

A HISTORICAL REVIEW  
OF THE MT. HOOD KIWANIS CAMP PROGRAM  
FOR THE HANDICAPPED

by

Steve A. Brannan, Ed.d.  
Professor of Education  
Special Education Department  
School of Education  
Portland State University

September, 1981

## A. INTRODUCTION

The Mt. Hood Kiwanis Camp is a specialized program in the state of Oregon that currently provides summer residential camping for handicapped persons varying in age, type, and level of disability. Plans are now being implemented to build a totally new facility on site that will be winterized and accommodate year round camping, outdoor education, and recreation programs for Oregon's handicapped populations. The present camp is owned and operated by the Mt. Hood Kiwanis Camp, Inc. and the summer camping program is coordinated by the Special Education Department, Portland State University, in Portland, Oregon. Located approximately 45 miles east of Portland, the Kiwanis camp is situated in the Mt. Hood National Forest near the base of majestic Mt. Hood in the Cascade mountain range. Rustic in nature, the campsite is surrounded by forest land, and includes a log lodge, dormitory, staff cabins, swimming pool, fishing pond, recreation field, trails, campsites, and a mountain stream.

The camp facility was originally founded and sponsored in 1933 by the Montavilla Kiwanis Club under leadership of the then president of the club, C.O. (Cy) Genglebach. Kiwanis is an international service organization comprised of business and professional men who, through their local clubs, seek out areas of service in which they may collectively become personally involved in making their communities better places in which to live. In support of their purpose, the camp initially was organized to provide camping programs for serving disadvantaged children. In the late 1950's as community needs broadened, the program changed direction to serve handicapped children and youth. Increased demands for serving the handicapped through camping and the need for professional expertise in program planning, implementation, and evaluation resulted in the Kiwanians seeking assistance from Portland State University in 1971. The Special Education Department was known throughout the Portland area for its training programs and community services leadership in promoting outdoor education

activities for handicapped students. Since the summer of 1972, Portland State University, under the leadership of Dr. Steve Brannan, has been responsible for the overall administration and supervision of the Mt. Hood Kiwanis summer camp program. University involvement has substantially expanded the camp's purpose, increased the quality of the camping experience, and ensured greater continuity in program development. The program now focuses on educating both handicapped campers and their counselors through a camping experience. Full time staff and high school and university students have been recruited locally and nationally, bringing to the camp program a diversification in experience and training from various fields (ie, special education, physical education, recreation). Teaching and research innovations have been incorporated into the program. Assessment tools have been developed to measure camper and student (counselor) achievements, the camping curriculum has been broadened and refined, instructional materials have been developed, individual recreation plans have been developed for campers, follow-up studies and reports have been implemented to record and determine the various outcomes of the program, training manuals have been developed for use by staff, access to the program has been expanded to include adults and severely handicapped persons, and a broader array of outdoor activities has been instigated that have carry over value back in the community as leisure time activities for handicapped persons.

#### B. PURPOSE/GOALS OF OVERALL PROGRAM

The Mt. Hood Kiwanis Camp is unique in terms of its philosophy, purpose, and camp, operation. Its uniqueness is related to the persons it serves, the inter and intra-agency support provided for the operation and development of the and the educational and futuristic nature of the camping program.

In general, the overall purpose of the camp program is twofold:

1. To provide handicapped children, youth, and adults a meaningful outdoor education recreation, and camping experience.
2. To provide high school and adult students a meaningful training experience instructing handicapped persons in an outdoor education recreation.

and camp environment.

First, the Kiwanis Camp is devoted to serving handicapped individuals who need additional assistance in order to profit from a camping experience. All handicapped groups are served at the camp, such as the mentally retarded, emotionally disturbed, persons with visual problems, campers who are hard of hearing or deaf, physically impaired persons, and individuals with other developmental disabilities. Handicapped persons who are mentally retarded, emotionally disturbed and/or physically handicapped comprise the major camper population. Second, the Kiwanis Camp is one of the few, if not the only, residential camps in the country that is associated with a major university's Special Education Department for purposes of providing training to high school and college students as an integral part of the camping program for handicapped children. In addition, the majority of students who enroll in the training program are potential or practicing professionals representing the teaching profession. Third, the Mt. Hood Kiwanis Camp is also unique because it truly represents a community approach to providing needed services. Working in close cooperation with Portland State University, approximately 40 Kiwanis clubs in the Portland metro area have pulled together in a unified effort to support the camp as one of their primary service projects. Involving the community has also been demonstrated through efforts by Portland State University and Kiwanis to recruit youth from various high schools in Oregon to serve as junior counselors in the camp program. Further, Kiwanians also 'team' with Portland State University to recruit undergraduate and graduate students across Oregon from special education, regular education, physical education, recreation and related fields to serve as senior counselors at the camp. Portland State has been instrumental in recruiting counselors interested in camp training programs from the western states and on a national level.

Cooperative support for the camp has also grown within the University over the years, as evidenced by the increased participation of students from other programs (ie, physical education) and the acknowledgement by the Special Education Department that the practicum experience is a valuable component of a student's total training program. It is envisioned that the international scope of Kiwanis will extend communications about the program and assist in recruiting interested students and staff in the future. Fourth, a major characteristic and purpose of the camp is its commitment to the education of both campers and counselors in the great out-of-doors. This basic commitment is based on a strong belief in the importance of education for the outdoors, and 'in the outdoors'. It is also a recognition that the outdoor environment provides an ideal learning setting often not attainable in school or other related community programs. The Mt. Hood Kiwanis Camp program has traditionally been recognized by students as one of the highlights of their high school and college career. This outcome is primarily related to the comprehensive practicum experience they have with handicapped youngsters in a residential camp setting. Unlike most academic training experiences, a 'twenty-four hour' camp program offers students more extensive opportunities to participate with handicapped persons in a 'total' living situation. Because of increased opportunities to observe, interact, and form personal relationships with their campers, students gain a better understanding and acceptance of handicapped persons as individuals who have a wide range of abilities, interests, needs, and problems, and are able to view the handicapped person's total development in areas such as social skills, living skills, physical skills, academic skills, camping skills, and recreational skills. They also learn that handicapped persons are more like than unlike their non-handicapped peers. Lastly, and most important in terms of underlying benefits for campers, the Mt. Hood Kiwanis Camp program helps handicapped individuals to:

1. Participate in a life experience often not afforded them:  
the opportunity to go camping in the great out-of-doors.
2. Experience a unique program of mountain camping designed for persons  
with special needs.
3. Experience fun and enjoyment in a one week camping session.
4. Gain new experiences, skills, and interests in a success oriented  
program stressing a wide variety of outdoor activities.
5. Participate in residential camp living that promotes personal and  
social development.
6. Gain an aesthetic appreciation of their natural environment.
7. Develop positive feelings and memories about camping as an enjoyable  
and worthwhile leisure experience.

#### C. FACILITY/SITE DESCRIPTION

The present day Mt. Hood Kiwanis Camp is specifically located about seven miles east of Rhododendron, Oregon just off major highway 26 on the southwest side of Mt. Hood at the 3,000 foot level. The camp has traditionally been located on 9 acres of land, but with recent acquisition of the adjacent Barlow Campground in the 70's from the Forest Service, the total site has been expanded to include 20 acres of forest land. The oldest building at the camp is a two story log lodge which contains the camp kitchen, dining and meeting area, a large rock fireplace, and an upstairs camp office and sleeping area for staff. The newest structure is a maintenance building which is the first of a series of buildings to support the new year round facility. Additional buildings include the director and assistant director's cabins, a staff cabin, the nurse and cook's quarters, the caretaker's house, the laundry facility, and a dormitory adjacent to the lodge for use by campers. Walkways to and between the lodge and dormitory make them accessible to physically handicapped campers. A small artificial fishing pond has been created and is normally supplied with trout by the U.S. Fish and Wildlife Service. On the grounds close to the lodge and dormitory is a swimming pool, crafts kiosk, and campfire pit and assembly area. An upper recreation field is used for

various sports with the recent development of a riding facility that includes horse stalls, plus an instructional corral and riding ring to support the camp's equestrian program. A recent development in the upper Barlow campground has been the construction of a ropes course incorporating Project Adventure concepts. The majority of camp acreage consists of forest land interspersed with trails, campsites, and the Little Zigzag River which flows along the northern boundary of the site.

Of special interest, three historic resources exist within the camp area. A segment of the Barlow Road (Oregon Trail) flows through the camp area. This road was used from about 1860 to 1926 as an important travel way between eastern Oregon and western Oregon. The old Barlow Campground, provided to the Kiwanis Camp in 1974, was first developed by the Forest Service in 1927 and still contains well defined stone work, stone fireplaces, and old picnic tables made by the Civilian Conservation Corps (C.C.C.) during the thirties. The Kiwanis Camp Lodge was built in 1934. The architectural characteristic of the lodge is classic rustic log building, which includes a wide full porch across the front and a beautiful stone fireplace and chimney.

The camp site and surrounding area is famous for its wild vegetation. The giant Douglas-fir is the predominant tree, but other species found in the general area include hemlock, lodgepole pine, silver fir, engleman spruce, white pine and western red cedar. The rhododendron bush is the predominant type of ground vegetation, but other species that flourish include salal, Oregon grape, prince's pine, goat's beard, and bracken fern. The climate of the area is ideal for year round outdoor recreation, with warm summers followed by mild winters that provide sufficient snowfall to support most winter sports.

Of particular importance, the camp is surrounded by thousands of acres of the Mt. Hood National Forest Recreation Area. Consequently, the camp program is able to take advantage of the scores of scenic areas, parks, mountain trails, lakes, rivers and historic sites that are within a short walking (1-3 miles) or driving (6-8 miles) distance from the camp.

#### D. PROGRAM DESCRIPTION

##### 1. Method of Operation

The Mt. Hood Kiwanis Camp provides residential camping for the handicapped coupled with a training program for students who serve as counselors.

The camp is co-educational and operates eight one-week camping sessions for different groups of handicapped populations ranging in age from nine through twenty one years. Campers are bused to and from the camp, arriving during early afternoon on Sundays and returning during early evening on ensuing Fridays.

The first week of camping usually begins during the middle of June and the last camping session is normally completed by the middle of August. For counselors the camp operates four two-week training sessions for different groups of high school and college students during the same time period. Each week the campers are divided according to sex, age, type of handicap, and/or ability levels into four cabin groups for more effective programming. One full-time supervising counselor and at least four counselors in training are assigned to each of the four camper groups which consist of approximately eight to ten campers. A 1:2 counselor to camper ratio is desired in the program so that counselors are able to provide individualized instruction and more closely supervise their campers.

##### 2. Camper Curriculum

Campers at the Kiwanis Camp experience an intensive week of outdoor activities in a mountain setting. By merit of the camp's strategic location in the Mt. Hood National Forest, Campers are exposed to an variety of outdoor experiences within and beyond the actual campground.



Of particular importance, the camp is surrounded by thousands of acres of the Mt. Hood National Forest Recreation Area. Consequently, the camp program is able to take advantage of the scores of scenic areas, parks, mountain trails, lakes, rivers and historic sites that are within a short walking (1-3 miles) or driving (6-8 miles) distance from the camp.

#### D. PROGRAM DESCRIPTION

##### 1. Method of Operation

The Mt. Hood Kiwanis Camp provides residential camping for the handicapped coupled with a training program for students who serve as counselors.

The camp is co-educational and operates eight one-week camping sessions for different groups of handicapped populations ranging in age from nine through twenty one years. Campers are bused to and from the camp, arriving during early afternoon on Sundays and returning during early evening on ensuing Fridays.

The first week of camping usually begins during the middle of June and the last camping session is normally completed by the middle of August. For counselors the camp operates four two-week training sessions for different groups of high school and college students during the same time period. Each week the campers are divided according to sex, age, type of handicap, and/or ability levels into four cabin groups for more effective programming. One full-time supervising counselor and at least four counselors in training are assigned to each of the four camper groups which consist of approximately eight to ten campers. A 1:2 counselor to camper ratio is desired in the program so that counselors are able to provide individualized instruction and more closely supervise their campers.

##### 2. Camper Curriculum

Campers at the Kiwanis Camp experience an intensive week of outdoor activities in a mountain setting. By merit of the camp's strategic location in the Mt. Hood National Forest, Campers are exposed to an variety of outdoor experiences within and beyond the actual campground.

Outdoor activities are planned for campers in the areas of nature study, camping, safety and survival, arts and crafts, sports and games, personal and social development, and cultural enrichment. The campers, assigned by group, are scheduled into specific instructional sessions in several of the above mentioned areas. Instruction covers activities such as firebuilding, tenting, plant identification, hiking, overnight camp-outs, outdoor cooking, fishing, swimming, archery, physical fitness, nature crafts, horseback riding, boating, and drama. Because of the small counselor-to-camper ratio, campers receive an extensive amount of individualized instruction in specific outdoor skills and in personal/social development. Through the week, campers also share in group planning sessions, group songs, skits, performances, and achievement awards. They usually participate in one overnight camping experience away from camp where they are able to apply previously learned skills. Campers end their week of camping with a field trip to Timberline Lodge to view this national historic landmark, and partake in a grounds' beautification project, ride the chairlift up the mountain, and swim in the lodge's heated pool.

### 3. Counselor Curriculum

A major experience for counselors in training is related to developing, implementing, and evaluating planned recreation programs for individual campers. During the first day of each new camper week, counselors observe their assigned camper(s) participate in a variety of pre-determined outdoor activities. All of these activities, plus many other potential ones, are included on an Experience Skills Checklist provided counselors for each of their campers. (See App A) Data from such counselor observations provide initial information indicating the campers particular interests and ability levels, and are recorded by the counselor on the individual's checklist. This data also forms the basis for determining the instructional needs of each camper that might be addressed by his/her counselor during the week.

Using such information, counselors later develop an instructional plan for their camper(s), writing the specific objective(s) and teaching strategies on an Individual Recreation Program (IRP) for and implementing the program with their camper(s) during the course of the week. (See App B) Counselors, who usually have a select time each day to work with campers on their individual programs, utilize the IRP as a teaching plan and record data on the form to indicate the camper's progress in achieving the learning objective(s). As counselors direct, supervise, instruct, and observe campers in a wide variety of recreation and daily living activities, they continuously record data on each campers' Experience Skills Checklist to indicate the individual's achievement level in these areas. At the end of the week, counselors transfer their evaluations onto a carbonated checklist (See App C) from so that copies can be distributed to the camper's parents and school program in the community. In addition counselors complete a brief Camper Evaluation Summary on a carbonated form that is similarly distributed. Using the total experience with their campers during the week, plus information on the Experience Skills Checklist and the IRP regarding the child's achievements, counselors summarize each camper's 1) special interests, 2) completed IRP's, 3) management techniques found to be effective, 4) and areas of special achievement to the Camper's Evaluation Summary Report.

In addition to the training benefits of the above mentioned tools for instruction and evaluation, they serve as valuable records for documenting and communicating pertinent information regarding the camper's achievements, interest, etc. to parents and teachers in the community. They also perform the needed educational function of communicating the many positive outcomes of camping for children and adults, and encouraging the community to recognize the importance of recreation and leisure in contributing to the total development of the individual.

Of particular importance for the Kiwanians, camper information communicated to the parents and schools helps to substantiate the worthwhile contributions this service organization is providing the community and encourages them to continue their efforts to assist the handicapped. Lastly, the above types of educational information that accrue from the camping program assists the camp staff and Portland State University to make needed changes in both the camper and counselor curriculums, plus carry on needed research to investigate particular aspects of the total camp program.

#### 4. Program Evaluation

In addition to the various **types** of procedures employed at the camp to determine camper achievements, the Special Education Department faculty and the Kiwanis Camp Staff employ other methods to evaluate various aspects of the camp program.

##### a. Counselors

A Counselor Evaluation Checklist (See App D) is employed by the supervising staff in conjunction with the camp director to evaluate both the program and personal/social achievements of each counselor. These staff play a leadership role in supervising and evaluating assigned counselors in their respective cabin groups during each two-week training period. The checklist criteria for evaluating counselors are initially shared with them at the beginning of their particular session so they have a guide for desired performance as they work with their campers. The counselor supervisors communicate their evaluation of counselors at the end of the first week and then complete a final evaluation at the end of the second week at which time they provide each counselor with a copy. The Counselor Evaluation Checklist also serves as a major guide in determining successful counselor performance for the assignment of course grades and recommendations for both high school and college students. Additionally, the checklist serves as an excellent student or job reference for counselors and is often employed for recruiting future persons who might progress to staff positions in the camp program.

b. Training

All counselors participate in evaluating various aspects of the total camp program. The Special Education Department at PSU, the camp staff, and the Kiwanis clubs who support the camp utilize this information to help evaluate the camp program and make desired changes for the ensuing year. Using a form titled Evaluation of the Mt. Hood Kiwanis Camp Program (See App E) , counselors, at the end of their two-week session, rate the adequacy of the program in such areas as facilities, program and staff, supervision and instruction, and personal outcomes. Particular attention is given to determining, through this evaluation, the degree to which counselors judge the training program to assist them in becoming more effective counselors with handicapped campers.

c. Parents

At the conclusion of each week's camping session, parents of campers are mailed a carbon copy of their child's completed Experience Skills Checklist and Camper Evaluation Summary reports. In addition, a Parent Questionnaire (See App F) for evaluating the camp program is enclosed for them to complete and return to Portland State University. This evaluation allows the parents to report their opinions about the success of the camp program based on direct observations and/or reactions from their handicapped child following his/her week of camping. In addition, the questionnaire obtains parent input on the value of the educational information describing their child's experience and achievements at camp. The parent evaluation is especially valuable because of parental insights and observations in communicating significant outcomes and carry over values of the camping experience for their child. Lastly, this evaluation procedure allows the parent to have meaningful input into the camp program and provides the university and Kiwanians useful information for making desired changes in future camp programs serving handicapped populations.

## E. ADMINISTRATIVE STRUCTURE

### 1. Kiwanis

The camp is owned and operated by the Mt. Hood Kiwanis Camp, Inc., a non-profit corporation located in Portland, Oregon. The major purpose of the corporation is to operate the Mt. Hood Kiwanis Camp to serve the handicapped. The corporation receives its financial and operational support from its Board of Directors which consists of two representatives from each Kiwanis Club located in the Portland metro area that elects to assist the camp. Currently, approximately 40 Kiwanis clubs in the urban area support the camp as one of their primary service projects. Elected officials of the camp board are the president elect, first and second vice presidents, treasurer, and secretary. The continuity in leadership and camp operation is achieved by having the president elect succeed to the office of president and in the ensuing year to the office of Chairman of the Board. An Executive Committee comprised of all officers supervises the year round operations of the corporation and controls the following standing committees responsible for the camp's operations: planning, program, transportation, food, supply, public relations, and advisory. Traditional activities of the camp board have been directed towards supporting the eight week camping program each summer for the handicapped, plus renting the main lodge to various community groups during the year. More recently, the camp board and select committees have been engaged in planning and fund raising activities to support development of the proposed new year round camp facility.

### 2. Portland State University

The summer of 1981 marked a decade of leadership provided by the university's Special Education Department in coordinating the Mt. Hood Kiwanis Camp Program for the Handicapped. Dr. Steve Brannan has served as PSU Program Coordinator over these years for the camp, assuming responsibility for the overall administration and supervision the summer camp program.

During this period of time, PSU Coordinator responsibilities included: camper recruitment and registration assistance, curriculum development, training of staff and counselors, program planning during the year for ensuing summer camp programs, supervision of summer camp program operations, evaluation and research, participation on Kiwanis Committees (ie, Executive Committee, planning program), financial resource development, communications, and public relations within the university and community for camp program development.

### 3. Staff

The camp has grown from a full-time staff of seven professionals and 25 counselors (80% high school) in 1972 to a full-time staff of 18 professionals and 80 counselors (80% university students) in 1981. Full-time staff for 1981 included the coordinator, camp director, assistant camp director, two cooks, four supervising counselors, and eight specialists serving the areas of outdoor education, boating, sports, aquatics, music, crafts, horseback riding, and nursing. Support staff included the caretaker and maintenance personnel. Over 80 counselors in training, under the direction of the full-time staff, provided instructional services to handicapped campers during the summer of 1981. The professional qualifications of the full-time staff is very high in comparison to most camp programs nationwide. The majority of staff are educators, holding Masters degrees in special education, with the remainder holding Baccalaureate degrees in related fields such as recreation and physical education. The majority of counselors are undergraduate and graduate students in special education and regular education. Staff and counselors are recruited nationwide, with the majority coming from Oregon.

### 4. Staff/Counselor Training

The PSU coordinator and Camp Director hold a series of planning meetings during the year in preparation for the ensuing summer camp program. Staff meetings are held at Portland State University during the spring when the majority of staff members have been hired. Staff meetings deal with areas such as camp orientation, job responsibilities, and counselor training and supervision. Special training meetings and conferences are also held with particular staff

to assist them with their unique responsibilities. Counselors selected to participate in the summer camp attend a three day pre-training workshop in June previous to the start of the camping program. At this workshop, directed by the PSU Program Coordinator, Camp Director, and other full time staff. Counselors receive training related to their role in directing educational and recreational activities for the campers. Orientation to the learning characteristics of handicapped youngsters, Kiwanis camp procedures, program activities, site familiarity, camper management, evaluation procedures, and the designing of individual programs for the campers are some of the major topics covered during the counselor workshop. During the camping session and under the direction of the Camp Director, the staff provides on-site training for the counselors and supportive assistance to them during their work with the campers. In general, the camp staff is trained to function as resource, instructors to counselors, while counselors are trained to provide direct instruction and supervision to the campers. A Kiwanis Camp handbook for staff and counselors is developed during the year by the Camp Director and PSU Program Coordinator and distributed to the staff and counselors for use as a training guide and reference material. In addition, staff and counselors receive a variety of other educational materials (ie, skits, songs, evaluation tools, worksheets). Effort is usually made to recruit staff who have previously been counselors and have demonstrated special skills and attitudes in working with the handicapped and other counselors. This approach to recruitment assures a nucleus of camp staff, who have previous experience and training regarding the Kiwanis Camp philosophy and operation.



#### F. PROGRAM FUNDING

The major source of program funding for the Mt. Hood Kiwanis Camp comes from the collective efforts of the individual Kiwanis Clubs in the Portland area that support the camp as their service project. Each year Kiwanis clubs carry out a variety of fund raising events whose monies are specifically earmarked for the Mt. Hood Kiwanis Camp program. Some financial support is provided by donations from private organizations (ie, Pacific Northwest 4 Wheel Drive Assoc., individual Kiwanians, rental of the camp during the year) and through public types of assistance such as the Food and Nutrition Services of the U.S. Department of Agriculture and various local grants. Because of increased leadership by the Camp Board over the last few years, a unified fundraising effort among all clubs is on the increase. Recent examples include sponsoring of a Mt. St. Helens (before and after) photo series project and a Walk-a-Thon/Jog-a-Thon project. In addition, camper fees have been raised to \$75.00 per week and a new user fees schedule for rental of the main lodge is producing additional income. The current annual operating budget for the camp is \$81,000.00, and in view of increased costs and less than positive economic forecasts, consideration is being given to each Kiwanis Club committing at least 50% of their funds for community organizations to the Mt. Hood Kiwanis Camp in the future. In addition to the current operating budget for the camp and related fundraising efforts, the corporation's Finance Committee is embarked on a Capital Funds drive to finance the building program for the new camp facility. Phase I, which has just ended, raised \$500,000.00 which will support construction of the first multi-purpose cabin cluster (See G. Future Plans).

The Special Education Department has also been instrumental in helping fund the Mt. Hood Kiwanis Camp program. Faculty salaries, year round secretarial assistance, student scholarships, training and research grants, educational supplies, and instructional materials and communications are major types of financial support being provided to the camp by the university. In addition, substantial amounts of in-kind contributions are provided the camp program through year round coordination services provided by the Special Education Department.

In concert with their cooperative approach to coordination Kiwanians assume the greater responsibility for financial support and the university assumes the greater responsibility for professional support of the camp program.

#### G. FUTURE PLANS

Discussions started in the early 70's between the Kiwanis Camp Board and PSU's Special Education Department regarding the building facility that would support a year-round outdoor program serving handicapped persons at the Mt. Hood Kiwanis Camp site. Under the leadership of an Ad Hoc advisory committee comprised of Kiwanis representatives, the summer Camp Director, and the PSU program Coordinator, initial guidelines for such a program were developed and communicated in a document titled The Mt. Hood Kiwanis Camp Development Project. The primary focus of this document, which centered on the overall goals and objectives for a year-round camp program serving handicapped persons, was formally adopted by the Board of Directors in the fall of 1974. (See App G) Planning of a more formal and extensive nature continued under the direction of a Mt. Hood Kiwanis Camp Planning Committee with broad representation and produced a working document titled The Proposed Comprehensive Program and Architectural Plan for Development of the Mt. Hood Kiwanis Camp in 1979. Further planning and investigation by the committee concluded that additional assistance was needed in developing architectural plans to adequately meet the needs of handicapped users in the comprehensive program being proposed. Under the sponsorship of both Kiwanis and PSU, Coral Abel, the Director of the Institute on Adaptive Environments, in Boston, MA, provided consultation specific to the design and construction of the Mt. Hood Kiwanis Camp from a 'user-needs' and 'adaptive design' approach. This consultation, in part, prompted the Special Education Department to carry out an extensive study under the direction of Dr. Steve Brannan and the Kiwanis Camp Staff that resulted in the development

Of a User Needs Report in 1980 to support design of the proposed year-round facility. The overall purpose of this report is to provide guidelines to assist the architect(s) in developing design criteria and architectural work plans for a year-round camp facility that adequately reflects various user needs (ie, handicapped, staff, counselors). The 1980 report is organized to include general user needs that relate to the overall or master architectural design, plus specific user needs that relate to the architectural design of individual camp facilities (ie, main lodge, cabin clusters). Continued assistance during the summer of 1981 from Adaptive Environments, which included Boston Consultants Cora Abel and Thomas Fodor, produced extensive design criteria and recommendations for the new facility based on the User Needs Study report. Subsequent developments have included the employment of Hicks Associated Architects in Portland by the Kiwanis corporation to work as part of the design committee which also includes Kiwanian Paul Arnett, Committee Chairman and President of the Mt. Hood Kiwanis Camp Board and Dr. Steve Brannan, Program Coordinator and PSU professor. Their efforts have provided the final design guidelines resulting in the working plans for the first new building, a multi purpose cabin cluster, which will be winterized, self contained, and house approximately 45 campers and counselors. Following the master plan, the first cabin cluster will be constructed in the fall of 1981 as part of Phase I, with subsequent facilities (ie, cabin clusters, main lodge, pool) built in later phases of the projected five year building program.