Camp Shriver Staff Application 2019

Camp Dates: Monday, July 8, 2019 – Friday, August 2, 2019
Orientation: Thursday, June 27, 2019 and Friday June 28, 2019
Applications are due: Monday, April 15, 2019

We are excited that you have chosen to apply for a position with Camp Shriver at UMass Boston. Camp Shriver at UMass Boston is an inclusive, sports-oriented day camp for boys and girls ages 8-12. Camp Shriver welcomes campers both with special needs (intellectual disabilities and other learning issues) and without. The primary goal of the camp is to provide Boston-area kids with the chance to develop social skills and foster friendships while having fun participating in sports and other camp activities with their peers.

Members of the camp staff will be responsible for working each day of camp (July 8 – August 2, 2019, Monday through Friday) from 8:00 am to 2:30 pm, as well as a MANDATORY staff orientation session in June 27 and June 28, 2019 (8:30-2:30) at UMass Boston.

For 2019, ALL new and returning staff are required to fill out an application and submit it.

Finally, most staff will be required to serve as monitors on the Camp Shriver buses. Bus monitors receive additional compensation. Full participation in all camp-related activities is a condition of employment.
Application Instructions

Once you have filled out the application, review this list to make sure you have included all the necessary information.

- Personal Information
- Work History
- Education
- References
- Skills (with copies of all relevant certifications)
- Background Information
- Response to Short-Answer Question
- Response to Article
- For applicants under the age of 18: Health History, Medical Information and HEALTH CARE PROVIDER’S SIGNATURE
- Final Date & Signature

This application will need to be COMPLETELY filled out by you and returned to the Camp Shriver office or postmarked by April 15. Please be sure to print neatly. Also, be sure to provide accurate, up-to-date information. Once your paperwork is complete, you may be contacted for an interview.

If you have any questions please contact Samantha Sears at samantha.sears@umb.edu

Please return the completed and signed application by 15 to:

Center for Social Development and Education
ATTN: Camp Shriver
University of Massachusetts Boston
100 Morrissey Blvd
Boston, MA 02125-3393

Fax: 617-287-7249
Email: samantha.sears@umb.edu
Descriptions of Available Positions
Please indicate which position(s) you are interested in applying for.

- **Coach**
  - Lead instruction of sport to groups of 30-40 campers (boys and girls, with and without special needs) with assistance from counselors and junior counselors
  - Create an outline/curriculum map of four-week plan for instruction in skills and rules of designated sport to be submitted prior to orientation
  - Outline clear roles for counselors and junior counselors during sports instruction sessions
  - Promote sportsmanship, teamwork, and fun
  - Enforce Camp Shriver rules and regulations to promote the safety of all campers
  - Complete appropriate program evaluation forms
  - Perform other duties as assigned by camp director

- **Counselor**
  - Supervise a group of campers (boys and girls, with and without special needs) in a team maintaining 5:1 ratio.
  - Attend and participate in all activities with assigned group
  - Maintain order and appropriate behavior during activities and transition times
  - Create a warm, welcoming environment for all campers through fostering relationships between staff and campers, and campers themselves
  - Be in the pool with campers during the swim period (extensive swimming experience not required)
  - Assist with planning and logistics for recreational activities and field trips
  - Facilitate games and activities for campers during “free time”
  - Serve as liaison between your group and the administrative staff
  - Enforce Camp Shriver rules and regulations to promote the safety of all campers
  - Complete appropriate program evaluation forms
  - Perform other duties as assigned by administrative staff and coaches

- **Junior Counselor**
  - Assist two co-counselors in supervision of campers (boys and girls, with and without disabilities)
  - Attend and participate in all activities with assigned group
  - Create a warm, welcoming environment for all campers through fostering relationships between staff and campers, and campers themselves
  - Be in the pool with campers during the swim period (extensive swimming experience not required)
  - Assist with planning and logistics for recreational activities and field trips
  - Enforce Camp Shriver rules and regulations to promote the safety of all campers
  - Complete appropriate program evaluation forms
  - Perform other duties as assigned by counselors, coaches, and administrative staff
Personal Information

PLEASE PRINT NEATLY

Name ________________________________________

Current Address ____________________________________________
(valid until ___/___/___)

Permanent Address_______________________________________________

Home Phone Number _______________ Cell Phone Number ________________

E-mail ___________________________ Social Security # _________________

Birthdate _______/______/___________ Age _______ years-old

Are you currently authorized to work in the U.S.? _____ Yes _____ No

Camp Shriver staff members are asked to be available from **July 8th – August 2nd, 2019** and for an orientation session **Thursday, June 27th and Friday June 28th**. The exact dates I will be available for employment are:

____________________________________________________________________

How did you hear about Camp Shriver? _____________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Have you been a counselor for Camp Shriver before? __________________________
# Emergency Contact Information

*Parent/Guardian Information for Applicants under 18*

1. **Name**: ___________________________ **Relationship**: ___________________________

   **Address**: ____________________________________________________________
   
   # and Street  
   Apt. #  
   City  
   State  
   Zip

   **Employer**: ____________________________________________________________

   Please circle Best Daytime Phone Number

   **Work Phone**: ___________________________  **Cell Phone Number**: ___________________________

   **Home Phone Number**: ___________________________  **Alternate Phone Number**: ___________________________

2. **Name**: ___________________________ **Relationship**: ___________________________

   **Address**: ____________________________________________________________
   
   # and Street  
   Apt. #  
   City  
   State  
   Zip

   **Employer**: ____________________________________________________________

   Please circle Best Daytime Phone Number

   **Work Phone**: ___________________________  **Cell Phone Number**: ___________________________

   **Home Phone Number**: ___________________________  **Alternate Phone Number**: ___________________________
Consent to Treat Minor Patient

For Applicants under 18

Consent to Treat Minor Patient

Your daughter/son is attending Camp Shriver at the University of Massachusetts Boston, the University Health Services offers free first aid to minors who participate in UMB programs on campus. Massachusetts law requires consent of a parent/legal guardian for medical care of minors including first aid. Please complete the following consent form to allow University Health Services to provide first aid to your child.

I, __________________________________________ (print name here), am the parent/legal guardian of __________________________________________ (print name of child), currently a minor, whose date of birth is __/__/__.

I authorize the University of Massachusetts University Health Services to provide first aid to my child.

I understand that, should my minor child need more extensive medical care I will be notified by a healthcare provider at University Health Services. I also understand that if the injury/illness is determined to be life threatening, that an ambulance will be called to take my child to the hospital and that the provider will make every effort to contact me.

By signing this, I acknowledge that I have read and that I understand this consent, and that any questions that I have prior to signing could be answered by calling University Health Services at 617.287.5660.

___________________________________________  ________________
(Parent/Guardian Signature)  Date

Health Information:

Past medical history includes: __________________________________________

Allergies (medications or other): __________________________________________

Medications my child is currently taking include: ____________________________

Emergency Phone Numbers:

_________________________  __________________________
Home  Work
Health History
For Applicants under 18

Name of Child (First & Last)

Has your child had, or does your child have, any of the following? (If yes to any of the following, please explain on the back of this sheet)

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Are your child’s Immunizations up to date?

[ ] Yes  [ ] No

This health history is correct so far as I know and the person herein described has permission in all camp activities, except as noted by me above.

__________________________________________  ____________________________________________  ____________________________________________
(Parent/Guardian Signature)  (Print Name)  (Date)
Note: If you are unable to have a healthcare provider (doctor, nurse practitioner, physician assistant) sign this form, you may submit a copy of a school physical form signed by a healthcare provider instead. The physical must have occurred after January 1, 2017.

TO BE COMPLETED BY A HEALTHCARE PROVIDER:

________________________ is physically able to participate in a four-week general sports camp designed for (NAME OF CHILD)

children with and without disabilities and his/her immunizations are up to date.

Comments/Limitations: __________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

(Signature of Healthcare provider) (Printed Health Care Facility) (Date)
# Work History

## Non-Camp Related

<table>
<thead>
<tr>
<th>Dates</th>
<th>Employer &amp; Supervisor</th>
<th>Address/Phone</th>
<th>Nature of Work</th>
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## Camp Experience

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<tr>
<th>Dates</th>
<th>Camp &amp; Director</th>
<th>Location/Phone</th>
<th>Camper or staff</th>
<th>Specialties</th>
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Have you had experience working with children with disabilities? If so, please describe.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________
## Education

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<tr>
<th>Name/Address of School</th>
<th>Course of study</th>
<th>Dates Attended</th>
<th>Did you graduate?</th>
<th>Degree (Specify)</th>
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## References

Please list three references from your employment or volunteer experience. If you have never been employed, your references should be from teachers or community members who know you well. Do not list family members or references you do not want to be contacted.

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<th>Name</th>
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Special skills you can share with campers (sport, music, art, dance...e.g., Ultimate Frisbee, yoga):

______________________________________________________________________________

______________________________________________________________________________

Certifications: Put an “X” before any certifications you currently possess that will remain current through August 2019. (Please provide copies of certifications.)

___ Red Cross CPR     ___ Red Cross WSI     ___ First Aid
___ EMT                ___ Lifeguard

You will be required to swim with the campers on a daily basis. Is there any condition that we need to be aware of that would make this impossible? (Your answer will not affect your consideration for hire.)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Short Answer Question

In a few sentences, please tell us why you would like to join the Camp Shriver community. Feel free to share anything about your previous experiences that you think is important for us to know.
Please read the article “Best Practices in Inclusive Camping: A Roundtable Discussion in Programming” attached to this application and/or on our website (www.umb.edu/csde/camp_shriver/staff). Discuss the three most important points you took away from the article that you could apply in your daily practices at camp.
I understand that any misrepresentation on this application may be reason for immediate dismissal, and that permanent employment depends on satisfactory replies from references, a favorable report on my medical examination where required, a criminal record check, and successful completion of a probationary period of employment. I further understand that pursuant to the provisions of the Immigration Reform and control Act of 1986 I will be required to complete an Employment Eligibility Verification form (I-9) and submit specific document(s) that establish my identity and employment eligibility after an offer of employment is made.

The policy of UMass Boston prohibits discrimination on the basis of age, race, religion, color, national origin, sex, sexual orientation, marital status, Vietnam Era veteran status, or disability. UMass Boston is also committed to employment practices which comply with the Americans with Disabilities Act.

It is unlawful in Massachusetts to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be subject to criminal penalties and civil liability.

Date ___________________  Signature __________________________________________
Following the lead of educators in school communities, recreation professionals across the United States are opening their doors to increasingly diverse participants. There has been a particular focus on the inclusion of participants with disabilities to provide opportunities for these children and youth to attend day and resident camp programs alongside their peers without disabilities (Jaha-Echols, 2017). However, programs have different definitions and understandings of “inclusion.” One way to understand inclusion is to use a continuum that reflects level and quality of participation, peer interactions, and sense of belonging for all campers. This continuum is benchmarked by physical, functional, and social inclusion (Schleien, Miller, Walton, Roth, & Tobin, 2017).

- **Physical inclusion:** Campers with disabilities are present with other campers for some activities throughout the day. At best, they are in close physical proximity to their peers without disabilities.

- **Functional inclusion:** Campers with disabilities are not only physically included, but through accommodations and modifications they successfully participate in activities with other campers.

- **Social inclusion:** At the highest level of inclusion, campers of varying abilities participate in all aspects of camp together and engage socially throughout the day, with myriad social outcomes accrued by participants (Miller, Schleien, Walton, & Tobin, 2018). For example, in one successful model of an inclusive sports camp, comprehensive evaluations show that participants both with and without disabilities are socially accepted by their peers, make new friends, and improve their sports skills (Siperstein, Glick, Bardon, Harada, & Parker, 2007; Siperstein, Glick, & Parker, 2009).
As more program directors offer inclusive programs, an expanding compendium of evidence-based practices are known to promote inclusion at all three levels. An initiative (funded by the National Inclusion Project and directed by the Center for Social Development and Education at the University of Massachusetts Boston) is underway to create an accreditation process for inclusive camps based on a set of standards and criteria. As an initial step in developing the standards, a series of four roundtable discussions was organized, each focusing on one of the major domains of camping: administration, facilities and resources, programming, and evaluation. Discussed here are findings relevant to inclusive programmatic practices at camp.

**Roundtable Participants**

The roundtable participants were seven members of a team assembled to design, develop, and implement a national accreditation process for inclusive recreation programs. Participants possessed a range of perspectives on and experiences with inclusion. Two participants are full-time practitioners holding leadership roles in nationally recognized inclusive camp programs; one is responsible for providing inclusion training and support at the national level to program directors and
staff; and four are professors at universities whose responsibilities include conducting research on inclusion and teaching at the graduate level in their respective fields. Participants’ areas of specialization included therapeutic recreation, adapted physical education, developmental psychology, and inclusive leisure services.

An interview guide was used to initiate and direct the roundtable conversation, beginning with the following lead request: Please describe services you consider best practices to include individuals with disabilities into recreation opportunities.

**Roundtable Results**

Two primary themes emerged from the roundtable discussion. These themes were associated with actions that camp staff should take to facilitate inclusion, particularly social inclusion that ensures full participation and promotes social connections.

**ENSURE FULL PARTICIPATION**

One of the most prominent themes that participants addressed and appeared most passionate about, was the importance of all campers’ full participation in program activities. Participants consistently emphasized that a major goal of inclusive camping is for all individuals to participate actively in equitable experiences. To facilitate this level of engagement, participants identified the need for staff to accommodate campers with diverse skill levels and make adaptations to promote the inclusion of all participants. To achieve this, a fundamental principle emerged: “Counselors should plan for children with the highest level of need, as opposed to the opposite. This way, you ensure that everyone is included.” Additionally, it was recognized that not all campers have to participate in camp activities in identical ways but should be granted opportunities to participate in similar activities that are equitable in nature (Miller et al., 2018). An example of this planning was captured in the following explanation:

*We’re planning a basketball activity for the gym, but rather than assuming that every child has some motor skills to participate in dribbling the basketball, we are going to have balloons and beach balls on hand for that activity, so that we know that whatever kid comes in is going to be able to participate.*

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**For More Information**

The roundtable discussion findings described here (along with subsequent surveys of practitioners) and similar findings relating to administration, facilities and resources, staffing, and evaluation have led to the creation of standards and criteria that should guide promotion and implementation of inclusive practices across camp programs and other recreation settings (see below for examples). They should also provide prospective participants and family members with information that will help them make educated decisions about the most appropriate programs to attend. Following are several examples of such standards and criteria:

**Example 1:** Transitions promote positive social interactions and positive social behaviors among participants with and without disabilities.

- Adequate time and/or necessary support are provided for participants with disabilities to transition between activities (e.g., move to a different location, prepare for a different activity).

- Program staff create opportunities for participants with and without disabilities to engage in positive social interactions and positive social behaviors during transitions (e.g., helping to initiate conversations among participants, suggesting appropriate conversation topics, using the “buddy system” to encourage participants to support certain peers through the transition).

**Example 2:** When needed, accommodations are made to provide opportunities for all participants to engage in the same activity.

- If one or more participants experience challenges participating in an activity as it was planned, adjustments are made to the activity rules/requirements, materials/equipment, space, instruction (e.g., instructional prompts), and/or communication (e.g., sign language, pictures) to facilitate participation.

**Example 3:** Meaningful choices are offered to participants with and without disabilities.

- Participants are offered choices among activities (e.g., different types of activities, different variations/modifications).

- Participants are offered choices during activities (e.g., different equipment/materials, different locations, different partners/group members).

For more information on these standards and criteria, please contact Gary Siperstein, PhD, (director of UMass Boston’s Center for Social Development and Education) at gary.siperstein@umb.edu, or Nick Leisey (executive director of the National Inclusion Project) at nickleisey@inclusionproject.org.
However, planning for full participation is not the reality for many camp programs:

Planning should . . . start with the needs of the camper and progress from there, rather than, as is often more common, you sometimes start from your budget, from the staff already there, from your facilities. Then you end up with a program or activity nobody comes to or benefits from.

When offering swimming opportunities, most camps group campers according to their abilities (e.g., beginner, middle, and advanced swimmers). This practice can be applied to many other normative camp activities; “by doing so, the program will naturally account for campers with disabilities who fall into one or more ability groupings,” ultimately promoting full participation. A connected point made by participants was the clarification of what is meant by full participation: campers with disabilities should “have an equal opportunity [to participate in an activity], rather than having to do it identically.” For example:

“Well, this kid really hates to swim, he’s going to have a major tantrum every time you bring him to the water, but . . . we could figure something out that’s equitable. Maybe he gets his exercise a different way, by walking around the swimming pool while the other kids swim.” Just for a simple idea, that’s equitable participation . . . He’s getting exercise; he sees the other kids; he’s walking with a buddy while the other kids swim.

Simply stated, there needs to be equitable participation of campers with and without disabilities. Even with maximal planning to fully include campers with disabilities, all things may not be successful. So, participants agreed:

It’s adapt, overcome, and improvise. If something’s not working, let’s quickly think about what you can change in the activity. Do you try a different activity, or do you throw the activity out and start with something new? Giving [counselors] that strategy in orientation is empowering them to just say, “Oh, it’s cool to do this, and it’s OK to do this. I’ll go ahead and do it.”

Full participation in camp programs need not be limited to structured activities. As one of the participants pointed out, to promote participation in unstructured activities and free play, “establish simple rules. For example, ‘you must be moving around; you must be trying to play with a friend; you cannot be sitting down.’ So even though it’s unstructured, there are rules that go with it.”

Another participant elaborated with additional examples of “rules” that counselors can offer campers during unstructured time:

“These are the options today: Try to play a game that you haven’t played before or play with someone you haven’t played with before.” At the end of the activity, counselors should reconvene the group and review the activity. For example, “Raise your hand if you played with someone new.

Continued on page 57
The key from the get-go is that there is intention, which includes knowing your participants ... and the goals, and figuring out how we're going to get [campers] to accept each other and enjoy each other.
positive social relationships as teammates, bunkmates, and genuine friends.

OUTCOMES OF SOCIAL INCLUSION
In identifying practices that camp staff should implement to achieve social inclusion, participants addressed not only how inclusion looks when it works, but also what campers both with and without disabilities gain from inclusive camp programming. Threaded throughout the conversation was the idea that inclusion benefits all campers, which is the essence of universal design. The participants emphasized that by planning for a range of ability levels, all children can have fun and enjoy their experience: “I think [modified activities] can be more fun for everybody too. Even if I’m really good at dribbling a regular basketball, I really enjoy playing around with a big one too.”

Incorporating choice into programming also “allows children to . . . enjoy themselves regardless of their abilities or skills.” Furthermore, by ensuring that all campers have a place in every camp activity, they develop a sense of competence — they “feel like they have the skills and abilities to participate.” The idea of competence was captured in the following example about volleyball:

When it’s your turn to serve, I have poly spots at different places, and if you need to, we’ll have someone pull the net down for you, to make it over. So some of them say, “Oh, wow, I think I can do it this way.”

As a result, the “sense of competence” that is created among participants is “ongoing”:

As a result, the “sense of competence” that is created among participants is “ongoing”:

It’s about feedback, about progress, feedback in terms of benchmarks of, “Wow, you got to this! You’re now holding on and kicking!” It’s basically providing the child, who often comes with a fear of failure, with a sense of “I can do it.” The key is to be able to provide a mirror to the child for her to see that she is making progress.

With fun and enjoyment being the major tenets of any camp, the discussion of best practices highlighted the importance of all campers having positive experiences that ultimately lead to increased competence and confidence.
Further Discussion
Social inclusion is rarely a naturally occurring process for people with disabilities. However, when administrators and staff demonstrate the organizational will to create a socially inclusive culture, inclusive camps become a reality. Fundamental to organizational will is that all camp staff are guided by the importance of intentionality — intentionality of leadership staff in planning activities and empowering counselors, and intentionality of counselors in ensuring full participation and promoting social connections (Schleien et al., 2017). In a successful inclusive camp, social inclusion is threaded throughout everything that happens — structured activities, unstructured activities, and transitions. At any given time, campers who need extra support, regardless of their ability, receive the accommodations needed to facilitate equitable participation. Each camp is different, each activity is different, and each campers’ needs are different; but with ingenuity to generate new ideas and alternative solutions, and a willingness to keep trying if something fails the first time, camp staff can make it possible for every camper to enjoy the summer camp experience (Means & McIntire, 2017). To reiterate the words of one participant, “it’s adapt, overcome, improvise.” Inclusive camps will become a widespread opportunity across our communities only when best practices in support of social inclusion become customary. This is when many more campers with disabilities will enjoy the wonders of camp alongside peers without disabilities.

Photos on pages 52–53 courtesy of Camp John Marc, Dallas, Texas.

REFERENCES

Gary N. Siperstein, PhD, is the director of the Center for Social Development and Education and emeritus professor at the University of Massachusetts Boston. In 2006, Dr. Siperstein founded Camp Shriver at UMass Boston, the first fully inclusive sports camp in New England for children with and without disabilities.

Emily D. McDowell is a project coordinator in the Center for Social Development and Education at the University of Massachusetts Boston. She has been coordinating the standards and accreditation project since 2017. She received her BA in child studies and human development from Tufts University.

Stuart J. Schleien, PhD, LRT/CTRS, CPRP, has been a professor and chair in the Department of Community and Therapeutic Recreation at the University of North Carolina Greensboro since 1997. Dr. Schleien has pioneered innovative approaches to designing and evaluating inclusive camp and other programs for children and adults with diverse abilities.

John Dattilo, PhD, is a professor in the Department of Recreation, Park, and Tourism Management at Penn State University. Through his teaching, research, and service, he works to be an ally to those of us experiencing challenges, so that we might experience leisure more often and thereby have more enjoyable and meaningful lives.

Martin E. Block, PhD, is a professor with the Department of Kinesiology in the Curry School of Education and Human Development at the University of Virginia. Dr. Block’s research for the past 25 years has focused on making physical education more inclusive for children with disabilities.

Mark Spolidoro is the director of Camp Shriver, a free, inclusive summer sports camp offered through the Center for Social Development and Education at the University of Massachusetts Boston. Mark has also been an adapted physical education teacher in Boston public schools for the past 26 years and the BPS coordinator for Special Olympics Massachusetts Unified Sports for the past 17 years.

Jessie Bari, MS, is the associate executive director with YMCA Buffalo Niagara at the Southtowns Family branch where she oversees child care, including summer camp, before and after school, and preschool programs. Jessie has led her staff in implementing creative approaches to inclusion in various recreation programs over the past ten years.

Aron Hall is the director of programs for the National Inclusion Project. In his 13 years with the project, Aron has developed and implemented its partnering model with over 125 partners in 38 states.