom, and Operation: New Dawn, the three major offensives that American service members have been deployed to since September 11, 2001 (Falca-Dodson, 2012).

National Guard and Reserve service members serve one weekend a month and two weeks out of the year until they are called up to active duty status. These service members typically hold full-time employment in the civilian world and do not reside on or near a military installation. With the current military operations, it is now expected that these service members will be deployed at least once every four to five years. National Guard service members are organized on a state-by-state level. Reserve service members are organized geographically and by mission (U.S. Army Child and Youth Services and USDA Cooperative State Research, Education and Extension Service, 2010, p.13).

Residential Camp was defined by the 2012 OSD/OMK camp application as any camp lasting three days and two nights.

Resiliency does not have one concrete definition because of its complexity, but definitions always contain two main parts: “1) exposure to adverse or traumatic circumstances; and 2) successful adaptation following exposure” (MacDermid, Samper, Schwarz, Nishida, & Nyaronga, 2008, p. 1).

Self-efficacy is a person’s belief of their capability to complete tasks (Bandura, 2006).

Assumptions

The following assumptions were made for this study:

1. All youth and adults who participated in the study were aware of the deployment cycle and the stages of deployment, even if they themselves have not experienced a deployment of a family member.
2. Participants in the study were honest and accurate with their self-reported answers.
3. Each camp implemented programming designed with the goals of 2012 OSD/OMK Camp Grant as a priority and each camper was a part of this programming.

Limitations

Limitations of this study included:

1. All participation in the study was voluntary. Participants who did not participate may have had different experiences and perceptions from those who did choose to participate.
2. Participation in the camps was voluntary. Youth who did not participate in the camp may view deployment differently from those who did participate.
3. All responses were self-reported. No observations of the youth's abilities were made by the researcher. Accuracy of the self-report is a limitation, along with the potential that respondents may have answered questions according to how they thought the researcher wanted them to answer.

4. The instrument used was developed by the researcher. No pilot study was completed to determine the validity of the instrument.
5. Using the retrospective pretest required participants to recall their behaviors prior to attending camp. Participants completed the questionnaire at a minimum of three months after camp so the results are dependent on an individual's ability to recall information.
6. Questionnaires were sent to the parent or guardian whose e-mail address was on file with the camp director. The parent then had to share the link and code for the questionnaire with the youth. Additionally, the parent or guardian whose e-mail address was on file may not be the parent or guardian who is the youth's primary caregiver or who gave consent to participate.

Significance

According to the White House and Department of Defense (2011), there are 1.9 million youth who have a parent serving in the military. As the United States military is actively engaged in the Global War on Terrorism, the parents of these youth are being deployed at unprecedented rates. The impacts of these deployments on the youth are far reaching and recognized by various groups. Partnerships have been formed to create programs such as OMK to meet the needs of these youth. While programs have been developed, research looking into effectiveness of the programs is lacking (Park, 2011).

There is also a lack of research in general on military youth and families; additionally what has been done has not been done systematically (Park, 2011). The research is often conducted through an evaluation of the event that is completed at the

end of the experience; limited research has been done to look at the long-term effects of the interventions. Furthermore, when studies have been done, they are often from one perspective, that is, just the parent or just the youth (Chandra, Lara-Cinisomo, et al., 2011; Park, 2011). Park (2011) makes the recommendation that future research be informed by multiple informants.

This study has many potential benefits to the field of research on military youth and families. Individuals and organizations providing programming to military youth will find this study relevant as they move forward with future efforts to support military youth. There is a definite gap in the research related to military youth that this study can help to fill. First, this study begins to systematically evaluate the OSD/OMK camping program's effectiveness in reaching the set goals while providing information on military youth's beliefs in how well they are able to handle the stress of being a military child. The data for this study was collected at a minimum of three months after the camping experience, helping to determine if the skills gained at camp stay with the youth. Furthermore, this study examined not only the youth's self-efficacy related to the skills outlined in the grant, but also collected data from a parent or guardian's perspective.

This study can also help in advising decision makers as funding for programs is determined. This study can be used to support the camp experience as a viable method for building resiliency in military youth. Individual programs can use the results of this study in securing funding from other sources by showing the impact that camp can have on the lives of military youth.

Lastly, the results from this study will help educators and policy makers in the future as they set goals and determine programming. If educators know and understand

the issues facing military youth and have examples of interventions that are effective in meeting their goals, they will be able to better meet the needs of military youth in the future.

CHAPTER TWO: REVIEW OF THE LITERATURE

The Office of the Secretary of Defense/Operation: Military Kids (2012) Camp Grant Request for 2012 Applications identified and outlined four specific target areas that funded camps must focus on to help youth become more resilient: self-efficacy, communication, social, and coping. Resiliency and self-efficacy will provide the framework for this study. This chapter will first look at resiliency and the factors that promote being resilient. Self-efficacy will then be explored, followed by what is known about military youth and the three life skills identified. Research into camping will be reviewed and then research into camping with military youth will be discussed.

Resiliency

The theoretical foundation for this study is based on the concept of resilience or resiliency. Resiliency and resilience have been studied in depth, but a concrete definition has not been established. This is because the resiliency theory is a metatheory that encompasses multiple views that are ever evolving with research into the subject (Richardson, 2002). While no concrete definition has been established, two main themes are constant in the definitions: “1) exposure to adverse or traumatic circumstances; and 2) successful adaptation following exposure” (MacDermid, Samper, Schwarz, Nishida, & Nyaronga, 2008, p. 1). A person who is resilient has the qualities and abilities to handle

adversity and grow from the experience. Resilience is affected by both internal and external characteristics and is not a fixed trait (MacDermid Wadsworth, 2010; MacDermid et al., 2008; Richardson, 2002).

The primary focus of research into resiliency has been to identify the qualities and factors that resilient people possess. Over 50 qualities have been identified through various studies that indicate a resilient individual including easy temperament, self-efficacy, problem solving skills, interpersonal skills, social competency, critical thinking, self-esteem, quality parenting, strong social networks, and positive relationships with a caring adult (Kitano & Lewis, 2005; MacDermid Wadsworth, 2010; MacDermid et al., 2008; Richardson, 2002). None of the factors identified are static; over time and through effort, these factors can change and grow to help an individual persevere in the face of adversity. Richardson (2002) identified the process for identifying resilient qualities and the growth and knowledge of these qualities as resilient reintegration; without this process individuals may not be able to handle traumatic life events. When developing programs to promote resilient reintegration, a multi-system approach has been the most successful, especially when youth and parents are involved in the process together (MacDermid et al., 2008). Social interventions with peers and caring adults have proven to be the most successful in building resilient traits in youth (MacDermid Wadsworth, 2010; MacDermid et al., 2008).

Self-Efficacy

The conceptual framework for this study is based on self-efficacy. Self-efficacy is a person's belief in their capability to complete tasks (Bandura, 2006). Efficacy

influences many aspects of an individual's life, and a higher level of self-efficacy can improve an individual's ability to handle and adapt to challenging situations.

Efficacy beliefs influence whether people think erratically or strategically, optimistically or pessimistically... [influence] the challenges and goals they set for themselves and their commitment to them...how long they persevere in the face of obstacles, their resilience to adversity, the quality of their emotional life and how much stress and depression they experience in coping with taxing environmental demands. (Bandura, 2006, p. 309)

Self-efficacy influences people's effort and persistence; people who have higher levels of self-efficacy toward a task are willing to work harder and longer than those with doubts (Schunk, Pintrich, & Meece, 2008). Self-efficacy serves as motivation to persevere, because if individuals do not believe they can succeed, they have little incentive to try to face adversity (Benight & Bandura, 2004). In addition, if individuals with a higher self-efficacy toward handling stressful situations, it helps them to be more resilient in the face of those stressful situations.

Bandura (1997) identified four sources that influence the development of efficacious beliefs: mastery, vicarious experiences, verbal or social persuasion and emotional and physiological state. Mastery experiences, or individuals' interpretation of their abilities based on previous attempts, is considered to be the strongest influence of one's self-efficacy (Bandura, 1997; Usher & Pajares, 2008). Individuals base how well they can do a task on how well they have done similar tasks. If they have been successful in previous attempts, their confidence level toward related areas will be higher. Mastery experiences can be influenced by the amount of effort individuals have to put toward the task and can be significant if the individuals overcomes a challenge or obstacle (Bandura, 1997, Usher & Pajares, 2008). Through overcoming an obstacle, individuals learn how

to turn a failure into success through persistence and hard work; individuals learn that by overcoming difficulties they emerge stronger and more capable to handle future tasks. Additionally, if someone puts forth a great deal of effort in order to succeed at a task, it may lower their self-efficacy in the future because he/she may doubt their ability to do better in the future (Bandura, 1997; Schunk et al., 2008).

Vicarious experience or the observations of others is another source of influence over one's self-efficacy (Bandura, 1997; Schunk et al., 2008). Individuals measure their abilities by comparing and analyzing how others do on tasks, or looking to models. People may look at others who they view as similar to themselves, or social models (Usher & Pajares, 2008), and see them succeed at tasks, thus increasing their own efficacy toward the same task, with the mindset "if they can do it, so can I" (Bandura, 1997). The reverse can also be true. If someone a person views as similar fails at a task, it can lower an individual's self-efficacy toward that task. Additionally, the more individuals view themselves as similar to someone else, the stronger the influence on their efficacy (Bandura, 1997; Schunk et al., 2008; Usher & Pajares, 2008).

Coping models, or observing people who persevere and are confident in their abilities until they achieve success, helps to increase one's beliefs over a model who acts like they never face challenges or who doubt themselves (Bandura, 1997; Usher & Pajares, 2008). The modeling of successful coping strategies can be beneficial in helping individuals who have not been successful themselves in overcoming stress or hardships (Bandura, 1997). Seeing successful strategies can help individuals who are already efficacious by teaching them new and better ways of succeeding. Furthermore, seeing a model who is viewed as a successful individual but who has failed at a task can build

one's efficacy if he/she believes that he/she has better strategies to accomplish the task (Bandura, 1997). Vicarious experiences may be more significant during transitional time frames such as adolescence when social comparisons become more common in youth.

The third source of self-efficacy is through verbal or social persuasion (Bandura, 1997; Schunk et al., 2008; Usher & Pajares, 2008). Verbal persuasion or encouragement from others specifically when individuals doubt their abilities can have great influence on their self-efficacy (Bandura, 1997). This source of self-efficacy can be important specifically when individuals are not skilled yet in making accurate self-evaluations (Usher & Pajares, 2008). Having others provide positive reinforcement of your ability to accomplish a task can lead to your own belief; while someone may be lacking the actual belief in themselves, others' belief in him/her may help him/her to take more risks and try new things. The more a person trusts or believes the person providing the persuasion, the more effective the person will be in raising an individual's self-efficacy (Bandura, 1997). If an individual is deemed to be knowledgeable about the tasks, their encouragement will be more powerful than someone who is not considered credible.

Additionally, the level of encouragement must be believable by the person receiving the encouragement. If there is a large difference between a person's self-appraisal of ability and that of the person providing the encouragement, the task may seem like something that could be achieved in the future, but not in the short term (Bandura, 1997). The most credible sources of verbal persuasion are those which are just beyond a person's current belief of their own ability. The way feedback or encouragement is delivered can change the impact it has on an individual. When delivered as a way to grow or in a positive light, feedback can increase self-efficacy;

when delivered in a negative way, the exact opposite can be true and it can decrease an individual's self-efficacy (Bandura, 1997; Usher & Pajares, 2008).

The last source of self-efficacy is an individual's emotional and physiological state (Bandura, 1997; Schunk et al., 2008; Usher & Pajares, 2008). People associate different reactions such as anxiety, stress, and mood as a gauge of their ability to complete a task. If someone feels anxious, he/she may evaluate that as an inability to complete the task (Usher & Pajares, 2008). The level of emotional reaction is not necessarily what is important, but instead it is how an individual interprets the reaction that is important (Bandura, 1997). Reducing stress levels and increasing an individual's physical well-being can help to increase one's self-efficacy (Bandura, 1997; Schunk et al., 2008; Usher & Pajares, 2008). An individual's mood can also impact how situations are interpreted and analyzed. According to Bandura (1997), if a person's mood is compatible with the topic, he/she will have better recall of the information, especially if he/she is in the same mindset when attempting to recall the information. Additionally, a positive mood and outlook will help to increase a person's self-efficacy toward whatever task he/she is facing.

While there are four commonly identified sources of self-efficacy, they do not act in isolation. Mastery experiences are recognized as the most influential (Bandura, 1997; Schunk et al., 2008; Usher & Pajares, 2008), but the other sources also play a vital role in determining a person's self-evaluation of their skill level and their perceived confidence toward completing a task.

When measuring self-efficacy, the questions must be developed in the format of "can do" compared to "will do" (Bandura, 1997; Bandura, 2006). This is an important

distinction because *can* is a judgment statement of ability compared to a *will* being a statement of intention. Questions evaluating self-efficacy should be developed based on the respondent's current state, not based on what they expect to be able to do in the future (Bandura, 1997). A wide range of questions should be developed to cover specific domains to allow for researchers to identify limits of a person's belief toward the domain (Bandura, 1997).

Self-Efficacy Research

Research into self-efficacy and youth self-efficacy is extensive, but limited studies have looked at self-efficacy in a camp setting, and no known studies have looked at military youth's self-efficacy. Koesten, Miller, and Hummert (2002) studied family communication and self-efficacy related to risk behaviors in white females. The participants in the study were between 18 and 20 years of age, but were asked about their behaviors in middle school. Koesten et al. found that youth who had a family that communicated openly and encouraged discussion were less likely to participate in risk taking behaviors such as drug use or sexual activity. Additionally, the participants who felt the communication structure at home was supportive felt they were less influenced by peer pressure and had more control in their peer groups. Participants who reported participating in more risk behaviors also reported they lacked the ability to communicate clearly with their family and peers. Overall, Koesten et al. found that young women who had stronger self-efficacy beliefs in their communication with peers and family were less likely to participate in risk behaviors.

McFarlane, Bellissimo, and Norman (1995) studied depression in adolescence and the role of social self-efficacy with family and peers. This study was conducted with all students in the tenth grade math class at a school in Ontario, Canada. McFarlane et al. found that youth with strong family support had lower depression scores. Peer relationships did not appear to impact depression, but did have a positive impact on youth social self-efficacy levels. From this study McFarlane et al. concluded that strong family support and positive peer interactions during adolescence could help reduce individuals' susceptibility to depression long term and recommended interventions to help develop the skills to facilitate these relationships.

Maravilla (2012) studied self-efficacy and environmental ethics of returning campers at a sea camp. This study explored youth's perceived self-efficacy and ability to set goals in and out of camp, and if attending a residential sea camp changed their outlook on the environment. When evaluating self-efficacy, Maravilla looked at growth through each of the four sources of self-efficacy. Maravilla found that camp provided a safe and inclusive environment that allowed for positive physiological and affective states of mind. This positive environment then allowed the youth to try new things and build their efficacy through the other three sources. Participants reported their self-efficacy via a survey filled out prior to camp, but Maravilla recommended in future studies, the researcher should ask questions regarding youth's self-efficacy after camp to determine the developmental outcomes.

To date there have been no studies that investigated self-efficacy in military youth. While self-efficacy has been identified as a positive outcome, specifically toward the skills of communication, coping and social, (OSD/OMK, 2012) no research has been

done on these topics. Additionally, no research has been done on the designated camps' ability to build these skills in military youth. With the skills and desired outcomes having been identified, research is needed to see if these camps are effectively meeting the goals set forth to help military youth become more resilient.

The belief is that by increasing youth's self-efficacy toward the deployment-related communication, social, and coping skills, military youth will be more resilient in dealing with the challenges and stressors of everyday issues and also those stressors unique to having a parent serving in the military. For example, Esposito-Smythers et al. (2011) recognized that "if youth lack confidence in their ability to cope with stress...stressors such as those associated with the deployment cycle may be appraised as harmful to their well-being, and emotional and behavioral health problems may result" (pp. 9-10). They recommended developing efficacious interventions that would include the youth and non-deployed parent to help them develop positive coping and parenting skills.

To encourage a sense of self-efficacy, youth development professionals and parents can provide situations in which youth are able to make decisions and take on tasks that are age appropriate and to learn from their success or failure from these tasks. Additionally, Kitano and Lewis (2005) discussed that overcoming adversity supports a youth's self-efficacy, while hiding from all stress may not encourage resilience. Building the skills connected to being resilient and facing adversity will help youth become more efficacious toward them and overall more resilient in the face of a family member's deployment.

Issues Facing Military Youth

Over the course of Operation: Iraqi Freedom and Operation: Enduring Freedom, more than 700,000 military youth have faced the deployment of a loved one (“Ourmilitary.mil,” 2013). Additionally, there are 1.9 million youth who belong to a military family, and 1.3 million of those youth are school-aged. According to Esposito-Smythers et al. (2011), three out of five service members have dependents they are separated from during a deployment. These deployments have lasted from six to 18 months. Many families have faced multiple deployments. Additionally, according to the Operation: Military Kids *Ready Set Go* training manual (U.S. Army Child and Youth Services and USDA Cooperative State Research, Education and Extension Service, 2010), some military families have experienced simultaneous deployments of both parents. For example, of the service members who are active duty military, seven percent have a spouse who is also in the military. During these deployments, military youth have faced unique challenges that have had varying impacts on their lives. There have been multiple studies conducted to document these impacts and programs and resources developed to meet these needs.

Among these studies, there are many common themes regarding the difficulties that military youth and families face during the deployment cycle. One such theme is that of youth taking on more responsibilities around the house (Chandra, Lara-Cinisomo, et al., 2011; Chandra et al., 2010; Huebner & Mancini, 2005, 2010; Huebner, Mancini, Wilcox, Grass, & Grass., 2007; Knobloch, Pusateri, Ebata & McGlaughlin, 2012; Mmari, Bradshaw, Sudhinaraset, & Blum, 2010; Pfefferbaum, Houston, Sherman, & Melson, 2011). Specifically, older youth assumed care for younger siblings. Additionally, youth

noted that because roles around the house had changed, it was difficult when the deployed parent returned for them to find their place within the family unit. Older youth felt that the returning parent did not notice the extra effort they had made or how they had matured (Huebner & Mancini, 2010). In a study with National Guard and Reserve families in Oklahoma, Houston et al. (2009) found that the hardest part of the deployment was missing their deployed parent, but the biggest change was the added responsibility.

Chandra, Lara-Cinisomo, et al. (2011) also found that emotional well-being impacted many areas of a child's life such as social and academic. Flake, Davis, Johnson, and Middleton (2009) studied the psychosocial effects of deployment on military children and found that parental stress was a strong predictor of a child's psychosocial functioning (p. 276). Mmari et al. (2010) noted that youth may also worry about the parent or family members who are not home, which adds to their own stress levels. Flake et al. (2009) also found that over one third of parents participating in the study said that their children were internalizing the symptoms of stress. Knobloch et al. (2012) found that youth had higher levels of anxiety and emotional difficulties overall during a family member's deployment. Huebner and Mancini (2010) found that youth gave a variety of reasons for suppressing emotions, including wanting people to believe they were okay, not wanting to think or verbalize negative thoughts because it did not change their parents' deployment status; and avoiding difficult conversations so as not to upset other family members (p. 19). Pfefferbaum et al. (2011) conducted a longitudinal study with youth from National Guard families. The non-deployed parent found youth experienced more emotional and behavioral symptoms during deployment than before and after deployment, and in some cases youth experienced ambiguous loss.

Huebner et al. (2007) discussed the ambiguous loss youth may feel during a deployment. Youth may feel an uncertain loss with a parent's deployment because they do not know what will happen, they do not know how long the parent will be gone, and their parent will be missing important life events. Boundary ambiguity, or not knowing who is actually a part of your family, was prevalent in this study with military youth. A youth taking on the roles and responsibilities of a deployed parent and having to refigure his/her role in the family when the parent returns is one situation that can cause such a loss.

Knobloch et al. (2012) identified missing family traditions and disruptions to daily routines as another set of themes discussed by military youth. Youth in this study reported families not going on vacation due to one parent being deployed or missing their parent at the different holidays and birthdays. Daily routines changed for many youth, such as who cooked dinner or picked them up from school.

During Operation: Iraqi Freedom and Operation: Enduring Freedom, 38 percent of the service members deployed have been in the National Guard and Reserve (Houston et al., 2009). National Guard and Reserve component families face different situations than those of Active Duty service members, and research has shown that this military lifestyle can be more stressful on youth. In many cases, National Guard and Reserve families traditionally had part-time commitments and had never used support systems in place or lived too far away from an installation to make it feasible to use these systems (Huebner & Mancini, 2010). In most cases, the service member had been serving in a civilian job, and a deployment created issues families must deal with such as changes in child care, insurance, and income (Lemmon & Chartrand, 2009). National Guard and

Reserve service members and families do not receive the same pre-deployment services and training that Active Duty families do (Esposito-Smythers et al., 2011). Mmari et al. (2010) looked at social connectedness in military youth and found that many youth and adults from military families felt living on or near a base helped youth cope with the stress of being a military child. However, youth from National Guard and Reserves do not always have this built in connection because of being geographically dispersed. Chandra, Lara-Cinisomo, et al. (2011) found that caregivers in the Guard and Reserve reported more issues with emotional well-being, more hassles with the transition periods of departure and reunion, and less overall community understanding.

Overall, military youth, specifically those in the National Guard and Reserves, face many stressors that their civilian peers do not encounter. Recommendations have been made by researchers and youth development professionals alike to help military youth become more resilient in the face of these stressors. These recommendations include raising awareness in communities of the issues facing National Guard and Reserve families (Blow et al., 2012); providing additional support to the caregivers including formal and informal mental health services (Chandra, Lara-Cinisomo, et al., 2011); connecting youth with other military youth and supporting networking skills so they can stay in contact (Huebner & Mancini, 2005; Mmari et al., 2010); and providing programs designed to improve communication skills (Esposito-Smythers et al., 2011; Morris & Age, 2009).

While it is easy to recognize all the issues that military youth face, it is also important to recognize the strength of our military youth. Knobloch et al. (2012) found five common themes among military youth when they were asked about opportunities

during deployment. These themes were (a) increased family cohesion; (b) cultivating independence; (c) new or unique experiences as a military family; (d) being prepared for future deployments; and (e) no positive outcomes of deployment. Military families often say they had a stronger relationship and they valued their relationship more after deployment (Knobloch & Theiss, 2012; Military OneSource, 2012). Pride in their deployed parent is also a positive theme that has been reported (Houston et al., 2009; Knobloch et al., 2012; Leonhard, 2006). Houston et al. (2009) also reported that youth felt it was positive that their deployed family member was fighting for American's rights; they were stronger because of the deployment; and they had learned patience; and gained greater understanding about politics and news media. Huebner and Mancini (2010) found that responses varied, but youth were reporting that multiple deployments were easier because they know what to expect. Military youth often also mature greatly during a deployment (Huebner et al., 2005), become independent, learn about world issues, and begin to interact with their communities at a younger age than their civilian counterparts (Military OneSource, 2012).

Deployment

Deployment or the deployment cycle from the military's viewpoint is the time frame of moving a service member from their home base of operations to a specific destination (Military One Source, 2012). Family members often view deployment to be from the time the service member receives mobilization orders until they are home and back to their normal routines. It is referred to as a cycle because service members are always in some stage of deployment, even when they are living at home maintaining their

normal routines (Military OneSource, 2012). With each phase, military families and youth face different emotional issues that must be recognized and met (Pincus et al., 2004). Additionally, the deployment cycle is slightly different for National Guard and Reserve (NG/R) components compared to their active duty counter parts. Figure 1 shows the deployment cycle for the different components (Military OneSource, 2012).

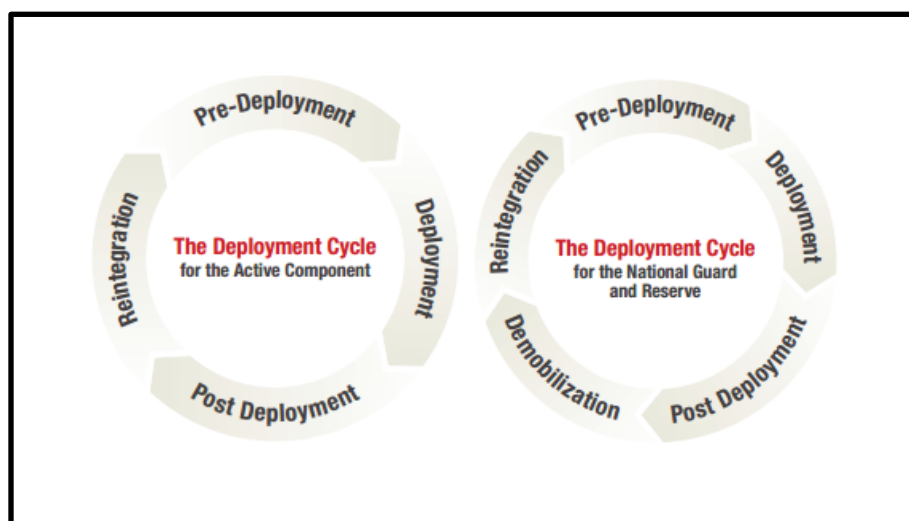


Figure 1. Military deployment cycle based on component. Reprinted from “Military Deployment Guide” by Military OneSource, 2012, pp. 3 and 5.

The first stage of deployment is Pre-Deployment. For both Active Duty and NG/R, this is the time frame when they are living at home and working and training on a normal schedule (Military OneSource, 2012). Active Duty service members will receive notification of mobilization and begin the process of preparing to leave. NG/R troops will first receive orders for activation and be moved to active duty status; their mobilization begins when they receive notification of a potential deployment (Military OneSource). For all components, this phase ends when they physically depart from home

for service (Military OneSource, 2012; Pincus et al., 2004). During the pre-deployment phase, especially after the notification of activation, the family will begin to get its affairs in order (Pincus et al., 2004; Laser & Stephens, 2011). NG/R service members may start spending more time in training. Youth at this time may waver between the anticipation of loss and denial that their family member is leaving; tempers may be volatile (Pincus et al., 2004). Youth may be afraid for their parents' safety and saddened by the fact that they will be leaving (Laser & Stephens, 2011). Suggestions for helping youth and children through this stage of deployment include being open and truthful about where the service member is going and what they will be doing, establishing a plan for how families will keep in contact, spending one-on-one time with each child (Military OneSource, 2012); and helping youth to name the emotions they are feeling (Laser & Stephens, 2011).

Deployment is the second stage of the cycle for all service members. This stage begins when the service member departs from home to begin his/her designated service location or theater of operation. This location can be inside the United States or abroad (Military OneSource, 2012). Emotions are still very mixed for military youth, and they may act out in a variety of ways depending on their age. Examples include a change in grades for school-age children; whining, sadness, or aggressive behavior in younger school-age children; and teens may start rebelling and isolating themselves (Laser & Stephens, 2011; Military OneSource, 2012; Mmari et al., 2010; Pincus et al., 2004). Recommendations for parents during this stage of deployment include maintaining a routine; keeping open communication and encouraging youth to keep in contact with their deployed parent through whatever means are available; staying involved with

activities; being consistent with discipline; and being aware of support programs (Military OneSource, 2012).

Post Deployment is the third stage and is when the service members return to their home installation for active duty members or their demobilization location for NG/R (Military OneSource, 2012). At this time service members go through additional training, medical evaluations, and briefings on how to return to their normal lives. NG/R will start the process to return to non-active duty status (Military OneSource). During this stage the entire family is in the honeymoon period where everyone is excited to be reunited (Pincus et al., 2004). Recommendations for this stage are to have realistic expectations of what will happen and to involve youth in the planning of the reunion (Military OneSource).

Demobilization is the next stage for NG/R service members. At this time NG/R will start the process to return to non-active duty status and their civilian lives (Military One Source, 2012).

Reintegration is the final stage of deployment for all service members regardless of component. Service members begin to reintegrate back into their families and communities. Active duty service members return to their normal military duties wherever they are stationed, and NG/R return to full-time civilian jobs (Military OneSource, 2012). Families often deal with stress during this time of adjustment; everyone has grown and changed during the deployment, and families have to get used to being around each other again. Studies have shown that the reintegration time period can be the most difficult for older youth (Mmari et al., 2010). Roles have changed and youth have often become more independent during this time and may be resentful toward the

service member as new boundaries are developed (Military OneSource, 2012; Pincus et al., 2004). Suggestions to help families during this time frame include participating in activities that support the family interactions such as board games (Laser & Stephens, 2011), being patient and expecting youth to push boundaries, letting youth know they were missed, sharing how proud of them parents are (Military OneSource), and having open communication between all family members (Pincus et al., 2004).

Communication

Communication is the process through which people share ideas and build relationships that happen through sources including verbal, non-verbal, and written (Wiggs & Page, 2012). Everyone communicates differently and processes and interprets the messages received differently. Communication skills are important because they allow individuals to express themselves clearly, explain what they need in a given situation, and in the case of youth, the social aspect is more important than the overall message (Wiggs & Page, 2012). Wiggs and Page identified specific ways that communication skills are important including problem solving, conflict resolution, socializing, and lowering stress. The OSD/OMK camp grant identified conflict resolution and sharing as communication-related skills that are beneficial to military youth.

Good communication skills are needed by everyone in society. In the case of military youth, they are important because they need to be able to talk to others and explain what they are feeling, such as stress, pride, disappointment, and loneliness. Huebner and Mancini (2005) recognized the need for communication skills as a program

implication for working with military youth, because youth may not have the skills necessary to express themselves or may not be talking with anyone at all about what they are facing. “The opportunity to talk through issues with someone caring and supportive allows an adolescent to express concerns, develop coping strategies, and avoid feeling alone in navigating the stresses of a deployment” (Wong & Gerras, 2010, p. 6). Chandra, Lara-Cinisomo, et al. (2011) found that the overall family’s ability to function during a deployment was dependent on the quality of communication between family members. Houston, Pfefferbaum, Sherman, Melson, and Brand (2013) found that a higher quality of communication during pre-deployment resulted in a higher rate of personal adjustment as reported by the youth. During the same timeframe, parents reported that with better communication youth were internalizing symptoms more. However, Huebner et al. (2010) reported that youth did not communicate emotions because they wanted to avoid difficult conversations, negative emotions did not bring home the deployed parent, and they did not want to upset their family. Houston et al. (2013) also reported that a better quality of communication with the deployed parent and siblings related to less child anger and loneliness.

Multiple researchers have made the recommendation that programs focus on the quality of communication and expressing emotions (Chandra et al., 2010; Huebner et al., 2005, 2007, 2010; Morris & Age, 2009). Houston et al. (2013) also recommended talking with families about communicating through newer technologies such as sending text messages. When using these technologies, the emotional cues that help people connect when communicating are harder to process and can result in messages being interpreted differently than they were intended.

Coping

Coping is the method individuals use to manage the internal and external stressors they face in life (Vera et al., 2012). Ebata and Moos (1991) recognized that several frameworks for coping skills in adults are available, but that two models have been identified for children and adolescents: approach/avoidance-coping method and problem/emotion-focused coping model. Approach/avoidance-coping can be split into either approach or passive strategies. Approach strategies are a person's attempts to either change their way of thinking or resolve the stress by dealing with the problem such as looking at the positive side of the situation. Passive strategies are those in which the individual attempts to ignore or minimize the issue or to avoid confronting the situation. Ebata and Moos found that youth who used approach strategies were better adjusted and reported that those who used avoidance strategies may cause issues long term in the individual's ability to adjust.

Problem-focused strategies include efforts to modify the stressor such as talking it over with another person (Ebata & Moos, 1991). Emotion-focused is the attempt to change your emotional state related to the stressor using strategies such as ignoring the situation, yelling at others, or throwing things. Ebata and Moos found adolescents who used more problem-focused strategies had fewer emotional and behavior problems than those who used emotion focused strategies. Vera et al. (2012) also recognized that a strategy that works in one situation might not work in another and recommended helping youth learn a variety of strategies that they could use to cope with stress and adversity. For example, using self-blame for issues may lead youth to make changes that result in a positive outcome, but overuse of self-blame, especially when situations are out of their

hands, may face greater issues when self-blame is ineffective. Other specific examples of coping strategies include seeking support, using distraction, venting, and humor (Vera et al., 2012).

According to a study with non-military youth by Wadsworth and Compas (2002), youth who were under stress were more likely to use maladaptive coping strategies. In addition, Chung and Elias (1996) found that youth without appropriate coping skills developed maladaptive patterns of behaviors. Through their study of problem behaviors, they found that there is a strong connection between youth with low self-efficacy and problem behaviors. Additionally, problem behaviors are less likely to be found in youth who have a higher self-efficacy toward school and are active in nonacademic activities. In a study of military youth, their reports of using avoidant coping strategies correlated with more emotional and conduct problems (Morris & Age, 2009). According to Wong and Gerras (2010), youth believed that they were coping very well, but the deployed parents reported their children were “coping poorly or very poorly with deployments” (p. 28).

Morris and Age (2009) studied military youth’s effortful control, which is their “ability to utilize attentional resources and to inhibit behavioral responses in order to regulate behaviors and emotions” (p. 697). They found that youth who reported effortful control had fewer emotional and conduct problems. As discussed earlier, Mmari et al. (2010) found that youth whose parents were active duty military considered living on base as an effective way to cope with stress; however this option is not available for National Guard and Reserve service members. When looking specifically at military youth with higher levels of coping ability, Wong and Gerras (2010) found that these

youth tended to be actively involved with religious or youth organizations. Kitano and Lewis's (2005) review of resiliency found studies indicating that "instruction in coping skills and problem solving can help decrease stress and improve problem solving" (p. 204).

Added to this idea is a caring adult who can help youth develop these coping skills, while facilitating the sharing of how various individuals handled stress. Lemmon and Chartrand (2009) recognized that a caring adult who can provide support during a deployment was a key aspect in youth being able to cope with stress. Huebner et al. (2007) recommended helping youth to find meaning in situations as another way to help youth cope in these situations, specifically through the interaction with peers facing a similar situation. Tavernier and Willoughby (2012) studied turning points, or situations that change the normal direction a person's life is heading, and meaning-making in adolescents. They found that youth who were able to make meaning of the turning points in their lives reported higher levels of psychological well-being.

Social

Caldarella (1997) identified key aspects of definitions for social skills including behaviors that result in acceptance by peers, behaviors that result in positive reinforcement over punishment, and behaviors that result in important social outcomes such as peer acceptance and a positive judgment of actions. Caldarella developed a taxonomy of five dimensions of social skills that result in positive behaviors: peer relations (compliments others, leadership ability, empathy), self-management (controls temper, cooperates with others, accepts criticism), academic (accomplishes tasks, carries

out directions, uses free time appropriately), compliance (follows directions, uses time well, finishes tasks), and assertion (initiates conversations, makes friends, expresses feeling). Positive social skills allow individuals to interact positively with their peers and develop a strong support network. Specific social skills identified by the OSD/OMK grant for the 2012 camps to focus on included friendship skills, teamwork, and cooperation.

Findings from research into military youth's ability to adapt in stressful situations have been mixed; some studies show military youth are better able to adapt than civilian youth (Cozza, Chung and Polo, 2005). One explanation for this finding may be found in the social connections and networks. Youth whose parents were active duty service members showed evidence of the significant role that being connected socially can have on military youth. Several participants in Mmari et al.'s (2010) study "highlighted the importance of social connections when discussing strategies for coping with all the various stressors of living in a military family" (p. 363). On the other hand, Chandra et al. (2010) found that military youth, specifically those whose parents are serving in a Reserve or National Guard component, felt no one understood what they were going through and may not even know any other military families in their community.

Huebner and Mancini (2005) found that military youth preferred social support on military issues from other military youth, because they understood the feelings they were experiencing. Houston et al. (2009) found that youth from the National Guard and Reserve felt that talking with friends helped to handle the stress of deployment, especially if those friends had experienced a parent's deployment. According to MacDermid et al. (2008), resilient youth often have two things in common: they have good cognitive ability

and they are better able to build social relationships and seek out successful support systems. Flake et al. (2009) found that youth who felt supported by those outside of their family had a more positive outlook; these sources of support included church groups, community groups, and military, and non-military organizations. To help promote resilience, Lemmon and Chartrand (2009) recommended connecting military youth who are coping well with deployment with those who may be struggling.

Many authors have recommended that it is important to help youth feel connected to other military youth (Chandra, Lara-Cinisomo, et al., 2011; Esposito-Smythers et al., 2011; Huebner & Mancini, 2005, 2010; Houston et al., 2009; Lemmon & Chartrand, 2009; Mmari et al., 2010). By connecting with other military youth, they share a bond that is unlike that which they have with many of the peers they have in school. Youth are able to share their experiences and discuss how they have handled deployment and other stress related to being a military child. Additionally, they are able to be just one of the group, because they all have similar characteristics as a result of being part of a military family.

Residential Camping

Organized residential camping has been occurring for over 150 years (Garst, Browne, & Bialeschki, 2011) and serves over 12 million campers annually, making it the second largest social institution after schools (Bialeschki, Henderson, & James, 2007). Thurber et al. (2007) called camp “an immersive experience that allows for the sustained resetting of negative attitudes and behaviors and the reinforcement of positive attitudes

and behaviors” (p. 251). Residential camping programs are designed with youth’s needs in mind, and research shows they provide experiences for positive youth development.

Residential camping programs are one large learning experience that expands beyond just the location or the structured program. Studies have found that camp programming encompasses six different domains: affective, cognitive, behavioral, physical, social, and spiritual (Garst et al., 2011; Garst & Bruce, 2003). The American Camp Association (ACA, 2005) identified 10 different constructs that they narrowed down into four domains that align with positive youth development: positive identity; social skills; positive values and spiritual growth; and thinking and physical skills.

Social skills are one area that is often noted as a growth area from youth in a camping setting. Through group living, residential camps develop a community and family atmosphere that promotes the inclusiveness of all participants no matter their background. Furthermore, camp gives youth a chance to leave behind who they are at home and equalizes campers (Garst et al., 2011). Everyone who attends is following the same set of guidelines and has left behind many of the status symbols that are prevalent elsewhere in society; everyone comes in equal allowing youth to reinvent themselves and develop close relationships. Bialeschki et al. (2007) stated that “campers who would be marginalized in other settings had decreased feelings of isolation as well as increases in self-esteem, familial acceptance, personal security, and social skills” (p. 778). Camps specifically work to develop environments that are devoid of the negative social aspects of other situations (ACA, 2005). Because of this directed effort, the camp setting allows youth to build social bonds that might not occur in other situations. Making new friends is a common theme among all camp research as a positive experience for youth (ACA,

2005; Bialeschki et al., 2007; Garst & Bruce, 2003; Garst et al., 2011, Leonhard, 2006; Thurber et al., 2007). Dworken (2001) looked at parents' perceptions and listed social gains as the area where their children learned the most. At camp, almost all aspects of a camper's day are done with his/her peers (Garst et al., 2011). Because of this group living, camp is inherently social and helps to create a sense of belonging.

The community aspect also allows for positive youth-adult relationships to be built. Camp alone is not the cause for these changes; it is the directed programming, goals, and staff that make growth possible (Bialeschki et al., 2007). A key component of positive youth development is a relationship with caring adults. The caring adults who serve as program staff and counselors coupled with peers provide supportive and encouraging relationships that help to build friendships and a sense of belonging in youth (ACA, 2005; Dworken, 2001; Garst et al., 2011). Parents recognize that other caring adults can help their children grow through positive experiences and are aware of the influence these adults may have on their campers (Henderson, Whitaker, Bialeschki, Scanlin & Thurber, 2007). Dworken (2001) reported one of the greatest strengths as recognized by parents whose children attended Connecticut 4-H camps was a caring staff.

Camping programs allow youth the opportunity to observe and practice skills, which in return can help to improve their self-efficacy. Sekine (as cited in Bialeschki et al., 2007) studied the self-efficacy of youth who participated in a week-long residential camping program and found that youth who attended camp had a significant increase in their self-efficacy and locus of control compared to those who did not attend a camp. Arnold, Bourdeau and Nagele (2005) evaluated campers' personal growth, life skill development, and camper satisfaction at Oregon 4-H camps. They found that camp

created a supportive environment that allowed youth to take risks, try new things, and become more confident.

Skill building is an important part of any residential camp and also a way to increase a youth's self-efficacy. Depending on the camp structure, campers may be rotated through sessions and/or given the option to choose the activities in which they want to participate. Youth are able to explore old interests and new challenges while taking risks in a safe and supportive environment. The American Camp Association (2005) compared this to the origin of camps to emulate the spirit of the first settlers and traditions of Native Americans, because camps continue to challenge youth to pursue new activities, build skills, and live outdoors. In their study, 75 percent of campers surveyed reported that they learned something new at camp.

Garst and Bruce's (2003) study of 4-H camps in Virginia also listed learning new skills as a self-reported benefit of campers, while parents noted that youth benefited in sharing work duties, taking initiative, and taking care of their own things. Garton, Miltenberger, and Pruett (2007) looked at the West Virginia 4-H program's ability to build life skills and leadership through camp. Through a retrospective post-test for all campers and a retrospective pre/posttest for older youth, the study showed positive gains for both leadership and life skills including areas of communication, working with others, and contributing as part of a team. Dworken (2001) reported that youth gained self-confidence because they were able to try new things; additionally campers felt the range of activities offered was one of the best parts of camp. The various activities youth participated in during a camp setting allow them to build skills and master specific tasks. The variety of activities and skills built allow campers to discover more about who they

are and ways to handle situations that can be related to other areas of their lives. For example, the interpersonal skills of working on a craft together can lead to improved cooperation and interpersonal skills.

The residential camping format also allows for directed and specialized programming. Bialeschki et al. (2007) discussed the intentionality of camp in relation to it being a positive experience. The programming must be developed with specific objectives and goals for campers in mind to be the most effective in achieving long-term growth. Research into residential camping has shown that camp provides a positive youth development experience and allows skills to be developed through the structured and unstructured features of the program. The structured areas allow for specific goals to be met allowing for the maximum growth in the areas of need. Garton et al. (2007) made the recommendation of including opportunities for specific life skill and leadership development as a way to increase the perceived knowledge gained.

A camp's location can also be beneficial to the growth and development of the young people who attend. Many camps are located in rural areas where youth are able to participate in the natural world around them through nature hikes, swimming in lakes, rock climbing, and other outdoor activities. Some camps include an environmental awareness aspect into their camping programs, reminding people to pick up any trash they find, not to destroy plants, not to waste food, and to recycle (ACA, 2005). Beyond teaching youth to be positive stewards of the earth and the programming opportunities based on the setting, there are other benefits to the location. Berman, Jonides, and Kaplan (2008) compared the cognitive functioning of individuals in urban and natural environments. Based on attention restoration theory, they tested individuals' cognitive

function using memory exercises after experiencing urban and natural settings through taking walks or viewing images. Through their study, they found that experiencing natural environments can restore cognitive functioning. The natural rural setting of camp allows campers to be removed from technology and other stimuli, allowing them opportunities for growth in other areas.

Camping programs reach thousands of youth each summer and provide them with opportunities to grow as individuals and build skills that can help them throughout their lives. Research into camps has shown success in being a positive youth development experience and allowing youth to build skills that can help them handle situations that may arise in other areas of their lives.

Camps Available to Military Youth

Military youth have been identified as a special population of youth who are in need of additional support to help them become resilient in the face of a family member's military deployment. Esposito-Smythers et al. (2011) recommended providing skill development training to military youth to help them better cope with both the deployment and with the re-integration of a family member. Camping programs have been utilized as a way to deliver specialized programming to help military youth become more resilient.

Camps for military youth are considered beneficial, because they meet many of the recommendations made through the research on military youth about how to meet their needs (Ferrari & zumFelde, 2011). For example, Esposito-Smythers et al. (2011) recommended using a group setting for skill development training to allow for observation and sharing of skills; the camp setting promotes this group and community

learning environment. The demonstrated positive impact of camps in general that is documented through research provides a strong basis for camping with military youth as a way to help them develop and gain the skills needed to be resilient in the face of deployment.

Camps are a way to reach special populations who share something in common. Bialeschki et al. (2007) noted in various studies of youth with medical issues that campers felt more similar to the youth at camp than at home, because they had something in common with other campers, they had something they could relate to, and they no longer felt set apart. Houston et al. (2009) specifically mentioned camps as a recommendation for children in National Guard and Reserve families to help connect them with other military youth who are geographically dispersed.

Many organizations, such as the YMCA, have developed scholarships to send military youth to camp, but there have also been several opportunities created just for military youth.

Operation Purple Camps were started in 2003 and are located at different camp sites throughout the country each year (National Military Family Association, 2013). The camps are sponsored by the National Military Family Association and are funded through partnerships and donations. These camps are free to military youth, with priority given to those youth who have a parent deployed within a given window surrounding the camp season. For example, those in the deployment period of September 2012 to December 2013 would apply for camps offered in the summer of 2013. Operation Purple Camp gives military youth a traditional camp experience while implementing structured programming to help youth develop coping skills to deal with the stress of being a

military child. In 2013, there will be 15 Operation Purple Camps at 14 different camp sites with space for 1,100 military youth (Matos, 2013).

Some states developed residential and day camps as part of their OMK programs. In 2009, a supplemental camp grant for OMK programs was made available on the national level through a partnership between OMK and the Department of Defense. The camp grants were offered again in 2010, 2011, 2012, and 2013. Kansas State University administers the grants. The 2011 OMK report stated that there were 41 states offering 260 camps to military youth. Of those camps, 9,201 military youth were served and all service branches were represented. Of those camps, 26 percent were residential camps. In 2012 there were 36 states who received funding and 4,279 military youth were able to attend camp (OSD/OMK, 2012).

Beginning in 2011, Military Teen Adventure Camps were made available to military youth ages 14-18. These high adventure camps have been offered at various locations throughout the country. Camps are free to youth or available at a nominal registration fee; additionally, the camps cover at least a portion of transportation costs. The teen adventure camps are funded through a partnership between the Department of Defense and the United States Department of Agriculture and are administered through Purdue University Extension. Grants were again made available in 2012 and 2013. In 2012, 47 camps were available with space for 1,478 teens to attend camp and space for 91 service members to attend family camps with their teen (L. Myers, personal communication, March 21, 2013). In 2013, 10 states will implement a total of 31 camps with space for 951 teens; 34 of those spaces are for youth with a physical or mental disability, and 110 spaces are for service members to attend a family camp with their

teen. Youth complete an evaluation at the end of camp, but no known further research has been conducted on these camps.

Residential camps have been recognized as a positive youth development experience and, extensive research into camping programs has supported this designation (ACA, 2005; Arnold et al., 2005; Bialeschki et al., 2007; Garst & Bruce, 2003). Because of this, organizations and programs have been developed to provide residential camping programs for military youth, both through existing camp programs and also through specialized programs (Leonhard, 2006; Marek et al., 2011; National Military Family Association, 2013; OMK, 2011; OSD/OMK, 2012). The idea behind these camps is that they will provide youth with the opportunities to connect with other military youth and build the required skill sets to be resilient in the face of deployment.

Research on Camps with Military Youth

While residential camping programs have been identified as a valuable learning experience to provide military youth with the skills to be resilient in the face of deployment, limited research has been done into the success of these camps.

Leonhard (2006) studied coping strategies of youth who attended an Operation Purple Camp in Ohio. This camp had a specific session on teaching coping skills as well as the typical residential camp programming. This study found that before attending camp, youth who were from National Guard and Reserve families used different strategies for coping than youth from active duty families. Additionally, youth reported that being around other military youth facing deployment helped them to cope with stress. Campers reported a sense of belonging at camp and they learned from others who

were facing common issues. Youth also indicated an increase in their self-confidence and their confidence level toward future situations after attending camp. After attending an Operation Purple Camp, many youth reported changes in their communication patterns at home and thinking more positively. Additionally, youth showed growth in being able to make positive meaning out of the deployment of a family member by recognizing their personal growth. Making positive meaning out of experiences is important because it helps with ambiguous loss (Huebner et al., 2007) and promotes well-being (Tavernier & Willoughby, 2011).

OMK programs that receive funding for camps are required to ask campers to fill out a camp evaluation at the end of camp (Marek et al., 2011). Campers at these camps were given an evaluation on the last day of camp and a report was compiled by Virginia Tech University based on the results of all funded camps. Two surveys, one for older youth ages 10-18 and one for younger youth ages 6-9, were developed for the 2011 camping season with the primary research question: “How effective are these camps at building resiliency through improving life skills such as friendship skills, independence, perceived competence, responsibility, teamwork and social support?” (p. 4). The instruments were based on the American Camping Association’s Camp Youth Outcomes Battery (Marek et al., 2011). The results of these evaluations showed that both age groups perceived gains on all scales measured. Older youth were asked questions based on their stress levels in regards to deployment. The results suggested that those who viewed camp as reducing their stress levels perceived higher gains across all areas. Recommendations were made on areas that camp directors could focus on in the future including developing a constructive environment and using curriculum that addresses

decision making. The 2012 OSD/OMK camp grant was designed to meet these recommendations and to incorporate additional skills that had been identified. Limited additional research has been done by each funded camp.

Chandra, Lara-Cinisomo, et al. (2011) studied participants from the population of all applicants to Operation Purple Camp in 2008, whether they attended camp or not. Burns, Chandra, and Lara-Cinisomo (2011) analyzed additional data from this study based only on participants who attended camp and their experience with outdoor education. Questions in this study were based on campers' participation in activities such as taking hikes, nature and wildlife, and recycling. Parents and youth were asked if they discussed these activities upon returning home, if they would like to participate in them again, and to what degree they applied what they learned six and twelve months after camp. Through the multiple follow ups, results were sustained for going camping, playing outside, and taking hikes, suggesting that the participants continued these activities after camp. While this study focused only on the outdoor education aspects of camp and whether youth continued to participate in them, and not based on their life as military youth, it is important to note because of the reported restorative benefits of nature (Berman et al., 2008) that would make it useful as a coping strategy.

Chandra, Burns, Tanielian, and Jaycox (2011) conducted a pilot study with participants and caregivers of an Operation Purple Camp on their deployment experiences, but not those specifically related to their camp experiences. Chandra, Lara-Cinisomo, Burns, and Griffin (2012) conducted a study with the 2011 Operation Purple Camp participants to assess if campers reported improvements in the focus areas of the camp (communication skills, understanding military culture, sense of service, and

outdoor education) and to see how the host camps used the provided curriculum. Camp participants and a parent or guardian were surveyed prior to camp and two times after camp to assess the four focus areas; a control group of applicants who did not attend camp were also surveyed. From the youth self-reports there were no significant differences between campers and the control group across any of the focus areas. Parents of campers did report a significant increase in their child's ability to make himself or herself feel better and improvements in interactions with peers about how he or she was feeling. Chandra et al. (2012) also found there were secondary benefits to attending an Operation Purple Camp such as youth being more confident, being more independent, and having improved coping skills.

Summary

Resiliency or the ability to handle and grow when facing adversity is a positive trait that is beneficial to military youth, specifically those who are facing a family member's deployment. With the Global War on Terrorism, deployment rates are at an all-time high, specifically for youth whose parents are in the National Guard or Reserve. Programs have been developed to help meet the unique needs of these youth and recommendations have been made by youth development professionals and the Department of Defense on what skills would be beneficial to help military youth be resilient in the face of deployment (Chandra, Lara-Cinisomo, et al., 2011; Marek et al., 2011; National Military Family Association, 2013; Purdue University Extension, n.d.; OMK, 2009; OMK, 2011). One of the ways youth development professionals have been

working to support military youth is through Operation: Military Kids and the OSD/OMK camping program.

While limited research has been conducted into camping specifically for military youth, research into camping in general coupled with what has been done specifically with camps for military youth provides a foundation for using camps as a teaching location for the skills youth need to be resilient in the face of deployment. Modeling of positive skills, including coping and other skills related to resiliency, are cited as being a good learning experience and a way to increase an individual's self-efficacy (Benight & Bandura, 2004; Esposito-Smythers et al. 2011). The group living at camps for military youth allows youth and adults to model positive coping behaviors, practice communication skills, and interact with their peers facing the same challenges, thereby providing youth the opportunity to become more efficacious in these areas.

Previous studies with military youth and camping have been limited to evaluations filled out at the end of the residential camp session. Additionally, the questions asked have been broadly based and did not focus on the specific skill sets as designated in the grant. The present study will contribute to the field by looking specifically at the skills designated in the OSD/OMK camp grant. This study will add to the field by gathering responses at a minimum of three months after the end of the camp session to see if the skills and experiences continued to have an impact after the camper returned home. Furthermore, this study will add to the field of research by also gathering the parents' perspective on the impact of camp on their child's skill levels. Limited studies with military youth have had both a youth and adult perspective; only one known study with military youth camps has provided multiple perspectives.

CHAPTER THREE: METHODOLOGY

Purpose of the Study

The OSD/OMK grant request for applications outlined four specific skill areas for the 2012 camping programs: self-efficacy, communication, coping, and social.

According to the literature, however, self-efficacy is not a specific skill that can be built. Self-efficacy is defined as “one’s perceived capabilities to learn or perform actions at a designated level” (Schunk, Pintrich, & Meece, 2008, p. 112). In general, it is a person’s confidence level for a task-specific challenge. Although self-efficacy is not a skill that can be increased on its own, this study measured camp participants’ military self-efficacy, that is, military youth’s self-efficacy toward the specific resiliency life skills of communicating, coping, and social in relation to military life and dealing with deployment. To date, no research has been done to measure self-efficacy for these specific resiliency skills.

Statement of the Problem

The purpose of this study was to determine if attending an OSD/OMK residential camp impacted the resiliency skills identified in the 2012 grant. The impact of the camp on these skills was investigated by looking at military youth’s self-efficacy toward the other three skills to answer the following research questions

1. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to communicate about being a military child
2. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to cope with obstacles related to being in a military family?
3. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about the social aspects of their life?

This research project focused on the impact these camps have on the designated skills after the camping experience.

Type of Research

In this study, descriptive survey research was used to answer the questions that have been outlined. Neuman (2006) defined descriptive as research that “presents a picture of the specific details of a situation, social setting, or relationship” (p. 35). In accordance with the guidelines of descriptive research, this study examined if attending an Operation: Military Kids camp changes youth’s military self-efficacy in relation to the three specified skills. One method of conducting descriptive research is survey research, which uses “a written questionnaire or formal interview to gather information on the backgrounds, behaviors, beliefs or attitudes of a large number of people” (Neuman, 2006, p. 43). For this study, a web-based questionnaire was utilized to ask campers and their parent or guardian questions related to the research questions set forth in this study.

This study utilized retrospective pretest methodology. The questionnaire was administered through a posttest-then-retrospective-pretest research design. The

traditional pretest/posttest design was not used, because according to Pratt, McGuigan, and Katzev (2000), participants will likely overestimate on a pretest if there is not a clear understanding of the traits the program is working to impact, which can impact the internal validity of the study. In the posttest-retrospective pretest design, participants filled out a questionnaire based on their current beliefs about their confidence level on the three targeted skills. Upon completion of the first questionnaire, they were asked to reflect back and fill out the same questionnaire based on how they perceived their skill levels before attending camp (Marshall, Higginbotham, Harris, & Lee, 2007; Pratt et al., 2000). By using this design, a response shift bias may be avoided because the participants will be answering the questions in the same timeframe; therefore, they will be answering them from the same frame of reference (Marshall et al., 2007; Pratt et al., 2000). Additionally, this design provides a higher level of internal validity. When compared to results of a pretest-posttest design, results from a retrospective pretest correspond more with data collected through interviews (Klatt & Taylor-Powell, 2005).

There are many benefits to using the posttest-then-retrospective-pretest design, but it is not without limitations that must be considered. One such consideration is an individual's ability to recall information over time (Klatt & Taylor-Powell, 2005). This is an issue because if a person has trouble remembering their ability prior to attending camp, it will be difficult to measure the change that has occurred. Another consideration is that all of the data collected will be self-reported, which is susceptible to an individual's bias. Furthermore, demand characteristics, or a person's interpretation of the purpose of the study, which unconsciously changes their answers in an attempt to make the program look good, can be problematic (Pratt et al., 2000, p. 347). Issues also arise

when respondents answer in the manner they think is expected by the researcher (Klatt & Taylor-Powell, 2005). All these limitations must be taken into consideration and measures taken to limit the effect that they have on data. One such measure was in the written materials provided to participants explaining the questionnaire, indicating that there will be no benefit for them to try to make the program look good or to give false information because they think it is what the researcher wants to hear.

Participants

For this study, three states who received funding to offer an OSD/OMK camp were identified: (1) Indiana, (2) Ohio, and (3) Illinois. These three states were selected because they have received funding and are all members of the North Central region as defined by the National Association of Extension 4-H Agents (NAE4-HA, 2007). Furthermore, the OMK Project Director/State 4-H Military Liaison in each state agreed to allow access to the participants to obtain contact information for campers in each of the selected states. Due to time constraints which prohibited Illinois' participation, only the Indiana and Ohio camps were included in this study. Letters of support for the project from the OMK project directors can be found in Appendix A. Appropriate approval from each state's Institutional Review Board (IRB) was sought and approved. A copy of the IRB approval can be found in Appendix B.

The population for this study were all registered military youth between the ages of 9 to 16 who attended one of the selected camps, and also included parents or guardians of these youth. The sampling strategy was a census, as the entire population was requested to participate. The age range was selected because of the demographics of the

camp. Both states use 9 as the minimum age to attend camp. Ohio's upper age limit for campers is 15. Indiana's upper limit is 18, but had no youth over the age of 16 register for camp.

All youth and a parent or guardian were asked to participate in the study. An information letter, parent consent, and youth assent forms were provided to each state and sent to the participants as part of their pre-camp registration materials. Participants were asked to return the forms at the on-site camp registration. A copy of these letters can be found in Appendix C. Extra copies of the forms were made available at each camp's on-site check-in. The researcher was on-site and available to answer any questions that the parents/guardians or youth had at the time of each camp's on-site registration.

The youth assent form was not sent to the Ohio participants in advance; a limited number of copies was available on site. However, the researcher was able to work with the camp coordinators to make copies of the youth assent form. Campers were asked between sessions to please sign the youth assent form if they were willing to participate. The researcher then matched the youth assent forms to the parent consent forms. Due to a low number of parent consent forms returned, the researcher then mailed a letter from Theresa Ferrari, Ohio OMK project director (Appendix D), consent forms, and a self-addressed, stamped envelope to any youth who had provided assent but did not have a corresponding consent asking if they would be willing to participate in the study. A total of 74 letters were mailed and 15 were returned. The questionnaire was sent to any youth and adult who had both the youth assent and parent consent forms on file with the researcher.

Instrument

The instrument for this study was designed by the researcher and delivered via the Purdue University on-line Qualtrics web-based survey software. The items to be measured were based on the three skills identified by the researcher from the OSD/OMK grant: coping, social, and communication. The specific items align with the respondents' self-efficacy toward task-specific constructs related to being a military child and deployment as identified by prior research. Under the skill of coping, items included being able to handle added responsibilities while a parent is deployed, understanding the stress related to not knowing what their deployed parent is facing, coping without having the added support of the deployed parent, and their ability to successfully seek out support. Communication items included being able to express feelings, and the ability to explain to others including parents, peers, and the public about deployment. The social skill items included aspects of feeling more connected to other military youth, the ability to discuss with friends what youth are going through, feeling part of a group, and the ability to make new friends.

The parent questionnaire differed from that of the youth in that instead of asking about their confidence to complete the tasks, they were asked about their perceptions of their child's ability to handle the different challenges they face and if there has been a change in how the youth handle these challenges since attending camp. The youth questionnaire can be found in Appendix E and the adult questionnaire can be found in Appendix F.

The first section of both questionnaires asked the participants for demographic information. Youth demographic questions included gender, race, age at time of camp,

number of years attending camp and if they had ever attended another military-related camp. Adult demographic questions included gender, race, number of children in the household, and if they were the military service member. Both questionnaires included questions on which branch of service and component the military member in their family serves, their deployment status at the time of camp, their current deployment status, and number of deployments they have experienced.

Most items for the military self-efficacy scale were developed based upon Bandura's (2006) *Guide for Constructing Self-Efficacy Scales*. Bandura (2006) recommended a 100-point scale, but the researcher-developed questionnaire utilized an 11-point scale for this study. The smaller scale is recommended for youth as it is felt that the smaller range is easier for them to comprehend when selecting a response (Muris, 2001). The scale used was:

0 – Not Confident

5 – Moderately Confident

10 – Highly Confident

Additional open-ended questions were asked to gain further insight into the youth's and parents' perceptions of camp participation in helping to build these skills and increasing the youth's self-efficacy toward the designated skills.

The instrument was reviewed by the researcher's graduate committee, which included two OMK Project Directors/State 4-H Military Liaisons. The instrument was also reviewed by the Indiana OMK Program Coordinator to establish content validity. A class of third grade students was asked to read the questionnaire for readability and comprehension. Changes were made based on recommendations from these groups.

Institutional Review Board approval was received on July 6, 2012 for this study from Purdue University under IRB Protocol #1206012425 (Appendix B). Cronbach's reliability was conducted for the three skills based on the pre and posttests. Reliability coefficients were found ranging from .87 to .97 and are shown in Table 1. According to George and Mallery (2003) these scores fall into the Good to Excellent range for reliability using the scale: $.5 > \alpha$ = unacceptable; $.6 > \alpha > .5$ = poor; $.7 > \alpha > .6$ = questionable; $.8 > \alpha > .7$ = acceptable; $.9 > \alpha > .8$ = good; $\alpha \geq .9$ = excellent.

Table 1

Reliability Coefficients for the Three Self-Efficacy Skills

	Youth		Adult	
	Post	Pre	Post	Pre
Communication	.87	.97	.93	.96
Coping	.94	.97	.93	.96
Social	.90	.96	.96	.96

Data Collection

Data for this study were collected using the Purdue Qualtrics web-based survey software. The process for data collection used a modified version of Dillman's Tailored Design Method (Dillman, 2000). Campers and parents or guardians were informed of the study prior to attending camp through information included in each state's registration materials. Informed consent and youth assent forms were returned to each state during the camping program and then provided to the researcher. Contact information for all

participants was provided to the researcher through the camp registration materials for each camp.

Dillman (2000) recommended making multiple contacts to participants to increase response rates, including sending a pre-notification that the questionnaire is forthcoming. A pre-notice e-mail was sent to the parent's or guardian's e-mail address on file reminding them about the study and the forthcoming questionnaire (Appendix G). Three days later, the first e-mail was sent and included a link to both the youth and adult questionnaire, a code to enter for each questionnaire, the approximate time it would take to complete the questionnaire, and the date the questionnaire would close (Appendix G). The code allowed for respondents to remain anonymous but still allow for targeted e-mails to be sent later in the process. Two weeks later, the first follow up e-mail was sent (Appendix G). This e-mail included a thank you to anyone who had already completed the questionnaire, links to the questionnaire, and the codes. From this point on, anyone who completed the questionnaire no longer received any e-mails from the researcher, and their e-mail addresses were removed from the codes so that responses could not be linked back to respondents. One week later a third reminder e-mail was sent (Appendix G). The final reminder e-mail was sent a week later, and the questionnaire closed one week after that point (Appendix G). Data were collected from the Indiana participants from October 15, 2012 to November 26, 2012. Data were collected from the Ohio participants from November 7, 2012 to December 19, 2012.

The Indiana OMK Camp had 48 participants; of those, 45 complete youth and adult assent and consent forms were received. For two of these completed forms, the researchers' e-mails were undeliverable, leaving a total of 43 potential parent and youth

respondents as noted in Table 2. After the initial six week questionnaire period, nine adults had completed the questionnaire and nine youth had completed the questionnaire (20.9% response rate). There were also two adults and four youth who had started but not finished the questionnaire. Following recommendations from Lindner, Murphy, and Briers (2001) and Radhakrishna and Doamekpor (2008) to follow up with non-respondents, a random sample of seven non-respondents (20%) was selected and mailed a paper version of the questionnaire with a self-addressed, stamped envelope. Any individuals who had started the questionnaire but not completed the questionnaire were also mailed a paper version for an additional six questionnaires. Of those 13 paper questionnaires, three adult questionnaires and four youth questionnaires were returned for a total of 13 youth ($n=13$, 30.2% response rate) questionnaires and 12 adult ($n=12$, 27.9% response rate) questionnaires for Indiana. Copies of the letters that accompanied the questionnaires are available in Appendix H. Table 2 shows the final numbers of both youth and adult respondents.

The Ohio OMK Camp was split into two locations by age groups. The camps happened at the same time, but utilized two separate camping facilities approximately one mile apart. At the younger camp there were 131 campers, and the older camp had 130 campers. Between the two camps, 133 complete parent consent and youth assent forms were obtained by the researcher as noted in Table 2. After the initial six-week questionnaire period, 33 adults (24.8% response rate) and 19 youth (14.3% response rate) questionnaires were returned. An additional three youth and adult pairs declined participation in the questionnaire. Non-respondents were followed up using the same procedure as Indiana. Twenty percent of non-respondents, or 22 youth and adult pairs,

were sent a paper version of the questionnaire with a self-addressed, stamped envelope to return the questionnaire. An additional three youth and four adults who had started the questionnaire but not completed the questionnaire were mailed a paper version also. Three youth and three adult questionnaires were returned to the researcher for a total of 22 youth ($n = 22$, 16.5% response rate) questionnaires and 36 adult ($n = 36$, 27.9% response rate) questionnaires for Ohio.

Table 2

Questionnaire Respondents

	Youth	Adult
Indiana	$n = 13$	$n = 12$
$N = 43$	30.2%	27.9%
Ohio	$n = 22$	$n = 36$
$N = 133$	16.5%	27.9%
Total	$n = 35$	$n = 48$
$N = 176$	19.9%	27.3%

Due to the low response rate across both camps and respondent groups, the findings of this study are generalizable only to the respondents of this study.

Data Analysis

The Qualtrics system automatically compiled the data and they were then exported into the Statistical Package for the Social Sciences (SPSS) Program 20 for Windows for data analysis. Descriptive statistics used to analyze the data included

frequencies, percentages, means, and standard deviations. Paired *t*-tests for the post/pretest were conducted and the differences in responses were analyzed for both respondent groups.

CHAPTER FOUR: RESULTS

The objectives of this study were to study the self-efficacy of three life skills that were identified by the Office of the Secretary of Defense and Operation: Military Kids (2012) to help youth be more resilient in the face of deployment: communication, coping and social. Two separate instruments were developed and administered to the youth who attended camp and also to a parent or guardian. This chapter presents the results and findings of the study. Results of data analysis are presented first for the demographics of all respondents, then by each research question for the youth respondents, followed by each research question for the adult respondents.

Demographics

Participants of the study were asked demographic questions at the beginning of the questionnaire. Of the 35 youth respondents, 14 were male (40%) and 21 were female (60%). Participants potentially could have ranged between 9 and 16 years of age, but respondents ranged between the ages of 9 and 15. The average age of the male and female campers was 12. The specific age and gender distribution is represented in Table 3.

Table 3

Age and Gender of Youth Respondents

Age	Male		Female	
	<i>f</i>	%	<i>f</i>	%
9	2	5.7	1	2.9
10	2	5.7	3	8.6
11			6	17.1
12	3	8.6	2	5.7
13	4	11.4	3	8.6
14	3	8.6	2	5.7
15			4	11.4
Total	14	40	21	60

Participants ranged from first-year campers to those who had attended camp for seven years; the number of years attending an OMK camp is represented in Table 4. Additionally, a separate question asked if youth had ever attended another military-related camp. Nineteen youth (54.3%) indicated that they have attended another military-related camp.

Table 4

Number of Years Attending an OMK Camp

Years	<i>f</i>	%
1	18	51.4
2	7	20.0
3	4	11.4
4	1	2.9
5	2	5.7
6	2	5.7
7	1	2.9
Total	35	100

According to both Ohio and Indiana's camp enrollment, all branches of service were represented at camp. However, respondents to the youth portion of the questionnaire

only came from three of the branches. The parent/guardian responses did represent all branches of service. These responses are represented in Table 5. As is representative of the overall camp population, the Army National Guard was the most common.

Table 5

Family Members' Military Affiliation

	Youth Responses						Adult Responses									
	Army		Air Force		Coast Guard		Army		Air Force		Coast Guard		Marines		Navy	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
National Guard	17	48.6	7	20.0			25	52.1	9	18.8						
Reserves	1	2.9	1	2.9			1	2.1	2	4.2					2	4.2
Active Duty	4	11.4	2	5.7	1	2.9	4	8.3	2	4.2	1	2.1	1	2.1	1	2.1
Unknown			2	2.9												
Total	22	62.7	12	34.3	1	2.9	30	62.5	13	27.1	1	2.1	1	2.1	3	6.3

Both groups of respondents were asked which family member(s) serves in the military. The most common youth response was father with 77.1 percent. The overall distribution of which family member serves in the military is available in Table 6. The adult respondents were also asked if the person responding is the service member. Twelve (25 %) of the respondents said they were the service member; 36 (75 %) said they were the non-service member parent or guardian in the family.

Table 6

Family Member Who Serves in the Military

	Youth		Adult	
	<i>f</i>	%	<i>f</i>	%
Mother	3	8.6	5	10.4
Father	27	77.1	40	83.3
Mother & Father	3	8.6		
Brother	2	5.7	1	2.1
No Response			2	4.2
Total	35	100	48	100

Both groups were asked about the number of deployments the family has experienced. Participants were able to answer between 1 and 4 or more. No option was given for never been deployed. Results of both youth and adult respondents are listed in Table 7.

Table 7

Number of Deployments

# of Deployments	Youth		Adult	
	<i>f</i>	%	<i>f</i>	%
1	10	28.6	9	18.8
2	7	20.0	19	39.6
3	5	14.3	4	8.3
4+	9	25.7	15	31.3
No Response	4	11.4	1	2.1
Total	35	100	48	100

Youth Findings

Paired *t*-tests were conducted for each of the research question. The data were analyzed and the results for each question are presented in the following sections. The open-ended questions asked have been analyzed by the researcher and are reported here to supplement the scale items.

Research Question 1: To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to communicate about being a military child?

Respondents were asked 11 items to determine their efficacy toward communication. Youth showed an increase across all 11 items based on their communication self-efficacy (Grand $M = 1.64$). Table 8 shows the results of the paired *t*-tests for communication.

Table 8

Youth Communication Post/Pre Paired t-test Results

How confident am/was I to:	<i>n</i>	Post <i>M</i>	Pre <i>M</i>	<i>M</i> Difference	Difference <i>SD</i>	<i>p</i>-value
Tell others about why I am proud to be from a military family	34	9.65	6.68	2.97	4.03	.000***
Explain to community members what it means to be a military youth	35	7.26	5.23	2.03	3.46	.001***
Talk to my friends about how I feel about deployment	33	7.48	5.64	1.85	3.55	.005**
Talk to a friend when I am worried about my military family member	34	7.68	6.00	1.68	4.31	.030*
Talk to my parents about how I feel about deployment	34	8.24	6.62	1.62	2.90	.003**
Tell friends about what I don't like about being from a military family	34	7.09	5.50	1.59	4.14	.032*
Talk with someone I just met about what it's like to be a youth in a military family	34	6.94	5.44	1.50	3.75	.026*
Tell my parents when I want them to be more involved in my activities	35	8.66	7.20	1.46	3.61	.023*
Talk to my teachers about being from a military family	33	7.12	5.79	1.32	3.89	.056
Explain to community members how I feel about deployment	35	6.11	4.97	1.14	2.95	.028*
Talk to an adult when I am worried about my family member who is in the military	33	7.55	6.64	0.91	3.61	.158

Note: 0 = Not Confident; 5 = Moderately Confident; 10 = Highly Confident

* $p < .05$, ** $p < .01$, *** $p < .001$

Grand $M = 1.64$

Youth reported the highest increase in the area of being able to tell others why they are proud to be from a military family (M Difference = 2.97, SD = 4.03), which also had the highest posttest rating (Post M = 9.65) of all communication items. Youth reported the smallest increase in talking to an adult when they are worried about their family member who is in the military (M Difference = 0.91, SD = 3.61), but had the lowest pre and post rating for talking to community members about how they feel about deployment (Pre M = 4.97; Post M = 6.11). Although these are the lowest ratings, they still fall close to the moderately confident level (rank of 5 on the 11-point scale). The paired t -tests for the communication skills showed the differences were significant at a 95% confidence level ($p < .05$) for all but two of the items: talk to an adult when I am worried about my family member ($p = 0.158$) and talk to my teachers about being from a military family ($p = 0.056$).

Open-ended responses indicated that camp helped youth to be able to better express their feelings about being from a military family. Further, meeting other youth from a similar situation has helped them be able to explain their experiences to others. One youth said,

OMK helped me learn to talk about being part of a military family because I know that there are a lot of other kids who feel the same way I do and I can say that it isn't only me who feels this way but a lot of kids feel this way. Many people who I talk to say that I would be the only person who thinks or feels something about deployment, but I can say that I'm not the only one.

For another, camp taught that "I can talk to my parents about other things pertaining to deployment."

Research Question 2: To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to cope with obstacles related to being in a military family?

Respondents were asked 17 items to measure their coping self-efficacy. Table 9 shows the results of the paired *t*-test for youth coping.

Table 9

Youth Coping Post/Pre Paired t-test Results

How confident am/was I to:	<i>n</i>	Post <i>M</i>	Pre <i>M</i>	<i>M</i> Difference	Difference <i>SD</i>	<i>p</i>- value
Handle added responsibilities such as chores at home when my military family member is away from home	33	8.85	7.06	1.79	2.71	.001**
Get people from my community to take an interest in things I am involved in	33	6.58	4.94	1.64	2.68	.001**
Understand what I cannot control when it comes to being part of a military family	35	8.37	6.89	1.49	2.74	.003**
Control my feelings when I am worried about my military family member	33	8.24	6.79	1.46	3.42	.020**
Succeed in becoming calm again when I am very scared	33	7.97	6.52	1.46	2.46	.002**
Prevent myself from becoming nervous	34	7.68	6.26	1.41	2.37	.005**
Understand what I can control when it comes to being part of a military family	34	8.24	6.88	1.35	2.37	.002**
Control my feelings when I am upset about my family member being deployed	32	8.38	7.03	1.34	3.00	.017*
Succeed in not worrying about things that might happen because of deployment	34	7.82	6.53	1.29	2.62	.007*
Find a family member to help me with a problem	32	8.34	7.13	1.22	2.86	.022*
Accept that my deployed family member will miss events that are important to me	35	8.49	7.31	1.17	2.96	.024*
Find an adult to help me with a problem	34	7.41	6.29	1.12	3.11	.044*
Succeed in not worrying about how things will change when my family member returns from deployment	34	8.03	6.97	1.06	2.74	.031*
Succeed in getting rid of unhappy or bad thoughts about my family member being deployed	34	8.12	7.12	1.00	2.59	.031*
Ask for help when I am feeling stressed because of deployment	32	7.13	6.25	0.88	3.01	.111
Succeed in not worrying about how things will change during a deployment	34	7.56	6.71	0.85	2.81	.086
Give myself a pep talk when I feel low	32	7.44	6.66	0.78	3.43	.208

Note: 0 = Not Confident; 5 = Moderately Confident; 10 = Highly Confident; **p* < .05, ***p* < .01, ****p* < .001 Grand *M* = 1.25

Youth reported an increase across all 17 items related to coping and being from a military family (Grand $M = 1.25$). Youth reported the highest increase of their perceived confidence and the highest posttest rating for being able to handle added responsibilities (Post $M = 8.85$, M Difference = 1.79; $SD = 2.71$). Youth reported their second highest increase on their confidence level to get people from their community to take an interest in things they are involved with (M Difference = 1.64; $SD = 2.68$); this item had the lowest pre and posttest ratings overall for this category (Pre $M = 4.94$; Post $M = 6.58$). The paired t -tests for coping skills showed a significant difference in all items except three at the 95% ($p < .05$) confidence level: give myself a pep talk when I feel low ($p = 0.208$), succeed in not worrying about how things will change during deployment ($p = 0.086$), and ask for help when feeling stressed because of deployment ($p = 0.111$). While these three items had the lowest change from pre to post test and did not show statistical significance, they still fall above the moderately confident level on the scale.

Youth commented that camp helped them be able to express their feelings and how to “deal with our feelings and not get so upset.” Another youth commented on learning to understand what they can and cannot control, “I learned that you can’t really control when they get deployed...” Another comment spoke to the idea of finding an adult to talk to about deployment. “It’s been hard always having to deal with both my parents being deployed. I have gotten used to it, but it has also helped me by at least telling an adult how I feel with both my parents being deployed.”

Research Question 3: To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about the social aspects of their life?

Youth responded to eleven items based on their social self-efficacy and being from a military family. Results from the paired *t*-tests for social self-efficacy are listed in Table 10.

Table 10

Youth Social Post/Pre Paired t-test Results

How confident am/was I to:	<i>n</i>	Post <i>M</i>	Pre <i>M</i>	<i>M</i> Difference	Difference <i>SD</i>	<i>p</i> -value
Succeed in staying friends with other military youth	35	9.11	6.71	2.40	3.25	.000***
Make friends with other military youth	35	9.46	7.11	2.34	2.75	.000***
Work well in a group of people my age	35	9.54	7.71	1.83	2.88	.001**
Talk with friends about being part of a military family	35	8.84	6.74	1.80	2.73	.000***
Talk with a person I don't know well	34	6.53	4.76	1.77	3.12	.002**
Make and keep friends who are boys	34	8.88	7.18	1.71	2.47	.000***
Find adults to help me when I am having problems with friends	35	7.89	6.31	1.57	2.69	.002**
Stay connected to other military youth	35	7.89	6.69	1.20	3.34	.041*
Find a friend to help me when I am having problems with other friends	35	8.46	7.37	1.09	2.11	.004**
Make and keep friends who are girls	34	8.74	7.88	0.85	2.55	.059
Succeed in preventing arguments with people my age	34	7.15	6.44	0.71	2.48	.107

Note: 0 = Not Confident; 5 = Moderately Confident; 10 = Highly Confident

p* < .05, *p* < .01, ****p* < .001

Grand *M* = 1.57

Youth respondents showed a perceived increase in their abilities across all eleven items (Grand $M = 1.57$). Youth indicated the highest gain in their ability to stay friends with other military youth (M Difference = 2.40) with a high confidence level overall on their posttest responses (Post $M = 9.11$). Youth reported the highest posttest confidence toward their ability to work well in a group of people their own age (Post $M = 9.54$), with the third largest increase in this category (M Difference = 1.83, $SD = 2.88$). While they are highly confident in their ability to work with youth their own age, the responses for their confidence in preventing arguments with people their own age had the smallest increase (M Difference = 0.71, $SD = 2.48$) and the second lowest rating of all items in this category (Post $M = 7.15$; Pre $M = 6.44$). Additionally, the paired t -tests showed no statistical significance for this item ($p = 0.107$), or for youth's ability to make and keep friends who are girls ($p = 0.059$).

Open-ended responses were overwhelming in that making new friends and seeing friends from previous years was one of the largest benefits of attending an OSD/OMK camp. One camper commented on feeling connected,

OMK has helped me feel more connected to other military youth, because where I live there are no teens who have family in the military. So this is great to be able to meet other people who also had family in the military.

Another camper commented that “making friends who understand me and know my feelings” was a benefit to attending camp. The highest posttest result was working well with people their own age. One youth specifically commented on working with others at camp.

OMK camp helped me by helping me get to know someone I did not know for my whole life. It has helped me by working together with a person you don't even like, but by the end of the day, I have gotten to know the person more and started making new friends to be able to talk about being in a military family.

Summary of Youth Findings

Youth showed an increase in their confidence level across all three skills.

Overall, youth reported the largest increase in their self-efficacy toward their communication skills (Grand $M = 1.64$), followed by social skills (Grand $M = 1.57$) and then coping skills (Grand $M = 1.25$). Within these areas, the mean of the responses fell at the moderately confident level or above. The lowest mean on the posttest (Post $M = 6.11$) was in the communication skill for the campers' ability to explain to community members how they feel about deployment. The paired t -tests showed a significant difference across all but seven items, two each in communication and social, and three in coping, indicating that youth perceived growth across all areas and there was statistical significance in their increases in self-efficacy across all three skill.

Adult Findings

Parent or guardians of OSD/OMK campers were asked variations of the same items as the youth respondents. The purpose of the adult section was to get campers' parents' or guardians' perspectives of how camp impacted their children. The data from the adult questionnaire were analyzed and the results of each section are broken down based on the research questions of the youth questionnaire.

Parents/Guardian Perspective of Research Question 1: To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to communicate about being a military child?

Adult respondents were asked eleven items based on their perspective of their child's ability to communicate about deployment-related issues. Table 11 represents the paired *t*-test of the respondents' answers to the items related to communication.

Table 11

Adult Communication Post/Pre Paired t-test Results

I am confident my child can/was able to:	<i>n</i>	Post <i>M</i>	Pre <i>M</i>	<i>M</i> Difference	Difference <i>SD</i>	<i>p</i>-value
Tell others why they are proud to be part of a military family	47	9.51	7.62	1.89	1.77	.000***
Talk to friends about how [s]he feels about deployment	47	8.34	6.53	1.81	2.46	.000***
Talk to an adult when worried about their family member who is in the military	47	8.87	7.09	1.79	1.92	.000***
Explain to community members what it means to be a military youth	47	8.17	6.38	1.79	2.15	.000***
Explain to community members how [s]he feels about deployment	48	7.92	6.13	1.79	2.47	.000***
Talk to a parent or guardian about how [s]he feels about deployment	48	9.02	7.25	1.77	2.40	.000***
Talk to friends when worried about their military family member	46	8.28	6.57	1.72	2.15	.000***
Tell a parent or guardian when [s]he wants them to be more involved with his/her activities	48	9.23	7.54	1.69	1.70	.000***
Talk to teachers about being part of a military family	47	8.04	6.60	1.45	2.26	.000***
Talk with someone they just met about what it's like to be a youth in a military family	48	7.73	6.31	1.42	2.18	.000***
Tell friends what they don't like about being part of a military family	46	8.09	7.00	1.09	2.20	.002**

Note: 0 = Not Confident; 5 = Moderately Confident; 10 = Highly Confident

p* < .05, *p* < .01, ****p* < .001

Grand *M* = 1.65

Adult respondents reported a perceived gain across all communication items (Grand $M = 1.65$). The highest reported gain (M Difference = 1.89, $SD = 1.77$) was also for the item with the highest overall response: the campers' ability to tell others why they are proud to be from a military family (Post $M = 9.51$). Adults reported the lowest posttest score (Post $M = 7.73$) and lowest increase (M Difference = 1.42, $SD = 2.18$) on youth's ability to talk with someone they just met about what it is like to be from a military family. Across all items in the communication skill, the paired t -tests showed statistical significance at a 95% confidence level ($p < .05$) with the highest p -value being .002 for telling friends what they don't like about being from a military family.

Adult respondents to the open-ended questions commented that attending camp increased their children's communication skills, specifically in the area of expressing their feelings and asking about the military and deployment. One respondent said, "It seems like [my camper] is more expressive of her feelings and lets him [her father] know when something just doesn't sit right for her. The situation can't always be changed, but at least we try to work out a solution to make everyone as relaxed as possible." Other respondents commented on not only their child's ability to express feelings, but also the pride they feel.

They understand they are not alone, that there are resources and people that understand their situation and can help. They get to meet other kids just like them and share similar feelings. They are filled with pride and know how special their soldiers are to everyone. They learn how to communicate with others their feelings and fear.

Parents/Guardian Perspective of Research Question 2: To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to cope with obstacles related to being in a military family?

Adult respondents were asked 17 items based on their perspective of their camper's ability to cope with deployment-related issues. Results from the paired *t*-test for the coping related items are provided in Table 12.

Table 12

Adult Coping Post/Pre Paired t-test Results

I am confident my child can/was able to:	<i>n</i>	Post <i>M</i>	Pre <i>M</i>	<i>M</i> Difference	Difference <i>SD</i>	<i>p</i>-value
Handle added responsibilities such as chores at home when the military family member is away	48	8.60	6.56	2.04	2.18	.000***
Accept that the deployed family member will miss important events	46	8.83	6.80	2.02	2.40	.000***
Control his/her feelings when worried about his/her military family member	46	8.00	6.11	1.89	1.98	.000***
Understand what [s]he can control when it comes to being part of a military family	48	7.75	6.13	1.63	1.89	.000***
Control his/her feelings when upset about his/her family member being deployed	48	7.54	6.06	1.48	1.87	.000***
Find an adult to help with a problem	47	8.36	6.89	1.47	1.73	.000***
Understand what [s]he cannot control when it comes to being part of a military family	47	7.68	6.23	1.45	2.02	.000***
Find a family member to help with a problem	47	8.87	7.60	1.28	1.81	.000***
Succeed in becoming calm again when they are very scared	48	7.38	6.13	1.25	1.10	.000***
Succeed in not worrying about how things will change during a deployment	48	7.27	6.06	1.21	2.02	.000***
Succeed in not worrying about things that might happen because of deployment	48	7.19	5.98	1.21	1.81	.000***
Ask for help when feeling stressed because of deployment	48	7.13	5.85	1.27	2.13	.000***
Succeed in getting rid of unpleasant thoughts about a family member being deployed	48	7.19	5.98	1.21	1.81	.000***
Give him/her self a pep talk when feeling low	48	6.96	5.77	1.19	1.76	.000***
Get people from the community to take an interest in things that [s]he is involved in	48	7.33	6.17	1.17	2.21	.000***
Succeed in not worrying about how things will change when the deployed family member returns home	48	7.40	6.31	1.08	2.08	.001**
Prevent him/her self from becoming nervous	48	7.10	6.04	1.06	1.63	.000***

Note: 0 = Not Confident; 5 = Moderately Confident; 10 = Highly Confident; * $p < .05$, ** $p < .01$, *** $p < .001$; Grand $M = 1.41$

Adult respondents reported a perceived gain across all 17 items related to coping and deployment (Grand $M = 1.41$). The adult respondents perceived the most growth (M Difference = 2.04, $SD = 2.18$) on youth's ability to handle added responsibilities around home. The second highest reported growth (M Difference = 2.02, $SD = 2.40$) was for youth's ability to accept that the deployed family member will miss important events. The respondents felt youth showed the least growth (M Difference = 1.06, $SD = 1.63$) in their ability to prevent himself/herself from becoming nervous. The lowest post rating for coping was youth's ability to give himself/herself a pep talk when feeling low (Post $M = 6.96$; Pre $M = 5.77$). Across all 17 items, the paired t -tests showed the results were statistically significant. Only one item, succeed in not worrying about how things will change when the deployed family member returns home, had a score above .000 with a p -value of .001.

Adults' responses to the open-ended questions focused on OSD/OMK camp helping the youth feel part of a larger team, knowing that there are others in the same situation, and normalized the feelings their campers have about deployment. One respondent said, "My children have learned that they are not alone. Camp has reinforced their network of adults available to them if they should need help." While the questionnaire responses showed the least perceived growth in youth's ability to prevent himself/herself from becoming nervous, one respondent commented that camp has helped with her child's separation anxiety. "She made good friends and her separation anxiety has gotten much better. She was really nervous about going to camp, but the staff and her friends have made her really comfortable."

Parents/Guardian Perspective of Research Question 3: To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about the social aspects of their life?

Adults responded to 11 items based on their perspective of youth's social skills.

Results from the paired *t*-test for these items are in Table 13.

Table 13

Adult Social Post/Pre Paired t-test Results

I am confident my child can/was able to:	<i>n</i>	Post <i>M</i>	Pre <i>M</i>	<i>M</i> Difference	Difference <i>SD</i>	<i>p</i> -value
Make friends with other military youth	47	9.30	6.64	2.66	2.54	.000***
Succeed in staying friends with other military youth.	47	8.47	6.34	2.13	2.66	.000***
Talk with friends about being part of a military family	48	9.13	7.02	2.10	2.01	.000***
Work well in a group of people his/her own age	47	9.74	8.06	1.68	2.03	.000***
Stay connected to other military youth	47	8.21	6.55	1.66	2.58	.000***
Find adults to help when having problems with friends	48	8.65	7.23	1.42	1.92	.000***
Find a friend to help when having problems with friends	48	8.44	7.04	1.37	1.71	.000***
Make and keep friends of the opposite sex	47	8.47	7.53	1.21	2.08	.000***
Make and keep friends of the same sex	47	9.49	8.28	1.21	2.03	.000***
Succeed in preventing arguments with people his/her own age	48	7.77	6.83	0.94	1.72	.000***
Talk with a person [s]he doesn't know well	48	7.69	6.75	0.94	2.02	.002**

Note: 0 = Not Confident; 5 = Moderately Confident; 10 = Highly Confident

Grand *M* = 1.57

p* < .05, *p* < .01, ****p* < .001

Adults reported perceived gains across all 11 items related to campers' self-efficacy toward social skills (Grand $M = 1.57$). The highest perceived growth after camp was on youth's ability to make friends with other military youth (M Difference = 2.66, $SD = 2.54$). The second highest perceived growth (M Difference = 2.13, $SD = 2.66$) was for youth's ability to stay friends with other military youth. This item also had the lowest pretest mean (Post $M = 8.47$, Pre $M = 6.34$). The highest overall posttest score was for youth's ability to work well with others their own age (Post $M = 9.74$, Pre $M = 8.06$). Two items had the lowest perceived gain (M Difference = 0.94). They were based on a youth's ability to talk with a person [s]he doesn't know well ($SD = 2.02$) and a youth's ability to prevent arguments with people his/her own age ($SD = 1.72$). The paired t -tests for social skills showed statistical significance across every item at a 95% confidence level.

Comments from the adult respondents expanded upon the value of meeting other military youth, the relationships that camp is able to build, along with their campers' continued relationships with fellow campers. One respondent commented that his/her camper is closer with military friends from camp than local friends. "She texts and e-mails with others from the camps she attended regularly. I would say she considers them closer friends than others who are local." Other respondents commented on how camp offers a place to connect due to geographic dispersion.

It is our ONLY opportunity to get together with military youth. Our [family readiness group] is located over an hour away and our company is spread throughout the state. This makes spending time with other [military] youth difficult. Camps (day and overnight ones) offer us that connection.

Summary of Adult Findings

Adult respondents reported an increase in their campers' ability across each of the three skills: communication, coping, and social. Based on all the items for each skill, respondents felt that youth showed the most improvement in their communication skills (Grand $M = 1.65$), followed by social skills (Grand $M = 1.57$), and then coping skills (Grand $M = 1.41$). The mean of respondents' answers all fell above the moderately confident level, a five on the scale. The lowest mean on the posttest ($M = 6.96$) was in the coping skills set for youth's ability to give himself/herself a pep talk when feeling low. Across all skills and items, the paired t -tests showed that every item was statistically significant at a 95% confidence level.

Comparison of Youth and Adult Findings

Across all three skills, youth and adults perceived an increase in campers' skills after attending an OSD/OMK camp. The posttest responses all averaged above the moderately confident level (5 on the questionnaire response scale) with the lowest posttest rating for the youth's ability to explain to community members how they feel about deployment (Post $M = 6.11$). The adult respondents' lowest mean on the posttest was for youth's ability to give himself/herself a pep talk (Post $M = 6.96$).

In the communication skill set, the adults' posttest mean was higher on every item but one: campers' ability to tell others why they are proud to be from a military family (Adult Post $M = 9.51$; Youth Post $M = 9.65$). This item saw the highest increase between posttest mean and pretest mean for both groups of respondents. The grand mean gain

across all communications items were similar (Adult Grand $M = 1.65$; Youth Grand $M = 1.64$). The paired t -tests showed statistical significance across all items from the adults, and all but two from the youth: talk to an adult when worried about my family member who is in the military and talk to teachers about being from a military family. Similar gains were reported on the item related to explaining to community members what it means to be a military youth. Youth respondents reported the second highest gain for this item and the adults reported the third highest gain. Youth reported the lowest growth on talking to an adult when compared to the adults' who reported the third highest mean increase for this item.

In the coping skill set, the youth respondents' posttest mean was higher on all but four items. Though youth indicated a higher confidence level, adult respondents indicated a higher increase in skill level on 12 of the 17 items. Additionally, adults indicated higher average increases across all items (Adult Grand $M = 1.41$; Youth Grand $M = 1.252$). The paired t -tests for the adults showed statistical significance across all items; the youth showed significance across all but three items. These three items were: 1) give him/herself a pep talk; 2) ask for help when feeling stressed because of deployment; and 3) succeed in not worrying about how things will change because of deployment. Youth and adults reported the highest increase between posttest means and pretest means on youth's ability to handle added responsibilities at home during deployment. Youth reported the second highest gain for getting people from their community to take an interest in things they are involved in, whereas adults reported the third lowest gain for that item. When comparing youth's confidence toward asking for help when feeling stressed because of deployment, both youth and adults reported

differences between posttest means and pretest means that were on the lower end of the mean differences.

For the social skill set, the youth respondents' posttest mean was higher on four of the 11 items. The grand mean increase on the scale across all eleven items for youth and adults were the same (Adult Grand $M = 1.57$; Youth Grand $M = 1.57$). Youth and adults both indicated the highest posttest mean score for youth's ability to work well in a group of people their own age. The items that received the highest increase from both groups was youth's ability to make friends with other military youth (Adult M Difference = 2.66, $SD = 2.54$; Youth M Difference = 2.34, $SD = 2.75$) and succeed in staying friends with other military youth (Adult M Difference = 2.13, $SD = 2.66$; Youth M Difference = 2.40, $SD = 3.25$). The paired t -tests results showed statistical significance across all items from the adult respondents. The youth showed statistical significance on all but two items: make and keep friends who are girls (Post $M = 8.74$, M Difference = .85, $SD = 2.55$, $p = 0.059$) and prevent arguments with people their own age (Post $M = 7.15$, M Difference = .71, $SD = 2.48$, $p = 0.107$). Both group of respondents reported the smallest mean increase between post and pretest items for preventing arguments with people their own age.

CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The overall purpose of this study was to determine to what extent an Operation: Military Kids residential camping experience for military youth affected their self-efficacy toward three life skills - communicating, coping, and social - that have been identified to help youth be more resilient in the face of deployment. The study was conducted a minimum of three months after the end of camp to see if the skills remained with the youth. Each campers and his/her parent or guardian were asked to complete a questionnaire to gain multiple perspectives. The three main research questions to this study were:

1. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to communicate about being a military child?
2. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about their ability to cope with obstacles related to being in a military family?
3. To what extent do military youth who attend an OSD/OMK-funded camp feel more efficacious about the social aspects of their life?

This chapter will discuss the conclusions and implications of the findings and also provide the researcher's recommendations for future camping programs and research.

Conclusions

The average age of the youth respondents for this study was 12 years old with 40% of the youth males and 60% females. Although the majority of the respondents (51.4%) were first year campers, several had attended other OMK camps ranging from their first to their seventh. The family member who serves in the military most often was the father. For the adult respondents, the non-service family member was typically the individual completing the questionnaire (75%). The branch and component of the military most represented in this study was the Army National Guard, followed by the Air National Guard which is representative of both states overall military service demographics.

Overall, those military youth and their parents or guardians who completed the questionnaire felt that camp made a positive impact on camper's self-efficacy toward the three deployment-related skills. Both respondent groups saw positive growth when comparing the posttest results with the pretest. When looking at all the items, the adults perceived a slightly higher increase in the campers' skill levels, and except for the area of coping, the adults responses grand mean showed a higher level of confidence. All responses averaged above the moderately confident level on the scale. Additionally, youth reported a mean increase of one point or higher on all but five of the items. The results of this study show that for those who responded to the questionnaire, the OSD/OMK camp was successful in helping youth become more resilient and efficacious toward deployment-related skills.

The first research question of this study looked at military youth's self-efficacy related to their communication skills, specifically those related to having a family

member serving in the military and deployment. Self-efficacy was measured with 11 items for both the youth and parent/guardian respondents. Both youth and adults saw positive gains across all 11 items and mean differences from pre to post were significant on all but two youth items. The positive environment of camp, being around peers experiencing the same situations, and counselors and adult staff who have been trained provided youth the opportunity to build their communication skills. One youth respondent commented, "I learned I'm not the only person who goes through this so I'm more able to speak." Youth reported highest grand mean across all items in the communication skill set. The item where they saw the highest overall gain was in their ability to tell others why they are proud to be from a military family.

Spending time with other youth and talking about the experiences in a safe environment allowed youth to open up about their experiences of being from a military family. The researcher was able to observe portions of both camps included in the study and observed that both camps setting aside specific time for the youth to talk about their experiences in a military family, both in small groups and the whole camp. For example, Indiana incorporated daily small groups divided by age. Ohio incorporated Military Moments, where service members from different branches would share their experiences and answer campers' questions. These organized situations were a short portion of the program, usually no more than 30 minutes a day, and provided opportunities for youth to hear others' stories and ask questions. The less structured parts of camp, such as cabin and meal times, provided youth the opportunity to then expand upon these conversations on a more intimate level with their peers.

The second research question of the study looked at military youths' self-efficacy related to their ability to cope with situations related to having a family member in the military and deployment. Seventeen items were asked of all respondents, and an increase was seen in the means across all items. Only three items asked of the youth did not have statistical significance; the adults showed statistical significance across every item. For those responding to the questionnaire, the camp setting allows youth to learn positive coping skills and build their self-efficacy through a variety of ways. Youth were able to hear from others how they have handled similar situations and learn new ways to cope with issues; an example of vicarious experiences as a source of self-efficacy. The structured discussions previously discussed again help to facilitate this. One adult felt that camp in general just helped to boost her child's confidence and ability to handle issues because of learning that others are going through deployment and can handle what comes their way. Another adult felt camp "made him more confident in dealing with the unknown."

A common theme from prior research was that military youth take on added responsibilities around the house when a family member is deployed (Chandra, Lara-Cinisomo, et al., 2011; Chandra et al., 2010; Huebner & Mancini, 2005, 2010; Huebner, Mancini, Wilcox, Grass & Grass., 2007; Knobloch, Pusateri, Ebata & McGlaughlin, 2012; Mmari, Bradshaw, Sudhinaraset, & Blum, 2010; Pfefferbaum, Houston, Sherman & Melson, 2011). Across the coping items, youth reported the highest growth and highest level of confidence on the posttest for their ability to handle the added responsibilities at home. The residential camp setting is designed to promote independence and responsibility for youth as an individual but also as a small

community. For example, cabin groups at both camps were responsible for cleaning their cabins and also the camp as a whole. At meals, youth were assigned to be table setters and were responsible for setting the table, getting platters of food for their tables and, cleaning the table at the end of their designated meal. These experiences provide youth an opportunity for mastery experiences that can help increase their self-efficacy toward skills needed to help around the house, along with teaching responsibility and independence.

Being around others who understand what it is like being from a military family is an invaluable experience for the youth and one of the biggest strengths of camp programming. Several youth commented that knowing others in a similar situation made a positive impact. One responded, “I learned that I am not alone in the battle of life as a military kid. There are other kids just like me who have the same problems as me.” This theme is supported by the Huebner et al. (2007) research and their recommendation to help youth find meaning through interactions with peers facing a similar situation.

Lemmon and Chartrand (2009) discussed that a key aspect of being able to cope with a deployment was the presence of a caring adult; the ability of camps to provide this support is well documented with research about camps (Dworken, 2001; Henderson et al., 2007). While the questionnaire items asked youth about their ability to talk with adults and seek support, the open-ended comments referred to the positive role of the counselors and staff in making a difference in youths’ coping skills. Youth commented on how it was helpful to be able to tell an adult how having a parent deployed made them feel. Parents commented their child learned that “there are resources and people that understand their situation and can help”; “My son has opened up more since developing

relationships with older role models. He mentions them often.” The staff and volunteers who conduct these camps are a strong resource for these youth and often form relationships that extend beyond the camp setting, providing them with support long after the camp has ended. These relationships with caring adults help to create a positive emotional physiological state that is a source of self-efficacy.

The third research question of the study looked at military youths’ self-efficacy related to the social aspects of their lives. Youth and adults saw gains across all items and the open-ended responses spoke to the growth and importance of an OSD/OMK camp in this area. Camp is inherently social and provides youth opportunities to practice these skills. Youth reported the highest gains in their confidence levels for succeeding in maintaining friendships with military youth, making friends with other military youth, and working well with a group of people their own age. These three items also had the three highest posttest scores for this skill set, all of which had a mean score over 9; a score of 10 on the scale was highly confident.

Overwhelmingly, the open-ended responses centered on the importance of camp in introducing youth to others in a similar situation and the relationships that were built. Knowing that others were going through a similar situation and having someone to talk to was a constant theme: “The best thing about attending OMK is meeting the other kids who understand what it’s like to have family in the military.” One parent said the best part of attending camp was the social skills they learned including, “that not only does my child have someone they can connect with if they need but that my child is willing to give support to other children if they need it.” The positive impact of the social connectedness youth feel with other military youth is well supported by previous research

with military youth (Chandra, Lara-Cinisomo, et al., 2011; Huebner & Mancini, 2005; Mmari et al., 2010). Open-ended responses from both youth and adults also spoke to the fact that through various technology, youth are able to keep in contact with their camp friends. Additionally, along with peers, the counselors and adult staff are able to provide youth with the verbal or social persuasion that can assist in increasing a person's self-efficacy.

Implications

As of April 1, 2013, OMK began operating under a new framework that focuses on four service areas. The framework can be viewed as Appendix I. The new framework specifically identifies 'camps' as one of the requirements for the Arts, Recreation and Leisure service area. Based on this change to OMK, this study has significant implications. While the results of this study cannot be generalized beyond the respondents, the findings from this study can help inform those determining the goals of future funding opportunities which skill areas that could be a focus of funded camps. Additionally, these findings can help inform the youth development professionals planning camps on the specific skill areas for which youth feel less efficacious so they can design targeted activities to meet those needs.

The findings from this study can be used in many ways to improve programming for military youth. This study supported the concept that OSD/OMK camps are a positive experience for military youth and can successfully increase a military youth's self-efficacy toward deployment-related skills and that parents or guardians also see the benefits of the camp experience. The findings from this study can be used to gain

support for the continued funding of these camps and others like them. The findings can also be used to help gain support from outside donors by showing the impact that the camping program has on military youth.

Recommendations for Practice

Research into camps has shown that camps provide a positive youth development experience and provide youth with the opportunities to build life skills (Arnold et al., 2005; Bialeschki et al., 2007; Dworken, 2001; Garst & Bruce, 2003; Garst et al., 2010; Thurber et al., 2007). This study has shown that camps specifically designed for military youth are successful in helping youth build self-efficacy toward skills that can help them be more resilient in the face of a family members' military deployment. Camps are situated in a way that they are able to provide youth with opportunities to experience all four sources of self-efficacy: (a) mastery, (b) vicarious experiences, (c) verbal or social persuasion, and (d) emotional and physiological state as identified by Bandura (1997).

First, the results of this study show that OSD/OMK camps are able to build youth's self-efficacy toward skills that can help them be resilient in the face of deployment. These camps and others like them should be continued so that they may reach additional military kids, but also to allow the youth the opportunity to grow and reconnect year after year. While this study did not analyze the data based on the number of years attending camp, one adult comment speaks to the growth youth may see by attending for multiple years:

I've seen him grow up through several years at camp, from the first year when he was nervous about what it would be like to now, when he would like to volunteer as a counselor when he's too old to attend. His maturity level is probably somewhat more than other kids his age because of the deployments as he has had to worry about his dad and brother when they were both deployed last year, and the camp is a place where he gets to step back and look at what he believes and sees in the military a little bit. He seems to want to be helpful to others because of it, and that's been a very big plus.

Bialeschki et al. (2007) discussed how focused camp programming with specific goals and objectives is the most successful in facilitating long-term growth. When planning future camps, this intentionality of programming is vital. Both Ohio and Indiana had structured time each day to talk about the fact that all the campers were from a military family. Future camps should incorporate these larger structured settings into their camps to help youth feel the connection to the military and to spark conversations that last throughout the day. Sparking the conversations in this safe environment allows youth the opportunity to practice discussing what they feel are both the good and bad aspects of being from a military family, which will allow them to do so in other environments. Additionally, they are able to share and learn through the vicarious experiences of their peers. The residential camp setting allows youth to grow and build these skills naturally through mastery experiences, and also offers them a respite from their everyday lives. Including these structured discussions is important, but should not be the sole focus of the programming. There must be a balance between the traditional camp activities to allow the youth to still be able to have fun, be with friends and explore new areas without feeling like they are at boot camp or a therapy session.

Both camps' schedules included required activities that youth were not always interested in, but also included opportunities for youth to select an activity based on their interests. Youth were able to practice decision making, and in some cases, faced disappointment if the activity in which he/she wanted to participate was full before it was his/her turn to select. Additionally, the activities offered provided youth the opportunities to learn new skills such as a variety of crafts, snorkeling, teambuilding, and various sports. These required and free choice activities are an important aspect of camp, because each provides youth with new opportunities, to explore their interests, and also to allow them the responsibility of making decisions. The camp setting provides youth with mastery experiences in a safe environment, which are considered to be one of the strongest sources for building self-efficacy (Bandura, 1997; Usher & Pajares, 2008). Adult respondents also saw the significance of these experiences. One adult respondent commented, "the best part was the high adventure activities, it showed her how well she can do, and that she can take risks, and enjoy the outcomes." Future camps should offer a variety of activities, specifically those unique to the location of the camp. For example, Ohio is able to offer snorkeling in a quarry, because it is unique to their camp location. Providing youth with the opportunities for mastery experiences in a wide range of content areas will help them across all aspects of their life.

Finally, future camps should focus on the training of their counselors and adult staff. Positive relationships with caring adults are recognized as beneficial by both research into military youth and camps in general. Additionally, both youth and adult respondents in this study commented on the influence of the adults. Providing quality training for staff on how to discuss military-related topics, and also on general youth

development camping practices will help the youth have a better overall experience. Trained staff can also help provide the verbal or social persuasion a person needs to believe in him or herself and can help create a positive emotional state for youth. Ohio used teen counselors in the cabins, many of whom were former campers. These older youth were able to relate to the younger youth and serve as positive role models. Future camps should attempt to provide the opportunity for older military youth to serve as counselors so that they can be a resource for the campers also to provide them with a learning experience of their own.

Recommendations for Future Research

This study was the first known study to look directly at the targeted skills required by the OSD/OMK camp grants to determine if camp was effective in building these skills. As programs are developed and goals and objectives are set, more systematic research could be conducted to determine if the goals are being successfully achieved. As youth development professionals design programs, knowing in which areas youth need support and the promising practices of meeting those needs will help practitioners better plan their programs.

Future research should continue to be informed by multiple perspectives to gain a broader picture of the impact the program offers. Additional sources would be to gain the perspective of the counselors and staff on the growth that they see throughout the duration of the camp programming.

Future research could also use a mixed-method approach to do follow-up interviews with camp participants and adults at different time points during and after the

camp program to determine to a greater extent the impact camp has on other areas of the campers' lives. Follow-up interviews and personal contact with the potential respondents could also help to reduce the low response rate from this study.

Based upon the open-ended question responses, the use of focus groups or one-on-one interviews with both youth and adults would be an appropriate method to use for future research. The comments provided by both respondent groups indicated that these camps were valuable in ways this study did not explore. Holding focus groups or interviews would allow researchers to gather more information on the impact of these camps. Additionally, these methods could help with the low response rate.

Due to the low response rate of this study, the findings were generalizable only to the respondents. Researchers considering replication of this study, using the same instrument should take efforts to increase the response rate. One way to potentially increase participation is to use a traditional pre/posttest, with the pretest given prior to the start of camp and the posttest administered three months after the end of camp. A future study could include an incentive for participation in hopes of increasing the response rate. Additionally, while this study was the first to look at these aspects, there are several studies being conducted on the population as a whole. When looking at other studies with military families, a low response rate is not uncommon (Morris & Age, 2009; Wong & Gerras, 2010).

Another study that could be conducted would be a longitudinal study to follow campers through the years to see how multiple years attending camp changes youths' attitudes and perceptions. Another area would be to conduct a study with military youth

who have become camp counselors to discover the impact of being a camper and also the benefits to those serving as a camp counselor.

A limitation to this study that could be addressed in a replication is the wording of the instructions for the retrospective pretest. The instructions at the beginning of the pretest said to “think back to how you handled yourself BEFORE attending camp this year.” Further instructions at the top of each page just said “before attending OMK camp.” For youth who have attended camp for multiple years, it is unknown what frame of reference they reflected back upon. Did they look back prior to the 2012 camp or reflect back before the first time they ever attended camp?

Conclusion

This study focused on the OSD/OMK residential camps in Indiana and Ohio and their ability to help youth become resilient in the face of a family member’s military deployment. This study showed that, for those participants who completed the questionnaire, the Indiana and Ohio camps were successful in meeting the goals outlined by the grant and resulted in a positive impact on the designated skills for the campers.

Military youth face situations unlike their civilian peers. Attending a residential camp with other military youth allows them to build connections and skills that help them be resilient in the face of these unique situations. While these two camps proved to be successful in building these skills in those participants who completed this study, the continuation of these camps and others like them are vital in ensuring continued support and skill growth of the campers. Camps will also enable future military youth to have the opportunity to grow their skills and be resilient in the face of deployment.

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APPENDICES

Appendix A: Letters of Support



DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

May 24, 2012

Dear Ms. Clary,

Indiana Operation: Military Kids (OMK) is hosting a residential camp for military youth on July 23-26th, 2012, at the Dunes Learning Center in Chesterton, Indiana. This camp is designed to help military youth connect and build skills that will help them be resilient through the deployment cycle.

We would like to cordially invite you to pursue your research project, "Impact of Operation: Military Kids Residential Camping Programs on Military Youth's Self-Efficacy Toward Military Related Resiliency Skills," with the OMK camp in Indiana.

As our OMK camping program is in its second year and continuing to grow, documenting the impact of the program is important to us. Your research will help us to further define the benefits that the OMK camping program provides for military children. We look forward to working with you as you pursue this project.

Sincerely,

A handwritten signature in cursive script that reads "Steve McKinley".

Steve McKinley
4-H Extension Specialist,
Leadership/Volunteerism



4-H Youth Development Program



Operation: Military Kids

Agricultural Administration Building, Room 214 • 615 W. State St. • West Lafayette, IN 47907-2053 •
(765) 494-8422 • FAX: (765) 496-1152 • fourh@four-h.purdue.edu • www.four-h.purdue.edu
Purdue University, Indiana Counties and U.S. Department of Agriculture Cooperating
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Ohio State University Extension
 4-H Youth Development
 Nationwide & Ohio Farm Bureau 4-H Center
 2201 Fred Taylor Drive
 Columbus, OH 43210
 Phone 614-297-8164
 Fax 614-292-5937
ferrari.8@osu.edu

May 25, 2012

Christy Clary
 615 West State St.
 W. Lafayette, IN 47907

Dear Ms. Clary,

Ohio Operation: Military Kids (OMK) is hosting two residential camps for military youth during the summer of 2012. These camps are designed to help military youth connect and build skills that will help them be resilient through the deployment cycle.

Considering that OMK is active in both our states and shares common goals, we would like to cordially invite you to pursue your research project, "Impact of Operation: Military Kids Residential Camping Programs on Military Youth's Self-Efficacy Toward Military Related Resiliency Skills," with the OMK camps in our state.

As our OMK camping program is in its 8th year and continuing to grow, documenting the impact of the program is important to us. Your research will help us to further define the benefits that the OMK camping program provides for military children. We look forward to working with you, Indiana OMK, and Purdue University as you pursue this project.

Sincerely,

Theresa M. Ferrari

Theresa M. Ferrari, Ph.D.
 Associate Professor & 4-H Youth Development Specialist
 Ohio Operation: Military Kids Project Director
 Ohio State University Extension

Appendix B: IRB Approval



HUMAN RESEARCH PROTECTION PROGRAM
INSTITUTIONAL REVIEW BOARDS

To: JERRY PETERS
AGAD 220A

From: JEANNIE DICLEMENTI, Chair
Social Science IRB

Date: 07/09/2012

Committee Action: Exemption Granted

IRB Action Date: 07/06/2012

IRB Protocol #: 1206012425

Study Title: Impact of Operation: Military Kids Residential Camping Programs on Military Youth's Self-Efficacy T
Resiliency Skills

The Institutional Review Board (IRB) has reviewed the above-referenced study application and has determined that it meets the criteria for exemption under 45 CFR 46.101(b)(1) .

If you wish to make changes to this study, please refer to our guidance "Minor Changes Not Requiring Review" located on our website at <http://www.irb.purdue.edu/policies.php>. For changes requiring IRB review, please submit an Amendment to Approved Study form or Personnel Amendment to Study form, whichever is applicable, located on the forms page of our website www.irb.purdue.edu/forms.php. Please contact our office if you have any questions.

Below is a list of best practices that we request you use when conducting your research. The list contains both general items as well as those specific to the different exemption categories.

General

- To recruit from Purdue University classrooms, the instructor and all others associated with conduct of the course (e.g., teaching assistants) must not be present during announcement of the research opportunity or any recruitment activity. This may be accomplished by announcing, in advance, that class will either start later than usual or end earlier than usual so this activity may occur. It should be emphasized that attendance at the announcement and recruitment are voluntary and the student's attendance and enrollment decision will not be shared with those administering the course.
- If students earn extra credit towards their course grade through participation in a research project conducted by someone other than the course instructor(s), such as in the example above, the students participation should only be shared with the course instructor(s) at the end of the semester. Additionally, instructors who allow extra credit to be earned through participation in research must also provide an opportunity for students to earn comparable extra credit through a non-research activity requiring an amount of time and effort comparable to the research option.
- When conducting human subjects research at a non-Purdue college/university, investigators are urged to contact that institution's IRB to determine requirements for conducting research at that institution.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not

submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 1

- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Categories 2 and 3

- Surveys and questionnaires should indicate
 - only participants 18 years of age and over are eligible to participate in the research; and
 - that participation is voluntary; and
 - that any questions may be skipped; and
 - include the investigator's name and contact information.
- Investigators should explain to participants the amount of time required to participate. Additionally, they should explain to participants how confidentiality will be maintained or if it will not be maintained.
- When conducting focus group research, investigators cannot guarantee that all participants in the focus group will maintain the confidentiality of other group participants. The investigator should make participants aware of this potential for breach of confidentiality.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 6

- Surveys and data collection instruments should note that participation is voluntary.
- Surveys and data collection instruments should note that participants may skip any questions.
- When taste testing foods which are highly allergenic (e.g., peanuts, milk, etc.) investigators should disclose the possibility of a reaction to potential subjects.

Appendix C: Information Letter, Parent Consent, Youth Assent



DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear OMK Camper Parent or Guardian,

My name is Christy Clary and I am a graduate student at Purdue University who works with Indiana Operation: Military Kids. I hope you are very excited that your child is attending an Operation: Military Kids camp this summer! As a part of my graduate program at Purdue, I am doing a master's thesis research project on the impact that OMK camps, like the one your child is registered to attend, have on youth from military families.

To learn how OMK camps are able to help military children, I would like you and your child's help. I have developed an online survey for campers and a parent or guardian to fill out approximately three months after camp. These surveys will ask questions about how confident you and your child are about your child's ability to do a series of tasks. Participation in this study is completely voluntary and will in no way affect your child's ability to attend camp. If at any point you should decide to quit the study, you may do so with no penalties to you. Additionally, if you choose to participate, you may skip over any questions that you do not want to answer.

If you would like to participate, I am required by the Purdue University Institutional Review Board to have you sign and return an informed consent form and your child to sign and return a youth assent form. Both of these documents are included with this information. These documents explain the procedure for how information will be collected, how long the study will take, and how information will be kept confidential.

To participate, please bring the consent and assent information forms with you to camp check-in at the Gary Armory on July 23rd. Approximately three months after camp, you will receive an e-mail from me with the links to the online youth and adult survey. Included in the e-mail will be a code for both you and your child to enter into the survey. These codes will only be used so that I can compare your answers to your child's.

At no point will your names be linked to the code so that all responses remain confidential. Each survey will take approximately 20 minutes to complete. If at any point in the survey you decide you no longer wish to participate, you may opt out by simply exiting out of your browser screen.

Thank you for considering participation in this study. While there are no direct benefits to you or your child for participating, the results of this study will help Operation: Military Kids plan future events and activities to better meet the needs of military youth. If you have decided to participate, please follow the instructions listed on the contact information sheet for how and when to return the materials.

If you have any questions about any of the information regarding this study, please feel free to contact me at cclary@purdue.edu or 740-701-7388.

Sincerely,

A handwritten signature in cursive script that reads "Christy D. Clary".

Christy D. Clary
Graduate Assistant, Operation: Military Kids
Youth Development and Agricultural Education
Purdue University

To participate please bring the signed consent and assent information forms with you to camp check-in at the Gary Armory on July 23rd.



4-H Youth Development Program



Operation: Military Kids

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DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear OMK Camper Parent or Guardian,

My name is Christy Clary and I am a graduate student at Purdue University who works with Indiana Operation: Military Kids. I hope you are very excited that your child is attending an Operation: Military Kids camp this summer! As a part of my graduate program at Purdue, I am doing a master's thesis research project on the impact that OMK camps, like the one your child is registered to attend, have on youth from military families.

To learn how OMK camps are able to help military children, I would like you and your child's help. I have developed an online survey for campers and a parent or guardian to fill out approximately three months after camp. These surveys will ask questions about how confident you and your child are about your child's ability to do a series of tasks. Participation in this study is completely voluntary and will in no way affect your child's ability to attend camp. If at any point you should decide to quit the study, you may do so with no penalties to you. Additionally, if you choose to participate, you may skip over any questions that you do not want to answer.

If you would like to participate, I am required by the Purdue University Institutional Review Board to have you sign and return an informed consent form and your child to sign and return a youth assent form. Both of these documents are included with this information. These documents explain the procedure for how information will be collected, how long the study will take, and how information will be kept confidential.

To participate, please return both the signed consent and assent information forms with the rest of your camp forms to Ohio OMK. Approximately three months after camp, you will receive an e-mail from me with the links to the online youth and adult survey. Included in the e-mail will be a code for both you and your child to enter into the survey. These codes will only be used so that I can compare your answers to your child's.

At no point will your names be linked to the code so that all responses remain confidential. Each survey will take approximately 20 minutes to complete. If at any point in the survey you decide you no longer wish to participate, you may opt out by simply exiting out of your browser screen.

Thank you for considering participation in this study. While there are no direct benefits to you or your child for participating, the results of this study will help Operation: Military Kids plan future events and activities to better meet the needs of military youth. If you have decided to participate, please follow the instructions listed on the contact information sheet for how and when to return the materials.

If you have any questions about any of the information regarding this study, please feel free to contact me at cclary@purdue.edu or 740-701-7388.

To participate please return both the signed consent and assent information forms with the rest of your camp forms to Ohio OMK.

Sincerely,

Christy D. Clary
Graduate Assistant, Operation: Military Kids
Youth Development and Agricultural Education
Purdue University



4-H Youth Development Program

Operation: Military Kids



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DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

RESEARCH PARENT CONSENT FORM

Impact of Operation: Military Kids residential camping programs
on military youth's self-efficacy toward military related resiliency skills.

Principal Investigator: Dr. Jerry Peters, Professor
Purdue University
Youth Development and Agricultural Education

Purpose of the Study: The purpose of this study is to determine if, after attending an Operation: Military Kids funded camp, military youth have higher levels of self-efficacy for resiliency skills related to being from a military family and to see if parents or guardians believe there is a change in their child's skills after attending camp.

Procedure to be followed during the study: You and your child who is attending an Operation: Military Kids (OMK) camp will be asked to complete a survey in which you will be allowed to take as much time as needed to complete. The survey your child will be asked to complete will ask about their confidence level toward resiliency skills needed by military children including: communication, coping and social. This survey will be administered through a web-based system approximately three months after your child attends an OMK Camp. The survey will be completed in one sitting, but will be broken into two sections. The first section of the survey will ask your child to think about how confident they currently are in regards to their military resiliency skills. The second section will ask them to think back about how confident they were about the same skills prior to attending the designated OMK camp. Your child will also be asked some demographic information so that the researcher understands the population of those who respond to the survey. You have the right to review all questions on the survey prior to allowing your child to participate in this study.

The survey you will be asked to complete will also be in two sections. The first will ask you about your perceptions of your child's skill levels and ability to handle stress related to being a military child since attending camp. The second section will ask you about your perceptions of your child's skill levels and ability to handle stress related to being a military child prior to attending camp. You will also be asked some demographic information so that the researcher understands the population of those who respond to the survey.

The survey for both your child and you will be completed via a web-based system. You will be e-mailed the link to both surveys and asked that both you and your child complete the survey within a six week period. Included in the e-mail will be a code that both you and your child will be asked to input at the beginning of the survey so that responses can be matched. You will be asked to complete the survey in one sitting, though you and your child may complete the survey at different times.

Duration of this Study: The survey will be open for six weeks once the original link is sent to participants in the fall of 2012. For the survey, you and your child will be given as much time as needed to complete the survey, but neither survey should take more than 20 minutes to complete.

Risks: There are no risks to the participants beyond those they face every day and a possibility of a breach in confidentiality. Although there is slight risk in regards to confidentiality, safeguards are in place to prevent this from happening. All research carries risk. The standard for minimal risk is that which is found in everyday life.



4-H Youth Development Program



Operation: Military Kids

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Benefits: There are no direct benefits to the participants. However, the results of this study could improve the Operation: Military Kids camping program for future military children. There are some indirect benefits that may occur to your child which include increasing their thinking about how they handle stress in their lives related to being a military child.

Confidentiality: Any forms collected (i.e., consent and assent forms) will be stored in a locked desk drawer with access available only to the primary and co-investigator. Any data collected through the survey will be linked to your e-mail address by a code so that the researcher is able to view who has responded. The code will not be linked with your name. Once the survey has closed, the code linking your e-mail address to your responses will be deleted. The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight.

Voluntary Nature of Participation: You do not have to give permission for you or your child to participate in this research project. Participation in this study will no way impact your child's ability to attend OMK camp. If you do agree to participate and to allow your child to participate you can withdraw yours or your child's participation at any time without penalty. Additionally, you or your child may skip over any questions you do not wish to answer in the survey. Your responses to this survey will help each component of the OMK program in the future. It will also help the community increase their awareness of the changing roles of military children when their parents are deployed and the support systems needed by military kids.

Contact Information: If you have any questions about this research project, you can contact Christy Clary at (740) 701-7388 or Dr. Jerry Peters at (765) 494-8423. If you have concerns about the treatment of research participants, you can contact the Institutional Review Board at Purdue University, Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. The phone number for the Board is (765) 494-5942. The e-mail address is irb@purdue.edu.

Documentation of Informed Consent: I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research project and my questions have been answered. I am prepared to grant permission for me and my child to participate in the research project described above. I understand that the link to both the parent and child survey will be sent to me via the e-mail address provided through camp registration materials. If your child is under the age of 18, a parent or guardian must sign this consent form. In addition your child must also sign the "Youth Assent" form (attached).

_____	_____
Parent or Guardian (please print)	Child's Name (please print)
_____	_____
Parent or Guardian Signature	Date
_____	_____
Researcher's Signature	Date



4-H Youth Development Program



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DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

RESEARCH PARTICIPANT ASSENT FORM

Project Title: Impact of Operation: Military Kids residential camping programs on military youth's self-efficacy toward military related resiliency skills.

Investigator(s): Dr. Jerry Peters, Professor, Purdue University
Dr. Steve McKinley, Extension Specialist, Leadership/Volunteerism, Purdue University
Dr. Theresa Ferrari, Extension Specialist and Associate Professor, The Ohio State University
Christy Clary, Graduate Research Assistant, Purdue University

We would like to evaluate the impact that attending an Operation: Military Kids residential camp has on youth from military families. We would like for you to complete a survey that asks questions about how confident you are that you can handle different aspects of your life related to being a military kid.

You can be in this study by filling out an online survey. If you want to be in this study, your parent or guardian will be e-mailed a link to the survey and it will take you approximately 20 minutes to complete the survey. Identities such as your name will not be included in the survey and no information will be traced back to you.

Participation in this study is completely voluntary and will no way affect your ability to attend OMK camp. You do not have to participate in this research project. However, if you do decide to be in this study, you can stop at any time during the survey or skip over any questions you do not want to answer. Your responses to this survey will help each component of the OMK program in the future. It will also help the community increase their awareness of the changing roles of military children when their parents are deployed and the support systems needed by military kids.

If you want to be in this study, please sign your name.

I, _____, want to be in this research study.
(write your name here)

Participant's Signature

Date

Researcher's Signature

Date



4-H Youth Development Program



Operation: Military Kids

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Appendix D: Ohio Mailed Letter



4-H Youth Development

Nationwide & Ohio Farm Bureau 4-H Center
 2201 Fred Taylor Drive
 Columbus, OH 43210

Phone 614-297-8164
 Fax 614-292-5937
www.ohio4h.org
ferrari.8@osu.edu

October 10, 2012

Dear Parent of Ohio OMK Camper:

This past summer, your child participated in Ohio's Operation: Military Kids Camp Kelleys Island. I am following up about an opportunity for participation in a research study to document the outcomes of camp participation.

This study is being conducted by Christy Clary, a graduate student at Purdue University. Christy is a former OMK camp counselor and she was also the student assistant for Ohio OMK while a student at Ohio State. I serve on her thesis committee. The study is further explained in the enclosed attachment.

While at camp, your child signed an assent form to indicate his or her willingness to participate in this study. However, we do not have a signed permission form from you. We did attempt to collect these forms at the dock. Because we want to have as many completed surveys as possible, we wanted to provide another opportunity for you to review the purpose of the study and consider giving permission for your child to participate.

Please review the attached description. If you choose to give permission, please sign and return the permission form in the enclosed stamped envelope.

Studies such as this are important because they help us to document the outcomes of our programs and ensure the continuation of the funding that supports them. We know that they take time to do, so we greatly appreciate it if you do agree to participate.

Thank you for your consideration.

Sincerely,

Theresa M. Ferrari

Theresa M. Ferrari, Ph.D.
 Associate Professor & 4-H Youth Development Specialist
 Ohio Operation: Military Kids

Appendix E: Youth Questionnaire



Please enter the code that was provided in the e-mail for the **YOUTH** survey below.

0% 100%

Next

Survey Powered By [Qualtrics](#)



RESEARCH PARTICIPANT ASSENT FORM
Project Title: Impact of Operation: Military Kids residential
camping programs on military youth's self-efficacy
toward military related resiliency skills.

Investigator(s)

Dr. Jerry Peters, Professor, Purdue University

Dr. Steve McKinley, Extension Specialist, Leadership/Volunteerism, Purdue University

Dr. Theresa Ferrari, Extension Specialist and Associate Professor, The Ohio State University

Christy Clary, Graduate Research Assistant, Purdue University

We would like to evaluate the impact that attending an Operation: Military Kids residential camp has on youth from military families. We would like for you to complete a survey that asks questions about how confident you are that you can handle different aspects of your life related to being a military kid.

You can be in this study by filling out this online survey. If you want to be in this study please select "I agree" below and it will take you approximately 20 minutes to complete the survey. Identities such as your name will not be included in the survey and no information will be traced back to you.

You do not have to participate in this research project. However, if you do decide to be in this study, you can stop at any time during the survey. Your responses to this survey will help each component of the OMK program in the future. It will also help the community increase their awareness of the changing roles of military children when their parents are deployed and the support systems needed by military kids.

I agree to participate in this survey

I do not wish to participate in this survey

0% 100%

Next

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We would first like to ask you some questions about you and your family. Please select the best answer for each of the questions below.

Are you a:

- Boy
- Girl

How old were you at camp?

- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16

What is your race?

- White
- Black/African American
- American Indian/Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian
- More than one race
- I don't know

Are you Hispanic or Latino?

- Yes
- No

Which family member serves in the military?

- Mother
- Father
- Both Mother and Father
- Sister
- Brother
- Grandparent
- I don't know

Which branch of service does your family member serve?

- Army
- Navy
- Air Force
- Marines
- Coast Guard
- Defense Contractor
- I don't know

What component of the military does your family serve?

Active Duty

Reserves

National Guard

I don't know

What is your family members' deployment status at the time of this survey?

Pre-Deployment (Getting ready to deploy)

Currently Deployed

Post-Deployment (Just returned home)

I don't know

What was your family members' deployment status at the time of camp?

Pre-Deployment (Getting ready to deploy)

Deployed

Post-Deployment (Just returned home)

I don't know

How many times has your family member been deployed?

1

2

3

4+

How many times, including this year, have you attended an OMK camp?

1

2

3

4

5

6

7

Have you ever attended other military related camps?

Yes

No

I don't know

Which state did you attend camp in 2012?

Indiana

Ohio

Illinois

0%  100%

Next



For the following statements, select your answer on how confident you feel toward these tasks today.

Please rate how confident you are about each of the statements listed by selecting a number between 0 and 10 using the scale given below:

How confident am I to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Talk to an adult when I am worried about my family member who is in the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my teachers about being from a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to a friend when I am worried about my military family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell friends about what I don't like about being from a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell others about why I am proud to be a from a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How confident am I to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Explain to community members what it means to be a military youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my friends about how I feel about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain to community members how I feel about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my parents about how I feel about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell my parents when I want them to be more involved in my activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with someone I just met about what it's like to be a youth in a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Next

How confident am I to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Talk with friends about being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find adults to help me when I am having problems with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a friend to help me when I am having problems with other friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with a person I don't know well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in preventing arguments with people my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please explain how OMK camp helped you learn to talk about being part of a military family.

Please explain what you learned at OMK camp that has helped or will help you deal with deployment.

Please explain how communication (talk, text, e-mail) with your parents has changed since attending OMK camp.

Please explain how OMK camp has helped you to feel more connected to youth from other military families.

What was the best thing about attending OMK camp?

0%  100%

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For the remainder of the questions, think back to how you handled yourself **BEFORE** you attended OMK camp this year.

0%  100%

Next

Please think back to how you handled yourself BEFORE attending OMK camp. Please answer the following statements based on how confident you felt to do each of these tasks before attending camp.

Please rate how confident you are about each of the statements listed by selecting a number between 0 and 10 using the scale given below:

How confident was I to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Talk to an adult when I am worried about my family member who is in the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my teachers about being from a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to a friend when I am worried about my military family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell friends about what I don't like about being from a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell others about why I am proud to be a from a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How confident was I to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Explain to community members what it means to be a military youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my friends about how I feel about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain to community members how I feel about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my parents about how I feel about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell my parents when I want them to be more involved in my activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with someone I just met about what it's like to be a youth in a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How confident was I to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Talk with friends about being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find adults to help me when I am having problems with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a friend to help me when I am having problems with other friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with a person I don't know well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in preventing arguments with people my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Next



Thank you for answering these questions to help us better understand the outcomes of your camp participation. Knowing these outcomes will help Operation: Military Kids staff across the country in determining funding and programs for the future. Thank you again for your participation!

Sincerely,

Christy Clary
 Graduate Assistant, Operation: Military Kids
 Purdue University



Appendix F: Adult Questionnaire



Please enter the code that was provided in the email for the ADULT survey below.

0% 100%

Next

Survey Powered By [Qualtrics](#)



Project Title: Impact of Operation: Military Kids residential camping programs on military youth's self-efficacy toward military related resiliency skills.

Investigator(s)

Dr. Jerry Peters, Professor, Purdue University

Dr. Steve McKinley, Extension Specialist, Leadership/Volunteerism, Purdue University

Dr. Theresa Ferrari, Extension Specialist and Associate Professor, The Ohio State University

Christy Clary, Graduate Research Assistant, Purdue University

We would like to evaluate the impact that attending an Operation: Military Kids residential camp has on youth from military families. We would like for you to complete a survey that asks questions about how confident you are that your child can handle different aspects of life related to being a military kid.

You can be in this study by filling out this online survey. If you want to be in this study please select "I agree" below and it will take you approximately 20 minutes to complete the survey. Identities such as your name will not be included in the survey and no information will be traced back to you.

You do not have to participate in this research project. However, if you do decide to be in this study, you can stop at any time during the survey. Your responses to this survey will help each component of the OMK program in the future. It will also help the community increase their awareness of the changing roles of military children when their parents are deployed and the support systems needed by military kids.

I agree to participate in this survey



I do not wish to participate in this survey



0% 100%

Next

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What component of the military does your family serve?

Active Duty

Reserves

National Guard

I don't know

What is your family members' deployment status at the time of this survey?

 Pre-Deployment (Getting ready to deploy) Currently Deployed Post-Deployment (Just returned home) I don't know

What was your family members' deployment status at the time of camp?

 Pre Deployment (Getting ready to deploy) Deployed Post-Deployment (Just returned home) I don't know

How many times as your family member been deployed?

1

2

3

4+

How many children are in your household?

1

2

3

4

5+

What are the ages of the children in your household? Please type their ages into the boxes provided.

Child 1

Child 2

Child 3

Child 4

Child 5

Which state did your child attend camp in 2012?

 Indiana Ohio Illinois0%  100%[Next](#)



If you had multiple children attend camp, you were asked to complete a survey for each child. Please refer to the email with the link to the survey and the code provided to determine which child you are answering these questions about.

Please rate how confident you are that your child can CURRENTLY do each of the statements listed by selecting a number between 0 and 10 using the scale given below:

I am confident my child can:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Talk to an adult when worried about their family member who is in the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to teachers about being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to friends when worried about their military family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell friends what they don't like about being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell others why they are proud to be a part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am confident that my child can:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Explain to community members what it means to be a military youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to friends about how [s]he feels about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain to community members how [s]he feels about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to a parent or guardian about how [s]he feels about deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell a parent or guardian when [s]he wants them to be more involved with his/her activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with someone they just met about what it's like to be a youth in a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



I am confident that my child can:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Talk with friends about being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find adults to help when having problems with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a friend to help when having problems with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with a person [s]he doesn't know well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in preventing arguments with people his/her own age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



[Next](#)

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Please explain how OMK camp has helped your child learn to talk about being part of a military family.

Please explain what you feel your child learned at OMK camp that has helped or will help him/her deal with deployment.

Please explain how communication (talk, text, and e-mail) with your child has changed since [s]he attended camp.

Please explain how OMK camp has helped your child to feel more connected to youth from other military families.

Ask for help when feeling stressed because of deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

I am confident that my child was able to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Succeed in getting rid of unpleasant thoughts about a family member being deployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find an adult to help with a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a family member to help with a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevent him/her self from becoming nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in not worrying about how things will change during a deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am confident that my child was able to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Succeed in not worrying about things that might happen because of deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in not worrying about how things will change when the deployed family member returns home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in becoming calm again when they are very scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand what [s]he can control when it comes to being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand what [s]he cannot control when it comes to being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept that the deployed family member will miss important events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Next

Please think back to how your child handled situations PRIOR to attending OMK camp. Please answer the following statements based on how confident you felt your child was able to do each of these tasks before attending camp.

I am confident that my child was able to:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Make friends with other military youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in staying friends with other military youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay connected to other military youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make and keep friends of the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make and keep friends of the same sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work well in a group of people his/her own age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am confident that my child can:

	Not Confident 0	1	2	3	4	Moderately Confident 5	6	7	8	9	Highly Confident 10
Talk with friends about being part of a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find adults to help when having problems with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a friend to help when having problems with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with a person [s]he doesn't know well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeed in preventing arguments with people his/her own age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%

Next

Thank you for answering these questions to help us better understand the outcomes of your camp participation. Knowing these outcomes will help Operation: Military Kids staff across the country in determining funding and programs for the future. Thank you again for your participation!

Sincerely,

Christy Clary
Graduate Assistant, Operation: Military Kids
Purdue University



0%  100%

Appendix G: Questionnaire E-mails

From: Clary, Christy D
To: Clary, Christy D
Cc:
Subject: Operation: Military Kids Camp Survey

Dear OMK Camper Parent or Guardian,

This summer your child attended an Operation: Military Kids Camp. At this time, you were given information about a research study being conducted by Purdue University to document the outcomes of camp participation. You provided consent and your child provided assent agreeing to participate and complete an online survey. Thank you for agreeing to participate. While there is no direct benefit to you and your family for participating in this research, your participation does provide valuable information for the Operation: Military Kids team nationwide as future funding and programming is determined.

In the next three days you will receive another email from me with the links to the survey. One survey will be for your child and one survey will be for a parent or guardian to complete. Also included in the email will be a code that should be entered at the start of the survey so that your responses will remain anonymous but the researchers will be able to compare parent and child responses. If you had multiple children attend camp and consent and assent was given, you will receive an email for each child. No names will be attached to the emails so it will be up to you to designate which set of codes is for each child.

Thank you again for your participation in this study. If you have any questions please feel free to contact me at cclary@purdue.edu or 740-701-7388.

Sincerely,

Christy Clary

Christy D. Clary
Graduate Assistant
Indiana Operation: Military Kids
Youth Development and Agricultural Education, Purdue University

cclary@purdue.edu
Office Phone: (765) 404-9457
Cell Phone: (740) 701-7388
<http://www.four-h.purdue.edu/omk/index.html>



From: Clary, Christy D
To: Clary, Christy D
Cc:
Subject: Operation: Military Kids Camp Survey

Dear OMK Camper Parent or Guardian,

Thank you again for you and your child's agreement to participate in this research study. You should have received a notice email within the past three days reminding you of the study being conducted by Purdue University over your child's experience at camp. Below are the links to both the parent and child survey. It should take no longer than 20 minutes for either survey to be completed.

On the first page of the survey there is a box asking for a code. The code is so that child and parent responses may be compared. Please remember if you have multiple children it is up to you to identify for yourself what code is for which child as you answer your questions.

Child Code: **TEST**

Link to youth survey: https://purdue.qualtrics.com/SE/?SID=SV_1BoVBVYBD3hrq9v

Parent Code: **TEST**

Link to parent survey: https://purdue.qualtrics.com/SE/?SID=SV_3CNBsGO3Gh6UsS1

Using the links above please have your child and yourself complete the respective surveys by December 19, 2012. Please remember to enter the code provided as it will allow us to compare answers, but also because it will allow us to send targeted reminder emails. Once you have completed the survey you will no longer receive reminder emails.

Thank you again for agreeing to participate in this research study. Your participation allows those who work with military families to better develop future programming for military youth and families. If you have any further questions, please free to contact me at cclary@purdue.edu or 740-701-7388.

Sincerely,

Christy Clary

Christy D. Clary
Graduate Assistant
Operation: Military Kids
Youth Development and Agricultural Education

cclary@purdue.edu
Office Phone: (765) 404-9457
Cell Phone: (740) 701-7388
<http://www.four-h.purdue.edu/omk/index.html>



From: Clary, Christy D
To: Clary, Christy D
Cc:
Subject: Thanks for Your Participation -- OMK Camp Survey

Dear OMK Camper Parent or Guardian,

Last week, an e-mail containing the links to a survey regarding your child's participation in an Operation: Military Kids Camp was sent to you. If you and your child have already completed the survey, please accept our sincere thanks. If not, please do so today. We are especially grateful for your help! By getting feedback from the youth and parents who participate in these camps, we will be able to improve our programming in the future. If you did not receive this e-mail, or if it was misplaced, please follow the instructions below to complete both surveys.

On the first page of the survey there is a box asking for a code. The code is so that child and parent responses may be compared. Please remember if you have multiple children, it is up to you to identify for yourself what code is for which child as you answer your questions.

Child Code: TEST

Link to youth survey: https://purdue.qualtrics.com/SE/?SID=SV_eJSZTbnaVjmMKPP

Parent Code: TEST

Link to parent survey: https://purdue.qualtrics.com/SE/?SID=SV_0B8QLr0szTnFWtf

Use the links above for you and your child to complete the respective surveys. Please remember to enter the code provided as it will allow us to compare answers, and also to send targeted reminder emails. Once you have completed the survey, you will no longer receive reminder emails.

Thank you again for agreeing to participate in this research study. Your participation allows those who work with military families to better develop future programming for military youth and families. If you have any further questions, please free to contact me at cclary@purdue.edu or 740-701-7388.

Sincerely,

Christy Clary

Christy D. Clary
Graduate Assistant
Operation: Military Kids
Youth Development and Agricultural Education

cclary@purdue.edu
Office Phone: (765) 404-9457
Cell Phone: (740) 701-7388
<http://www.four-h.purdue.edu/omk/index.html>



From: Clary, Christy D
To: Clary, Christy D
Cc:
Subject: Reminder -- Operation: Military Kids Camp Survey

Dear OMK Camper Parent or Guardian,

About three weeks ago, links to two surveys were sent to you that asked about your child's participation in an Operation: Military Kids camp. As of today, responses have not been received by you or your child. I am writing again because of the importance that your survey has for helping to get accurate results. Although we sent surveys to all campers who agreed to participate, it is only by hearing from nearly everyone in the sample that I can be sure the results are truly representative. A few recipients have had some concerns about receiving multiple e-mails with different codes. If you had more than one child attend camp who agreed to participate, you will receive an email for each child. You may choose which code is assigned to which child as you fill out the respective surveys. If you have a concern over this or any other questions, please respond to this e-mail so that I may address your questions specifically.

On the first page of the survey there is a box asking for a code. The code is so that child and parent responses may be compared.

Child Code: TEST

Link to youth survey: https://purdue.qualtrics.com/SE/?SID=SV_eJSZTbnaVjmMKPP

Parent Code: TEST

Link to parent survey: https://purdue.qualtrics.com/SE/?SID=SV_0B8QLr0szTnFWtf

Use the links above for you and your child to complete the respective surveys by November 26th, 2012. Please remember to enter the code provided as it will allow us to compare answers, and also to send targeted reminder emails. Once you have both completed the survey, you will no longer receive reminder emails.

Thank you again for agreeing to participate in this research study. Your participation allows those who work with military families to better develop future programming for military youth and families. If you have any further questions, please free to contact me at cclary@purdue.edu or 740-701-7388.

Sincerely,

Christy Clary

Christy D. Clary
Graduate Assistant
Operation: Military Kids
Youth Development and Agricultural Education

cclary@purdue.edu
Office Phone: (765) 404-9457
Cell Phone: (740) 701-7388
<http://www.four-h.purdue.edu/omk/index.html>



From: Clary, Christy D
To: Clary, Christy D
Cc:
Subject: Last Chance -- Operation: Military Kids Camp Survey

Dear OMK Camper Parent or Guardian,

During the last month and a half, you have received requests to participate in an important research study to assess military youth's confidence levels toward deployment related skills before and after attending an Operation: Military Kids camp. This study is also to assess the parent's perceptions of their child's abilities toward these same skills.

This is our final request for your participation as the study is drawing to a close. You are receiving this notice because of our concern that people who have not responded may have different experiences than those who have. Hearing from everyone in this population helps to assure that the survey results are as accurate as possible. We want to assure that your response to this study is voluntary, and if you prefer not to respond we understand.

If you are willing to participate please locate on the first page of the survey a box asking for a code. The code is so that child and parent responses may be compared.

Child Code: **TEST**

Link to youth survey: https://purdue.qualtrics.com/SE/?SID=SV_ejSZTbnaVjmMKPP

Parent Code: **TEST**

Link to parent survey: https://purdue.qualtrics.com/SE/?SID=SV_0B8QLr0szTnFWtf

Use the links above for you and your child to complete the respective surveys by November 26th, 2012. Please remember to enter the code provided as it will allow us to compare answers.

We greatly appreciate your willingness to consider our request as we conclude this effort to better understand the impact that the Operation: Military Kids camping program has on military youth. Thank you again for agreeing to participate in this research study. Your participation allows those who work with military families to better develop future programming for military youth and families. If you have any further questions, please free to contact me at cclary@purdue.edu or 740-701-7388.

Sincerely,

Christy Clary

Christy D. Clary
Graduate Assistant
Operation: Military Kids
Youth Development and Agricultural Education

cclary@purdue.edu
Office Phone: (765) 404-9457
Cell Phone: (740) 701-7388
<http://www.four-h.purdue.edu/omk/index.html>



Appendix H: Follow Up Letters to Non Respondents and Partial Respondents



DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear OMK Camper Parent or Guardian,

This past summer your child participated in an Operation: Military Kids Camp. At the time, you were presented with the opportunity to participate in a research project through Purdue University. This research project was to look at military youth and their parents perceptions of their confidence level toward deployment related skills before and after attending camp. At camp check-in, you provided a dult consent and youth assent to participate in this project. At this time, our records show that you and your child have not completed the survey. We wanted to give you another opportunity to provide your input to this valuable research. Enclosed with this package is a paper version of the surveys for you (blue survey) and your child (yellow survey).

If you had multiple children attend camp, please select one child and give them the yellow survey to complete and answer all of your questions in reference to that child.

This survey is voluntary, but we hope that you and your child will you will take the time to complete the surveys and return them in the provided self-addressed stamped envelope by _____ . While there is no direct benefit to you in completing this survey, the results of this study will go toward improving Operation: Military Kids programs across the country.

We thank you in advance for considering this important opportunity.

Respectfully,

Christy D. Clary
Graduate Assistant, Operation: Military Kids
Youth Development and Agricultural Education
Purdue University



4-H Youth Development Program



Operation: Military Kids

Agricultural Administration Building, Room 214 • 615 W. State St. • West Lafayette, IN 47907-2053 •
(765) 494-8422 • FAX: (765) 496-1152 • fourh@four-h.purdue.edu • www.four-h.purdue.edu
Purdue University, Indiana Counties and U.S. Department of Agriculture Cooperating
An equal access/equal opportunity/affirmative action university



DEPARTMENT OF YOUTH DEVELOPMENT AND
AGRICULTURAL EDUCATION

Cooperative Extension Service, College of Agriculture

Dear OMK Camper Parent or Guardian,

This past summer your child participated in an Operation: Military Kids Camp. At the time, you were presented with the opportunity to participate in a research project through Purdue University. This research project was to look at military youth and their parents perceptions of their confidence level toward deployment related skills before and after attending camp. At camp check-in, you provided a dult consent and youth assent to participate in this project. At this time, our records indicate that either you or your child may have started the survey but did not finish. We would like to offer you the opportunity to complete the survey so we have your input to this valuable research. Enclosed with this package is a blank paper version of the survey that was partially completed. If it is a blue survey, please fill it out about your child. If it is a yellow survey, please give your child the survey to fill out.

This survey is voluntary, but we hope that you or your child will take the time to complete the survey and return it in the provided self-addressed stamped envelope by _____ . While there is no direct benefit to you in completing this survey, the results of this study will go toward improving Operation: Military Kids programs across the country.

We thank you in advance for considering this important opportunity.

Respectfully,

Christy D. Clary
Graduate Assistant, Operation: Military Kids
Youth Development and Agricultural Education
Purdue University



4-H Youth Development Program



Operation: Military Kids

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Purdue University, Indiana Counties and U.S. Department of Agriculture Cooperating
An equal access/equal opportunity/affirmative action university

Appendix I: OMK Framework (New 2013)

Operation: Military Kids (OMK)

OMK School-Age & Youth Program Delivery System

Off-Post Partnerships
(e.g., 4-H Clubs, Boys & Girls Clubs, the American Legion, Schools, Child Care Aware® of America, the American Red Cross, YMCAs, etc.)

OMK School-Age & Youth Program Framework (The Four Service Areas)

Sports, Fitness & Health Options	Life Skills, Citizenship & Leadership Opportunities
<p>Baseline-Programming Requirements:</p> <ul style="list-style-type: none"> • Get Fit-Be STRONG • 7 Habits of Healthy Teens • Up for the Challenge • Fitness & Health Skills 	<p>Baseline-Programming Requirements (Non-Bolded=Optional):</p> <ul style="list-style-type: none"> • Youth Sponsorship • Resiliency Skills • Leadership & Citizenship Development • Workforce/Career Preparation • Teen Councils (i.e., YLEAD & ANGTP) • Mobile Technology Labs • Babysitter Training • Ready, Set, Go! Community Awareness • Speak Out for Military Kids (SOMK)
Arts, Recreation & Leisure Activities	Academic Support, Mentoring & Intervention Services
<p>Baseline-Programming Requirements (Non-Bolded=Optional):</p> <ul style="list-style-type: none"> • Camps • Month of the Military Child • Operation: Boots ON • Operation: Boots OFF • Family Hero Packs • Deployment: it's not a Game 	<p>Baseline-Programming Requirements:</p> <ul style="list-style-type: none"> • Homework Assistance • Tutoring & Credit Recovery • Risk-Management & Prevention • Bullying Prevention • Science, Technology, Engineering & Math (STEM)

Applied throughout the OMK School-Age & Youth Program Framework

Directed & Self-Directed Programming	Intentional Programming	Service-Learning
Individual, Small- & Large-Group Programming	Youth/Adult Partnerships	Experiential Learning
	Character Education	High-Yield Learning
	Selected 4-H & BGCA Resources	Technology Integration