

RESEARCH PREPROPOSAL
Rocky Mountain Nature Association
Rocky Mountain Research Fellowship

Rocky Mountain National Park

Please send 5 copies of your proposal to:

Rocky Mountain Nature Association
Rocky Mountain Research Fellowship
Attn: Nancy Wilson, Program Coordinator
PO Box 3100
Estes Park, CO 80517

Submitted by Bambi L. Yost
University of Colorado at Denver and Health Sciences Center
College of Architecture & Planning
Children, Youth and Environments Center for Research and Design
Design and Planning Doctorate Student
Spring 2007

I. COVER LETTER – Describe your interest in conducting research in Rocky Mountain National Park and why you are uniquely qualified for this research fellowship. Also indicate your career aspirations and why you are applying to this program.

Dear Rocky Mountain Research Fellowship Review Committee Members,

Thank you for reviewing my preproposal submission to conduct research on the relationship of family attachment and commitment to Rocky Mountain National Park. In particular, I am interested in helping the park identify how parents become attached to the park, and how they may pass this attachment on to their children. Place attachment refers to a person’s connection to a place where the place is valued for the satisfaction of physical needs and for its own intrinsic qualities, as well as for the memories and experiences associated with the place (Low & Altman, 1992). It is hypothesized that attachment to the park may lead to life-long, multigenerational commitment and use.

As a proponent for national parks, I am acutely aware of the limited federal funding provided to sustain these national treasures. One of the main ways that parks have raised revenue is through visitor user fees but over the years, the number of visitors has declined leaving national parks in a precarious position financially. It is hoped that results from this study might increase tourism by identifying specific programs, activities, and intrinsic qualities that address diverse user needs.

The research proposed here will utilize a mixed-methods design to document multigenerational connections to Rocky Mountain National Park (RMNP) in an effort to identify family experiences that promote life-long commitments to the sustainability of national parks.

Specific aims are to examine 1) how the built and natural environment at RMNP influence user attachment, 2) what factors have the greatest impact on family, adult, and youth’s sense of belonging and attachment to RMNP, 3) how park programs and special events influence user perceptions and sense of place, and 4) how family values and experiences affect commitment to national parks.

A better understanding of how national parks are places with which users identify will help inform the formulation and implementation of policies and design solutions aimed at developing conditions that maximize family, adult, and youth participation. Results from this study have the potential to influence key decision-makers to direct capital improvement funds and programming funds towards national parks. In addition, this study will provide national parks with an understanding of how policies and programs encourage families, individuals and youth to take advantage of opportunities created through environmental and program enhancements. Plus, the research that I am proposing will contribute to a growing body of literature on the subject of place attachment and recreational settings.

As a doctoral student in the Design and Planning program in the College of Architecture and Planning at the University of Colorado at Denver and Health Sciences Center, I specialize in community development, children, youth and environments. For the last six years, I have helped plan, design, build and lead community-based Denver Public Elementary School playground projects known as “Learning Landscapes.” To date we have raised over \$20 million and rebuilt 56 playgrounds.

During this time I developed a deep curiosity about how family attachments to special places can be passed on from generation to generation. A few years ago, I watched a grandfather pick up trash with

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

his grandson in one of the newly built public playgrounds. It was clear that this family experience was as much about commitment to the environment as it was to the place and to each other. I began to wonder how family attachments to places were formed and how they could be strengthened.

As an environmentalist, researcher, and educator I would like to develop a professional relationship with national park personnel. Ultimately I hope to lead university students in projects that benefit the users, managers, and stakeholders of national parks while sustaining and preserving our nation’s natural resources.

Thank you for your time and consideration,

Bambi Yost
Master of Landscape Architecture
Master of Urban and regional Planning
Doctoral Student of Design and Planning
Children, Youth and Environments Center for Research and Design

II. INTRODUCTION

- A. **Applicant Information** - Provide your name, address, telephone number (work and home), FAX number, email address, and institutional affiliation. Include major and minor subjects in both undergraduate and graduate work, and the dates and degrees acquired.

Contact Information:

Bambi L. Yost, M.L.A., M.U.R.P.
3761 Perry Street
Denver, CO 80212
Cell Phone (work & home) 720-217-2871
Office Fax 303-556-6651
Primary E-mail: Bambi_L_Yost@yahoo.com
Secondary E-mail: Bambi.Yost@cudenver.edu

Institutional Affiliations:

University of Colorado at Boulder
University of Colorado at Denver and Health and Sciences Center

Graduate Work:

Doctoral Candidate in Design and Planning, 2004-present
 Emphasis in Children, Youth and Environments
Master of Landscape Architecture, August 2005
 Emphasis in Community-Based Learning Landscapes
Master of Urban & Regional Planning, August 2005
 Emphasis in Community Health and Physical Environments

Undergraduate Work:

Bachelor of Science in General Arts and Sciences, December 1993
 Emphasis in Math and Computer Science

- B. **Dates of fellowship availability** – please indicate the specific dates that you will be available for this research fellowship.

July 20, 2007 – September, 2007

- C. **Title of research proposal.**

Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park

- D. **Dates of research period** – please indicate additional follow-up work timelines beyond the fellowship period in the park, if needed.

April, 2007 - May, 2008

III. **QUALIFICATIONS** – Provide a current resume identifying training and qualifications relevant to the proposed project and the ability to conduct field activities in the environment of the proposed study area. Include a list of publications, if any, a list of academic honors received, most recent university transcripts, and names and contact information of three professional references.

A. Curriculum Vitae

3761 Perry Street
Denver, CO 80212

Bambi L. Yost

720.217.2871 cell
Bambi.L.Yost@yahoo.com

Education

Fall 2004 – Present University of Colorado at Denver Denver, CO

Doctoral Student in Design and Planning

- Thesis Interest: Youth Identity Development in Relation to Place Identity and Agency

Fall 2000 – Summer 2005 University of Colorado at Denver Denver, CO

Master of Landscape Architecture

Master of Urban and Regional Planning

- Thesis: Perceptions of Risk In Denver Public Elementary School Playgrounds: A Multi-Methods Research Strategy and Design

Fall 1985 – Winter, 1993 Pennsylvania State University State College, PA

Bachelor of Science General Arts and Sciences

- Math and Computer Science Emphasis
- University Scholar, graduated with Honors.

Awards

Spring 2006 Received recognition for initial concept designs used by Design Concepts to build Denver Public School’s Carson Elementary School which received the 2006 CCASLA Design Merit Award

Spring 2005 Received an “Award of Recognition for Outstanding Service in Support of the Learning Landscape Program” from the University of Colorado at Denver College of Architecture and Planning Department of Landscape Architecture.

Spring 2004 Received the “Cultural and Social Studies Award for Outstanding Accomplishments and Advancement in the Area of Cultural and Social Studies in Landscape Architecture” from the University of Colorado at Denver College of Architecture and Planning Department of Landscape Architecture.

Fall 1995 Received a special “Land Conservation Award for Watershed Education and Streambank Restoration” from the Lord Fairfax Soil and Water Conservation District.

Teaching and Research Interests:

- Eco-Revelatory Design
- Participatory Design and Planning
- Community-Based Action Research
- Service Learning & Higher Education
- Educational & Recreational Design
- Public Health & the Environment
- Landscape Ecology
- Ecological Design and Planning
- Environmental Planning & Sustainable Design
- Habitat Restoration/Rejuvenation
- Children, Youth and Environments
- Poetry as Place
- Landscape Architecture Theory and Criticism
- Parks, Playgrounds, and Outdoor Education Facilities

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

- Designed and created gardens, murals, benches, walkways, play pits, sculptures, raised planters, and more with graduate students, professional contractors and artists, and volunteers of all ages.
- Assisted with technical maintenance evaluation program and field reports for Denver Public Schools.
- Co-authored a 20-year budget projection & timeline for 22 Denver Elementary School playgrounds.
- Created baseline surveys, implemented pre and post-occupancy surveys, and assisted with on-going research.
- Co-managed over 8 student employees working on a variety of projects.
- Wrote business plan and helped with long-range strategic planning.
- Assisted with website design and development, wrote copy, and provided images and layout suggestions.
- Photographed learning landscapes for publications obtaining necessary release forms for children and adults.

2002 - 2003 University of Colorado at Denver & Health Sciences Center Denver, CO

Architecture & Planning Computer Laboratory Assistant

- Taught students and faculty computer programs and basic computer skills on both Macintosh and PC platforms.
- Downloaded and upgraded software, networked computers, and maintained computer laboratory machines.
- Manipulated and printed large format graphics created with a variety of media and software.

1998 – 2000 Art Institute of Colorado Denver, CO

Computer Animation Career Advisor

- Provided career advice, resources, and employment assistance to associate degree students and alumni.
- Secured employment for over 87% of each graduating class (180 students) with an average salary of \$28,000/year.
- Created internship database, founded animation club, recruited guest speakers, created listserve & website.

1994 - 1998 Chesapeake Bay Foundation Richmond & Charlottesville, VA

Virginia’s Canoe Rig Education Program Manager

Virginia’s Watershed Education Program Assistant Manager

Chesapeake Bay Ecology Graduate Course Instructor

Curriculum Trainer for Certified Teachers

- Ran an environmental education canoe program focused on water quality and land use for 25 students per day.
- Organized and directed restoration projects focused on streambank stabilization, oyster habitat, wildlife habitat, aquatic vegetation stabilization, water quality awareness, and urban forestry.
- Evaluated water quality with students and teachers using chemical, biological, and land use methods.
- Reported water quality results and biological findings to the Virginia Department of Game and Inland Fisheries.
- Worked closely with Virginia Soil and Water Conservation Districts, Virginia Department of Forestry, Urban Planners, Farmers, Watermen, and Business Leaders.
- Created hands-on, multi-disciplinary activities & curriculum for 4th through 12th graders & teachers.
- Directed fundraising projects, arranged a variety of tours, & managed a \$52,000 operating budget.
- Taught continuing education graduate-level teacher certification courses in VA, MD, DE, WV, and PA.

1989 – 1991 Bambi L. Yost Landscape Services State College, PA

Owner of Landscape Design & Maintenance Business

- Mowed, mulched, weeded residential properties.
- Ran a full-time seasonal business for multiple clients.
- Designed English and Oriental Gardens.

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

1988 – 1989 College Gardens Nursery Port Matilda, PA

Nursery Grower Assistant and Assistant Wholesaler

- Propagated shrubs, planted seedlings, maintained greenhouse plants and field trees, weeded, fertilized, and operated heavy equipment.
- Assisted customers with wholesale purchases.

1984 – 1986 Hopewell Nursery Boyertown, PA

Nursery Grower Assistant and Retail Sales Person

- Propagated shrubs, planted seedlings, maintained greenhouse plants and field trees, weeded, fertilized, and operated heavy equipment.
- Assisted customers with wholesale and retail purchases.

Grant Writing Experience:

Wrote, collaborated, and assisted with grant writing, advising, reviewing, and editing of the following grants:

2006

Awarded \$ 50,000	Fall 2006	Community Development Block Grant (author)
Awarded \$ 10,000	Fall 2006	AmeriCorps Campus Compact (author)
Awarded \$ 29,341	Spring/Summer 2006	Colorado Department of Transportation’s Safe Routes to School Grant (collaborator)
Awarded \$ 81,600	Spring 2006	AmeriCorps NCCC (author)

2005

Awarded \$ 12,000	Summer 2005	Colorado Department of Public Health & Environment’s Physical Activity & Nutrition Grant (collaborator)
Awarded \$ 2,000	Spring 2005	AmeriCorps Campus Compact (author)
Awarded \$ 81,600	Fall 2005	AmeriCorps NCCC (author)
Awarded \$ 50,000	Fall 2005	Robert Woods Johnson Foundation Disparities Grant (collaborator)
Awarded \$ 150,000	Fall 2005	Robert Woods Johnson Foundation Active Living Grant (collaborator)

2004

Awarded \$ 28,000	Fall 2004	Caring for Colorado Foundation Grant (co-author)
Awarded \$ 81,600	Fall 2004	AmeriCorps NCCC (author)

TOTAL \$576,141

Research Experience:

Research Employment

2005-2007

- Wrote strategic 5-year business plan for the Learning Landscape Initiative and Denver Public Schools
- Authored a community development block grant for Denver Public Schools Learning Landscape Initiative
- Research Assistant for the Robert Woods Johnson Foundation “Active Living” Project using Dr. Thomas McKenzie’s System for Observing Play and Leisure Activity in Youth (SOPLAY) method

2004-2007

- Research Assistant to Associate Professor Lois A. Brink, MLA, Director of the Learning Landscape Initiative

2004-2005

- Project Manager for Learning Landscape’s physical activity research funded by the Caring for Colorado Foundation

Independent Research Projects

2006

- Observational Research for Front Range Earth Force Youth Organization

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

- Healthy Living Community Based Research with Denver Scores leaders and students
2005
- Healthy Living Community Based Research with Denver Scores leaders and students
2004
- Project Manager for Learning Landscape & Denver Public Schools Spatial Analysis Graffiti & Vandalism Study
- Project Manager for Denver Neighborhood Impact Survey - Conducted online research and created a website with survey hosted at survey monkey <http://www.freewebs.com/byost/index.htm>

Academic Appointments:

Undergraduate Teaching Assistant (Fall 2002, Fall 2005, Spring 2006, Spring 2007)

Department of Architecture and Planning, Colorado University; Boulder, CO

Graduate Teaching Assistant (Summer 2002, Spring 2003, Summer 2003, Fall 2004, Spring 2005, Fall 2005, Spring 2007)

Department of Architecture and Planning, University of Colorado at Denver; Denver, CO

Research Assistant (Spring 2004-2006, Summer 2004-2006, Fall 2004-2006)

Department of Architecture and Planning, University of Colorado at Denver; Denver, CO

Graduate Instructor (Summer 1998)

Department of Education, Old Dominion University; Norfolk, VA

Mentoring Experience:

Spring 2005 University of Colorado at Denver & Health Sciences Center Denver, CO

Learning Landscape Student, Nobuko Komura

Co-mentored Nobuko Komura, UCDHSC graduate student, who received first place for an outstanding presentation at Research and Creative Activities Day, showcasing the scholarly activities of undergraduate and graduate students on the UCDHSC Downtown Denver Campus for her Learning Landscape Master Plan.

Selected Community Outreach & Volunteer Experience:

Summer 2006 - Present City of Denver’s Child Friendly Cities Initiative Denver, CO

Volunteer, Consultant, and Research Assistant

Assist with planning, coordinating, observing, recording, and evaluating this City initiative.

Fall 2001 - Present Learning Landscape Initiative Denver, CO

Learning Landscape Initiative Volunteer Coordinator

Coordinate and lead volunteer community events at Denver Public Schools. These events include building playground equipment, constructing raised planters, painting murals and banners, tiling benches and walls, planting and maintaining gardens, maintaining play pits, striping play areas, and more. In the past few years we have focused more on raising health awareness and increasing youth empowerment in the Denver Community through the Learning Landscape projects.

Fall 2001 - 2007 AmeriCorps Campus Compact Denver, CO

AmeriCorps Campus Compact UCAN-Serve Coordinator/Consultant

Train and advise new AmeriCorps Coordinator while transitioning out of the position. Initiate, educate, and recruit University of Colorado student volunteers, faculty, and staff. Work with faculty within the College of Architecture and Planning to determine eligibility of courses for AmeriCorps funding. Document and verify hours and work for AmeriCorps volunteers. Managed and obtained over \$150,000 in AmeriCorps Campus Compact tuition vouchers for students. Volunteered as Coordinator for five years and then received pay in 2006 from the University in recognition of my efforts and of the substantial benefits for students.

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

Summer 2003 – Spring 2004 Black American West Museum Denver, CO
Researcher, Consultant, & Designer

Created an educational, fundraising guide called “Historic Landscape Trends of Denver.” Designed an educational and historically representational landscape for the museum.

Selected Presentations:

March, 2007 Rocky Mountain Land Use Institute Conference Denver, CO
Poster Presenter & Guest Speaker

Title: Planning and Design for Healthy Childhood Development: Mapping Places of Play and Prey with Denver Kids

In this study, aerial maps were used to investigate Denver neighborhoods through children's eyes. This community-based research project taught inner-city children about the power of mapping and voicing preferences and concerns. Using aerial maps, hand-drawn maps, photographs, and other methods of exploration, children created maps of school grounds and surrounding neighborhoods revealing quantitative and qualitative data in a creative and informative way. This research serves to empower students and to educate city officials about the benefits and deficits of inner-city living for Denver youth. Special emphasis was placed upon places of play and physical activity, as well as on places of prey and gang activity.

February, 2006 Robert Wood Johnson Foundation Active Living Conference Coronado, CA
Poster Presenter

Title: Rethinking Playgrounds for Physical Education - A Preliminary Evaluation of the Effects of Policy, Design Standards, Curriculum, Risk Management, and the Built Environment on the Physical Activity of Children at Three Denver Public Schools

Presented findings from a year long collaborative research project working with 573 elementary school students, physical education teachers, and Denver Public School administrators. Pre- and post-surveys were completed by 99% of the students enrolled in 4th-6th grade to determine the impact of play equipment circuits, art projects, and increased health awareness. Observational studies highlighted children’s physical activity levels and peer-to-peer social interactions revealing a wide-range of activities and dynamics. Initial research indicates that user perceptions of risk & use of traditional play equipment as part of regular Physical Education classes should be further studied. A need for new playground assessment tools was also identified to address new ways of using play equipment to enhance physical education classes.

Spring 2005 Western Engaged Scholar’s Institute Moab, UT
Guest Speaker

Title: Lessons Learned from Denver’s Community-based Public Elementary School ‘Learning Landscape’ Playgrounds.

Presented the Learning Landscape Initiative video, syllabi, and general information about this community-based action research initiative. The main emphasis of the presentation was on the failures and successes of the program to date and advice for others seeking to start their own architectural service learning course.

Spring 2004 Colorado Preservation, Inc.’s Historic Preservation Conference Denver, CO
Guest Speaker

Title: Dynamic Change & Temporal Landscapes: What Point is Worth Preserving?

Presented a paper focused on preserving the temporal intentions of the designer & qualities of the place at The James Rose Residence in Ridgewood, NJ to over 150 conference participants.

Summer 2003 Colorado Chapter - American Society of Landscape Architects (ASLA) Denver, CO
Guest Speaker

Title: What is a Learning Landscape?

Introduced the ASLA board to the Learning Landscape Initiative and asked for help finding volunteers within the ASLA organization. The board was so impressed with our work that they donated \$500 and solicited an article from me. In addition, several ASLA members contacted me for future project involvement.

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

Fall 1995 Lord Fairfax Soil and Water Conservation District 1995 Awards Assembly Middletown, VA

Guest Speaker

Title: The Wonders of the Chesapeake Bay Watershed

Presented an overview of the Chesapeake Bay Foundation’s Virginia Watershed Education Program and highlighted the successful partnerships and restoration projects accomplished over the year.

Publications:

Yost, Bambi (2006). *Rethinking Playgrounds for Physical Education - A Preliminary Evaluation of the Effects of Policy, Design Standards, Curriculum, Risk Management, and the Built Environment on the Physical Activity of Children at Three Denver Public Schools*. Poster presented at the Robert Wood Johnson Foundation Active Living Conference, March, 2006. Poster to be published

Yost, B., Kingston, B., and Brink, L. (2005). *Caring For Colorado Final Report: Assessing the Physical Environment and Physical Activity Program Needs of Community at Denver Public Schools*. Learning Landscape Initiative, UCDHSC; Denver, CO.

Yost, Bambi (2005). [Book Review of *Homegirls in the Public Sphere* by Marie (Keta) Miranda]. *Children, Youth and Environments* 15(1), 2005.

Yost, Bambi (2005). [Book Review of *Resiliency: What We Have Learned* by Bonnie Benard]. *Children, Youth and Environments* 15(1), 2005.

Yost, Bambi (2004). [Book Review of *Reform, Resiliency, and Renewal: Kids in Action- Discovery, Research, Goals, Alternatives, Action, Stewardship* by KIDS Consortium]. *Children, Youth and Environments* 14(2), 2004.

Yost, Bambi (2004). [Book Review of *Kids as Planners: A Guide to Strengthening Students, Schools, and Communities through Service-Learning* by KIDS Consortium]. *Children, Youth and Environments* 14(2), 2004.

Brink L. and Yost B. (2004). Transforming Inner City School Grounds: Lessons from Learning Landscapes. *Children, Youth and Environments* 14(1), 2004: 208-232. Paper cited in professional publications.

Yost, Bambi, Sonia Di Carlo, and Jon Holmberg (2004). “Spatial Analysis of the Learning Landscape Initiative’s Impact on Graffiti in Denver Neighborhoods and on Denver’s Public Elementary School Playgrounds.” Paper presented at a meeting with Denver Public Schools and the Learning Landscape Alliance, May. Denver, CO: University of Colorado at Denver, Architecture and Planning Department. Paper cited in professional publications.

Brink, Lois, Willem Van Vliet-, Bambi Yost and Jon Webb (2004). *Learning Landscape Photo Surveys- Initial Composite Study Spring 2004*. Denver, CO: The University of Colorado at Denver and the University of Colorado at Boulder, Architecture and Planning. Paper cited in professional publications.

Yost, Bambi (2004). Design for Healthy Childhoods: Robin Moore Visits Denver. *Rocky Mountain Exposures: Newsletter of the Colorado Chapter of the American Society of Landscape Architects, Jan/Feb, 1, 18*.

Yost, Bambi (2003). “Denver Public Schools Carson Elementary School Design Documents & Curriculum Plan.” Drawings and paper presented to the Learning Landscape Alliance, Carson Elementary School’s Faculty, Staff, Students, and Community, Denver Public Schools Facility Management, and the University of Colorado at Denver’s Architecture and Planning Department, May. Denver, CO: University of Colorado at Denver, Architecture and Planning Department, May.

Yost, Bambi (2003). Building Schools and Communities Through Play. *Rocky Mountain Exposures: Newsletter of the Colorado Chapter of the American Society of Landscape Architects. September/October, 1-5*.

Yost, Bambi (2003). Schools Have Style Too! Denver Schools: Historic Buildings & Learning Landscapes. *Denver’s National Preservation Conference Handout, October 2 - 3, 1 - 8*.

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

Brink, Lois and Bambi Yost (2003). “Denver Public Schools Learning Landscape Maintenance Evaluation, 20-Year Cost Projections, and Timeline Report.” Paper presented at a meeting of the Learning Landscape Alliance and Denver Public Schools Facility Management, June. Denver, CO: University of Colorado at Denver, Architecture and Planning Department, June. Paper cited in professional publications.

Yost, Bambi (2002). “Denver Public Schools Hallett Elementary School Master Plan.” Paper presented to the Learning Landscape Alliance the Learning Landscape Alliance, Hallett Elementary School’s Faculty, Staff, Students, and Community, Denver Public Schools Facility Management, and the University of Colorado at Denver’s Architecture and Planning Department, December. Denver, CO: University of Colorado at Denver, Architecture and Planning Department, December.

Exhibitions:

- | | |
|-------------|---|
| Oct 2004 | Artistic Project Manager for Landscape Architecture Accreditation Board (LAAB) Review
Created multiple presentation boards for work displayed in the College of Architecture and Planning
Covered approximately 5,000 sq. ft. |
| May 2003 | Carson Elementary School Playground Design Review Traveling Exhibit
Displayed in Denver Public Schools Administration Building, Main Lobby
Displayed in Carson Elementary School, Main Lobby
Displayed in University of Colorado at Denver, Dean’s Gallery |
| Dec. 2002 | Hallett Elementary School Master Plan Traveling Exhibit
Displayed in Hallett Elementary School, Main Lobby
Displayed in University of Colorado at Denver, Dean’s Gallery |
| Summer 2001 | Westerly Creek Studio Project
Displayed in 5 th Floor Gallery |

Board Member:

2004 - Present Colorado Department of Public Health and Environment Five a Day Program

Organizations, Memberships, & Affiliations:

- | | |
|--------------|---|
| 2006-Present | Denver’s Child Friendly City (CFC) Initiative |
| 2006-Present | American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) |
| 2005-Present | American Planning Association (APA) |
| 2005-Present | Colorado Nonprofit Organization (CANPO) |
| 2005-Present | Alliance for Nonprofit Management |
| 2005-Present | Environmental Design Research Association (EDRA) |
| 2005-Present | EarthPlay - Natural Play Environments Group |
| 2004-Present | Children, Youth and Environments (CYE) Center for Research and Design |
| 2004-Present | Colorado Department of Public Health & the Environment’s Colorado Physical Activity and Nutrition (CDHPE-COPAN) Task Force Member |
| 2004-Present | Safe Youth Member |
| 2001-Present | Learning Landscape Initiative (LLI) |
| 2002-Present | Natural Resources Defense Council (NRDC) |
| 2001-Present | Metro Volunteers, an affiliate of Mile High United Way, Volunteer Coordinator and Project Leader |
| 2001-Present | AmeriCorps Campus Compact |
| 2000-Present | American Society of Landscape Architects (ASLA) |
| 2000-Present | University of Colorado’s Urban and Regional Planning Student Organization |
| 1998-Present | Colorado Environmental Coalition (CEC) |
| 1994-Present | Sierra Club Member |
| 1994-2001 | Wilderness Medical Association (WMA) First Responder |

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

Special Training Certifications:

Observational Research Methods

2005 System for Observing Play and Leisure Activity in Youth (SOPLAY)

Restoration Certification

1996 EPA Stream Bank Restoration Best Management Practices

Environmental Education Certifications

2004 NWF Schoolyard Habitat
1995 Project Wet
1995 Project Wild
1995 Project Learning Tree
1994 Virginia’s Environmental Educator’s Global Change Conference

Medical Certifications

1994-2001 Wilderness Medical Association (WMA) First Responder Certification
1994-1998 Red Cross Life-Saving
1983-1998 Red Cross Basic First Aid
1983-1998 Red Cross Adult and Infant CPR

Boating Safety Certifications

1994-2000 American Canoe Association (ACA) Flat Water Canoe Certification
1994-2000 American Canoe Association (ACA) Moving Water Canoe Certification
1994-2000 American Canoe Association (ACA) Whitewater Canoe Certification
1994-2000 American Canoe Association (ACA) Swift Water Rescue Certification

Built Works & Consulting Projects:

2001 - 2007 Client: Denver Public Schools Learning Landscape Initiative Denver, CO
Volunteer Coordinator and Landscape Architect

Led volunteer build events at the following DPS schools: Barrett, Bromwell, Carson, Castro, Colfax, Columbian, Columbine, Crofton, Eagleton, Ebert, Fairmont, Fairview, Garden Place, Gilpin, Greenlee, Lincoln, Mitchell, Munroe, Remington, Smedley, Smith, Swansea, & Whittier.

Summer 2006 Client: City of Powell, WY Powell, WY
Youth Advocate, Moderator, Consultant, Planner, & Landscape Architect

Collaborated on a youth-based design project for the City of Powell, WY with Deb Flanders from the CYE Center. This is a collaborative project with the City of Powell, West Park Hospital’s Prevention and Wellness Office, and interested Youth. Phase I to be completed Spring 2007. Expected completion of Youth-Based Park construction is in 2007-2008.

Fall 2005 Client: Mile High Design Aurora, CO
Consultant & Landscape Architect

Provided technical advice, created conceptual designs, & led pre-bid consultation meeting for Mile High Design.

Summer/Fall 2005 Client: Danika Creations Denver, CO
Consultant & Landscape Architect

Provided technical advice, collaborated on conceptual designs, assisted with plant selections, and estimated costs for Danika Creations residential project in Northwest Denver. Built work completed Summer 2006.

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

Fall 2004 - Spring 2005 Clients: Intrinsic Designs & Denver Public Schools Denver, CO

Landscape Architect & Outdoor Education Consultant

Created construction documents with Intrinsic Designs and Denver Public Schools. Developed outdoor curriculum playground elements and educational plantings with faculty for Lincoln Elementary School. Built work completed Fall 2005.

Fall 2004 - Spring 2005 Client: Tim Prescott Denver, CO

Project Manager and Editor

Provided technical assistance, information, research materials. Assisted with book content, layout, and design. Book in progress.

Fall 2004 Client: GPD Land Design Denver, CO

Landscape Architect and Project Manager

Organized and led a weekend design build with over 100 community volunteers at Barrett Elementary School.

Spring 2004 Client: Denver Public Schools Denver, CO

Learning Landscape Project Consultant

Organized, converted, formatted, & compiled hundreds of Learning Landscape master plans, design documents, construction documents, and as-built drawings for Denver Public School archives.

2003 - 2004 Client: Colorado DesignScapes Denver, CO

Contracted Surveyor & Landscape Irrigation Specialist

Surveyed built works and created As-Built drawings for seven Denver Public Elementary School Playgrounds. Tested, repaired, and documented As-Built irrigation Denver Elementary School Playgrounds.

Summer/Fall 2003 Client: National Trust for Historic Preservation Denver, CO

Graphic Designer & Co-author

Produced educational brochures titled “*Schools Have Style Too! Denver Schools: Historic Buildings & Learning Landscapes*” for Denver’s National Preservation Conference held October 2 - 3.

Summer 2003 Client: Marge Malley Littleton, CO

Landscape Designer

Created concept & design drawings, model, and construction documents for a wooden residential deck and surrounding xeric gardens. Built work completed Fall 2003.

Summer 2002 Client: Christopher Gulden Denver, CO

Landscape Designer

Created concept & design drawings for residential lot with emphasis on xeric plantings, low maintenance, and outdoor entertaining. Built work completed Spring 2003.

Summer 2002 Client: Don & Caroline Hertzog Denver, CO

Landscape Designer

Created concept & design drawings, model, and construction documents for residential lot with emphasis on xeric plantings, low maintenance, and grand concrete staircase entryway. Built work completed Summer 2002.

2002 - 2004 Client: Bob’s Lawn Service Denver, CO

Consultant and Landscape Designer

Assisted with planting plans, general landscape questions, material specifications, and irrigation details. Created landscape plans for individual clients as needed.

***To view my portfolio (in progress), please go to:
<http://www.BambiLYost.com>***

B. Transcript

REPORT DATE: 01/27/2007

BAMBI YOST STUDENT NUMBER: XXX-XX-2991

 HIGHER EDUC. PENN STATE UNIVERSITY 08/85 - 12/93
 INSTITUTIONS: UNIV PARK PA DEGREE: BAC 12/93

=====

COURSE TITLE	CRSE NR	HRS	GRADE	PNTS
----- FALL SEM 2000 DENVER CAMPUS -----				
COLL OF ARCH & PLANNING LANDSCAPE ARCHITECTURE				
INTRO TO LANDSCAPE	L A 5500	6.0	A-	22.2
ARCH DESIGN STUDIO I				
GRAPHIC MEDIA IN	L A 5510	4.0	A-	14.8
LANDSCAPE ARCHITECTURE				
PLANNING ISSUES AND	URP 5501	3.0	B+	9.9
PROCESSES				
PLANNING METHODS I	URP 5510	3.0	B	9.0
ATT 16.0	EARNED 16.0	GPAHRS 16.0	GPAPTS 55.90	GPA 3.494

----- SPRING SEM 2001 DENVER CAMPUS -----

COLL OF ARCH & PLANNING LANDSCAPE ARCHITECTURE				
INTRO TO LANDSCAPE	L A 5501	6.0	A-	22.2
ARCH DESIGN STUDIO II				
COMPUTER APPLICATIONS IN	L A 6641	3.0	C+	6.9
LANDSCAPE ARCHITECTURE				
ENVIRONMENTL PLANNING I:	URP 6649	3.0	B	9.0
ECOLOGY				
ATT 12.0	EARNED 12.0	GPAHRS 12.0	GPAPTS 38.10	GPA 3.175

----- FALL SEM 2001 DENVER CAMPUS -----

COLL OF ARCH & PLANNING LANDSCAPE ARCHITECTURE				
INTRO TO ARCHITECTURE	ARCH 5210	3.0	A- /IF	11.1
LANDSCAPE TECHNOLOGY I	L A 5532	4.0	A-	14.8
LANDSCAPE ARCHITECTURE	L A 6600	6.0	A	24.0
DESIGN STUDIO III				
ST: ADV LA GRAPHIC	L A 6686	(3.0)	W	0.0
WORKSHOP				
ATT 16.0	EARNED 13.0	GPAHRS 13.0	GPAPTS 49.90	GPA 3.838

----- SPRING SEM 2002 DENVER CAMPUS -----

COLL OF ARCH & PLANNING LANDSCAPE ARCHITECTURE				
LANDSCAPE ARCHITECTURE	L A 6601	6.0	B+	19.8
DESIGN STUDIO IV				
L A THEORY & CRITICISM	L A 6620	3.0	A	12.0
LANDSCAPE TECHNOLOGY II	L A 6631	4.0	B+	13.2
ST: LANDSCAPE	L A 6686	3.0	A	12.0
REPRESENTATION				
ATT 16.0	EARNED 16.0	GPAHRS 16.0	GPAPTS 57.00	GPA 3.563

----- SUMMER SEM 2002 DENVER CAMPUS -----

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
 "Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park"

	COLL OF ARCH & PLANNING			LANDSCAPE ARCHITECTURE				
	SITE PLANNING	L A	6632	3.0	B	/IW	9.0	
	ST: LA FIELD STUDIES	L A	6686	3.0	A	/IW	12.0	
ATT	6.0	EARNED	6.0	GPAHRS	6.0	GPAPTS	21.00	GPA 3.500
----- FALL SEM 2002 DENVER CAMPUS -----								
	COLL OF ARCH & PLANNING			LANDSCAPE ARCHITECTURE				
	TEACHING ASSISTANTSHIP	ARCH	6910	3.0	A		12.0	
	PLANTS IN DESIGN	L A	6670	3.0	B-	/IW	8.1	
	ST: FINDING COMMON	L A	6686	3.0	A		12.0	
	ADVANCED LANDSCAPE	L A	6700	6.0	B+		19.8	
ATT	15.0	EARNED	15.0	GPAHRS	15.0	GPAPTS	51.90	GPA 3.460
----- SPRING SEM 2003 DENVER CAMPUS -----								
	COLL OF ARCH & PLANNING			LANDSCAPE ARCHITECTURE				
	HISTORY OF LANDSCAPE	L A	5521	3.0	A-	/IF	11.1	
	LANDSCAPE ARCHITECTURE	L A	6601	6.0	A		24.0	
ATT	9.0	EARNED	9.0	GPAHRS	9.0	GPAPTS	35.10	GPA 3.900
----- FALL SEM 2003 DENVER CAMPUS -----								
	COLL OF ARCH & PLANNING			LANDSCAPE ARCHITECTURE				
	TEACHING ASSISTANTSHIP	L A	6910	3.0	A		12.0	
	PLANNING LAW	URP	5530	3.0	A		12.0	
	IS:SUSTAINABLE SITEBASED	URP	6840	3.0	A		12.0	
	PLANNING INTERNSHIP	URP	6930	3.0	P		0.0	
	THESIS RESEARCH AND	URP	6950	3.0	A		12.0	
ATT	15.0	EARNED	15.0	GPAHRS	12.0	GPAPTS	48.00	GPA 4.000
----- SPRING SEM 2004 DENVER CAMPUS -----								
	COLL OF ARCH & PLANNING			LANDSCAPE ARCHITECTURE				
	PLANNING METHODS II	URP	5511	3.0	B-		8.1	
	URBAN SPATIAL ANALYSIS	URP	5520	3.0	A		12.0	
	IS:PERCEPTIONS OF SAFETY	URP	6840	3.0	B		9.0	
	URBAN AND REGIONAL	URP	6951	3.0	A		12.0	
ATT	12.0	EARNED	12.0	GPAHRS	12.0	GPAPTS	41.10	GPA 3.425
----- SPRING SEM 2004 DENVER CAMPUS -----								
	COLL OF ARCH & PLANNING			LANDSCAPE ARCHITECTURE				
	ACADEMIC WRITING FOR	EDLI	6000	1.0	A-		3.7	
ATT	1.0	EARNED	1.0	GPAHRS	1.0	GPAPTS	3.70	GPA 3.700
----- FALL SEM 2004 UCDHSC - DOWNTOWN DENVER -----								
	GRADUATE SCHOOL			DESIGN AND PLANNING				
	CURRENT THEORY IN	ANTH	6103	(3.0)	W		0.0	
	ST:CS/COMM DEV & ARCH:	ARCH	6290	3.0	A		12.0	
	INTEGRATED WORKSHOP IN	DSPL	7003	3.0	A		12.0	

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
 "Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park"

DESIGN AND PLANNING							
COLLOQUIUM IN DESIGN	DSPL 7004	1.0	P	0.0			
AND PLANNING							
ATT 10.0	EARNED 7.0	GPAHRS 6.0	GPAPTS 24.00	GPA 4.000			
----- SPRING SEM 2005 UCDHSC - DOWNTOWN DENVER -----							
GRADUATE SCHOOL DESIGN AND PLANNING							
IS: DESIGN SEMINAR	DSPL 7840	(2.0)	W /IF	0.0			
IS: PLAN METHODOLOGY	DSPL 7840	(2.0)	W /IF	0.0			
DOCTORAL SEMINAR IN	EDLI 7000	3.0	A-	11.1			
RESEARCH METHODS							
ST:LA THESIS PREP:	L A 6686	3.0	B+	9.9			
RESEARCH METH/WRITING							
ATT 10.0	EARNED 6.0	GPAHRS 6.0	GPAPTS 21.00	GPA 3.500			
----- SPRING SEM 2005 UCDHSC - HEALTH SCIENCES -----							
GRADUATE SCHOOL DESIGN AND PLANNING							
SYS ASMT,PROG DES EVAL	NURS 6673	3.0	B	9.0			
ATT 3.0	EARNED 3.0	GPAHRS 3.0	GPAPTS 9.00	GPA 3.000			
----- SUMMER SEM 2005 UCDHSC - DOWNTOWN DENVER -----							
GRADUATE SCHOOL DESIGN AND PLANNING							
CHILDREN'S THINKING	EPSY 5050	3.0	A	12.0			
ATT 3.0	EARNED 3.0	GPAHRS 3.0	GPAPTS 12.00	GPA 4.000			
----- FALL SEM 2005 UCDHSC - DOWNTOWN DENVER -----							
GRADUATE SCHOOL DESIGN AND PLANNING							
PH.D. SEM: DSGN, PLANNG	DSPL 7001	2.0	A-	7.4			
THEORY/METHODOLOGY I							
PH.D. SEM: DSGN, PLANNG	DSPL 7002	2.0	B+	6.6			
THEORY/METHODOLOGY II							
COLLOQUIUM IN DESIGN	DSPL 7004	1.0	P	0.0			
AND PLANNING							
ATT 5.0	EARNED 5.0	GPAHRS 4.0	GPAPTS 14.00	GPA 3.500			
----- SPRING SEM 2006 BOULDER CAMPUS -----							
GRADUATE SCHOOL DESIGN AND PLANNING							
SEM: HUMAN DEVELOPMENT	EDUC 8348	(3.0)	IW	0.0			
CONTEXT-SENS RSRCH METH	PSCI 7116	(3.0)	W	0.0			
ATT 6.0	EARNED 0.0	GPAHRS 0.0	GPAPTS 0.00	GPA 0.000			
----- SPRING SEM 2006 UCDHSC - DOWNTOWN DENVER -----							
GRADUATE SCHOOL DESIGN AND PLANNING							
COLLOQUIUM IN DESIGN	DSPL 7004	1.0	P	0.0			
AND PLANNING							
ST: CHILDREN, YOUTH AND	DSPL 7686	1.0	A	4.0			
ENVIRONMENTS							
GEOGRAPHIC INFORMATION	URP 6612	(3.0)	W	0.0			
SYSTEMS FOR PLANNERS							
ATT 5.0	EARNED 2.0	GPAHRS 1.0	GPAPTS 4.00	GPA 4.000			
----- SUMMER SEM 2006 UCDHSC - DOWNTOWN DENVER -----							
GRADUATE SCHOOL DESIGN AND PLANNING							
IS:GIS WITH KIDS	DSPL 7840	(3.0)	W	0.0			
ATT 3.0	EARNED 0.0	GPAHRS 0.0	GPAPTS 0.00	GPA 0.000			
WITHDREW 07/13/2006							

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
 "Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park"

```

----- SPRING SEM 2007      UCDHSC - DOWNTOWN DENVER      -----
          GRADUATE SCHOOL                DESIGN AND PLANNING
IS: READINGS                DSPL 7840      ( 3.0) ***      0.0
IS: ETHNOGRAPHIC METHODS DSPL 7840      ( 2.0) ***      0.0
ATT  5.0  EARNED  0.0  GPAHRS  0.0  GPAPTS  0.00  GPA 0.000
  
```

```

-----
                          DEGREES CONFERRED:
MASTER OF LANDSCAPE ARCHITECTURE                AUG  6, 2005
                          DENVER CAMPUS
                          COLL OF ARCH & PLANNING
                          MAJOR:  LANDSCAPE ARCHITECTURE
MASTER OF URBAN & REGIONAL PLANNING            AUG  6, 2005
                          DENVER CAMPUS
                          COLL OF ARCH & PLANNING
                          MAJOR:  URBAN & REGIONAL PLANNING
  
```

```

-----
                          CUMULATIVE CREDITS:
GRAD  SEM      TR HRS   CU HRS   TOT HRS   QUAL HRS   QUAL PTS   GPA
0.0    141.0   141.0    135.0    485.70    3.598
  
```

*** END OF ACADEMIC RECORD ***

C. Professional References

Louise Chawla, Ph.D. in Environmental Psychology

Design and Planning Professor
University of Colorado at Boulder
College of Architecture and Planning
Campus Box 314
Boulder, CO 80309
303-492-5228
louise.chawla@colorado.edu
<http://www.unesco.org/most/guic/guickenpub.htm>

Joseph Juhasz, Ph.D. in Psychology

Professor of Architecture and Environmental Design
University of Colorado at Boulder
College of Architecture and Planning
Campus Box 314
Boulder, CO 80309
303-556-3471
303-492-8191
juhaszj@colorado.edu
<http://carbon.cudenver.edu/~jjuhasz/>

Willem van Vliet, Ph.D. in Sociology

Design and Planning Professor
University of Colorado at Boulder
College of Architecture and Planning
Campus Box 314
Boulder, CO 80309
303-492-5015
willem@spot.colorado.edu
<http://spot.colorado.edu/~willem>

Austin Allen, Ph.D. in Documentary Film Making

Interim Chair of the Landscape Architecture Department & Associate Professor
University of Colorado at Denver & Health Sciences Center
Department of Architecture & Planning
PO Box 173364, Campus Box 126
Denver, Colorado 80217
303-556-8564
Austin.Allen@cudenver.edu

Lois Brink, Master of Landscape Architecture

Landscape Architecture Associate Professor & Director of the Learning Landscape Initiative
University of Colorado at Denver & Health Sciences Center
Department of Architecture & Planning
PO Box 173364, Campus Box 126
Denver, Colorado 80217
(720) 939-5194
Lois.Brink@cudenver.edu

D. Personal References

Nick Dunaske, Master of Landscape Architecture

Landscape Architect
Civitas, Inc.
1200 Bannock Street
Denver, Colorado 80204
(303) 641-5149
nicholas.anthony@gmail.com

Edward Kinney, Master of Landscape Architecture

Landscape Architect for Woods + Partners, Inc.
Home Address:
26 Sawmill Forest Dr
Bluffton, South Carolina 29910
(720) 318-5355
edwardkinney@hotmail.com

IV. **OVERVIEW** - Summarize the proposed project by describing in general the problem or issue being investigated as well as any previous pertinent research.

- A. **Statement of issue** - Describe the issue to be investigated and its importance and relevance to science and to the park.

Purpose

The research proposed here will utilize a mixed-methods design to document multigenerational connections to Rocky Mountain National Park (RMNP) in an effort to identify family experiences that promote life-long commitments to the sustainability of national parks. A better understanding of how RMNP is a place with which users identify will help inform policies and design solutions aimed at developing conditions that maximize place attachment and participation for families, adults, and youth.

Goals

Specific aims are to examine 1) how the built and natural environment at RMNP influence user attachment, 2) what factors have the greatest impact on family, adult, and youth’s sense of belonging and attachment to RMNP, 3) how park programs and special events influence user perceptions and sense of place, and 4) how family values and experiences affect commitment to national parks.

A Need to Increase Visitor Numbers

In spite of record population growth in the United States over the last ten years, National Parks have suffered a decline in visitor numbers, and Rocky Mountain National Park (RMNP) is no exception. Tourism nationwide suffered a decrease in visitors as a result of the Sept 11th, 2001 attacks but how much of the decline in tourism is directly related to the attacks is difficult to determine (Blake & Sinclair, 2003). According to the National Park Service Public Use Statistics Office¹, the number of recreational visits to RMNP between 2000 and 2005 was down 387,024 visitors, a 12.2% decrease, from a peak of 3.19 million in 2000. And yet, the U.S. Census Bureau Report 2000² shows that in the Western Region, “the population grew faster than the population in each of the other three regions of the country in every decade of the 20th century (p. 14).” Declining visitation numbers adversely impact long-term sustainability of National Parks. Research is needed to address increasingly diverse user needs and perceptions if visitor numbers are to increase.

A Need to Make Parks More Relevant to a Changing American Population

In 2000, the U.S. Census Bureau³ found that 80% of Americans were living in metropolitan areas, with 50% of the U.S. population living in suburbs. As of 2000, more than 50% of the U.S. population had lived in Metropolitan areas of at least 1 million people. The majority of the

¹ National Park Service Public Use Statistics Office provided online at <http://www2.nature.nps.gov/stats/>

² Hobbs, F. and N. Stoops (2002). U.S. Census Bureau, Census 2000 Special Reports, Series CENSR-4, Demographic Trends in the 20th Century. U. S. C. Bureau. Washington, DC, U.S. Government Printing Office.

³ Ibid.

population falls in the age range of 25-44, typically parenting years. In addition, married-couple households declined from 78% in 1950 to 52% in 2000, while the number of single-parent households increased dramatically for both men and women. Single-parent households are more likely to experience poverty than married couple households which may have some bearing on the reduction of park visitors. The Western region has had the highest population of youth age 15 and under for the last two decades. Also, the American population is becoming increasingly diverse with the Western region experiencing a significant change in racial and ethnic diversity. Research is needed to address increasingly diverse user needs, perceptions, cultural norms, and recreational practices.

Important Questions to Consider

1. What draws families to RMNP?
2. How does family composition (single parent versus traditional family) or ethnic background affect people’s experience of RMNP?
3. Has a change in demographics of park users altered the experience of the park for visitors?
4. How well is the park addressing social and cultural differences (ethnicity, single-parent, etc)?
5. Has the urbanization of youth and families influenced park use, and if so, how?
6. How do the resources that people say they are seeking, that are important to their identity, correspond to the park’s own priorities in terms of park management and programming?
7. How do the visits to the park fit into the sense of identity of parents and their children?
8. How do parents pass their sense of place attachment on to their children?
9. How do youth describe the meaning and importance of the park as part of their identity?
10. What additional measures of place attachment can be identified through this ethnographic research for future psychometric place attachment studies?

“We've been taught how to see without seeing - how to experience spaces while ignoring the cultural imprints and connections to people that makes them significant.”

- Dr. Austin Allen, 1997, Dreaming Spaces Anew

Place Attachment Theory: Connecting People to Place

The concept of place attachment is being studied more and more in relation to recreation and tourism. Park managers, resort planners, designers, and researchers want to know if it is possible to enhance visitor experience by better understanding place attachment in relation to specific user groups (Williams & Vaske, 2003; Williams, 2000; Brooks, 2003; Kyle et al, 2005; Kyle et al., 2004).

Place attachment has been defined in a number of ways from a variety of disciplines such as family studies, psychology, geography, social ecology, leisure studies, and gerontology. Each discipline has proposed various frameworks for understanding the phenomenon of place attachment (Altman & Low, 1992; Giuliani & Feldman, 1993; Williams & Vaske, 2003). For the purposes of this study place attachment is broadly defined as an emotional, physical, and cognitive connection of an individual, or group of individuals, to a particular place. Place is defined as a spatial setting that has been given meaning based on human experience, social relationships, emotions, and thoughts (Stedman, 2004; Tuan 1977; Low & Altman, 1992).

Recently, place attachment has been examined from a psychological perspective that uses psychometric measures of place identity and place dependence as specific dimensions of place attachment (Williams & Vaske, 2003; Kyle et al, 2004; Kyle et al., 2005; Williams, 2000). Place dependence (a functional attachment) refers to an individual’s dependence on a particular place for specific physical uses (Williams & Vaske, 2003). Place identity (an emotional attachment) refers to the importance of a place as a repository for emotions and relationships that give meaning and purpose to life (Williams & Vaske, 2003; Giuliani and Feldman 1993). As such, place identity has been described as a component of self-identity (Proshansky et al. 1983; Abbott-Chapman & Robertson, 2001; Brooks, 2003; Twigger-Ross and Uzzell, 1996; Proshansky, Fabian, and Kaminoff, 1983) that enhances self-esteem (Duetsch & Hirsch, 2002; Brooks, 2003), increases feelings of belonging to one’s community (Altman & Low, 1992), and is an important part of the development of environmental values (Vaske & Kobrin, 2001; Brooks, 2003).

Although social and environmental psychologists have proposed a strong link between the physical environment and an individual’s identity (Twigger-Ross and Uzzell, 1996; Proshansky, Fabian, and Kaminoff, 1983), less research has been conducted on youth identity formation and physical settings. And even less research has been conducted on the intergenerational transmission of place attachment from parents to children. Research suggests that parents share their place attachments with their children (Chawla, 1992; Hay, 1998) but more research is needed. Family adaptability cohesion evaluation (FACE) tests, used in family counseling, measure important relationships between family members and may be useful to better understand how parents or guardians pass their place attachments and family identities on to their children. In addition, recent researchers have called for further study focused on place attachment, psychological sense of community (PSOC), and social bonding (Nowell et al., 2006; Obst et al., 2002; Obst & White, 2005; Mullis et al., 2003; Proshansky, 1978).

The research proposed here extends the psychological study of attachment to RMNP by utilizing the psychometric place attachment measure designed to measure two dimensions of place attachment - place dependence and place identity. In addition, other psychometric scales (PSOC and FACE) may also be included to further investigate other dimensions of place attachment. Place attachment has been linked to environmentally responsible behavior (Vaske & Korbin, 2001) and to support for user fee policies (Kyle et al., 2003; Bricker, 1998); however, the actual relationship of how place identity and place dependence influence user behaviors and/or beliefs seem to vary with the context of the place and the level and type of attachment.

More research is also needed to advance the social-psychological understanding of the attachment process, the factors that influence the formation of attachments, and how these attachments influence attitudes toward land management policies and participation in the planning process (Williams & Vaske, 2003, p. 839). A phenomenological approach is recommended to better understand the various meanings associated with place attachment for individual users, especially for children who have a more limited vocabulary to express their ideas and to comprehend standardized questionnaires (Chawla, 2007, personal communication; Hart, 1979; Altman & Low, 1992). This study proposes a mixed methods approach to capture more salient qualities of place attachment.

Research Adding to a Body of Knowledge

This research hopes to build on the existing work of Dr. Jeffrey Brooks, author of the 2003 National Park Service publication, “*Claimed Identities, Personal Projects, and Relationship to Place: A Hermeneutic Interpretation of the Backcountry/Wilderness Experience at Rocky Mountain National Park*” and on the work of Dr. Clare Twigger-Ross and Dr. David Uzzell, “*Place and Identity Processes.*”

In addition, research methods tested and validated by Dr. Williams and Dr. Vaske, “*The Measurement of Place Attachment: Validity and Generalizability of a Psychometric Approach,*” will be utilized and validated as part of this mixed methods study. The inclusion of a photo journal project builds upon the work of Dr. Nowell et al, “*Revealing the Cues Within Community Places: Stories of Identity, History, and Possibility,*” the work of Dr Wang and Dr Burris, “*Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment,*” and Dr Stedman, author of “*A Picture and 1000 Words: Using Resident-Employed Photography to Understand Attachment to High Amenity Places.*”

Park Policy and Design Relevance

If American trends continue, we will likely witness decreasing numbers of families visiting national parks. By researching RMNP environments that support place attachment a possible mechanism for counteracting this trend may be determined. This study aims to assess which variables affect how the built and natural environment at RMNP influence user attachment; what subjective determinants have the greatest impact on family, adult, and youth’s sense of belonging and attachment to RMNP; how Park programs and special events influence user perceptions and sense of place; and how family dynamics, values, and experiences affect commitment to national parks.

A better understanding of how national parks are places with which users identify will help inform the formulation and implementation of policies and design solutions aimed at developing conditions that maximize family, adult, and youth participation. Results from this study have the potential to influence key decision-makers to direct capital improvement funds and programming funds towards national parks. In addition, this study will provide national parks with an understanding of how policies and programs encourage families, individuals and youth to take advantage of opportunities created through environmental and program enhancements. And last, findings from this research will aid RMNP marketing efforts.

B. Scope of study - Describe the overall geographic and scientific scope of the project.

Rocky Mountain National Park covers 265,828 acres and serves over 2.5 million visitors each year. Social and environmental conditions vary considerably throughout the park, ranging from relatively pristine settings with few encounters with other users to heavily impacted areas with regular encounters. This study aims to identify visitor experiences that enhance or inform levels of place attachment in an effort to better understand life-long attachments to the park. In particular, family interactions with RMNP will be investigated using a mixed methods approach.

Anticipated work includes a thorough literature review; pilot studies; research using questionnaires, interviews, and photo journals; analysis of data; and formal written reports and

public presentations. It is expected that findings may be useful for guidance planning and developing park programs and managing facilities; obtaining funding for planning and developing park programs and managing facilities; and marketing the park to specific users.

C. **Intended use of results** - Describe how the products will be used, including any anticipated commercial use.

- Findings may be useful for guidance planning and developing park programs and managing facilities.
- Findings may be useful for obtaining funding for planning and developing park programs and managing facilities.
- Findings may help RMNP market their programs, events, and place to specific users.
- This research may become my dissertation for a doctorate in Design and Planning from the College of Architecture and Planning at the University of Colorado at Denver and Health Sciences Center.
- Research findings will be published under the guidance of Dr. Louise Chawla, Dr. Willem van Vliet, and Dr. Joseph Juhasz. Several journals have already published related research findings including: *Children, Youth and Environments Online Journal*; *Journal of Environmental Psychology*; *Journal of Leisure Research*; *Environment and Behavior Journal*; *Journal of Environmental Education*; and others.

V. **OBJECTIVES/HYPOTHESES TO BE TESTED** - Describe the specific objectives of the proposed project. Where appropriate, the objectives should be stated as specific hypotheses to be tested.

Specific objectives of this study are to examine 1) how the built and natural environment at RMNP influence user attachment, 2) what factors have the greatest impact on family, adult, and youth’s sense of belonging and attachment to RMNP, 3) how park programs and special events influence user perceptions and sense of place, and 4) how family values and experiences affect commitment to national parks.

Hypothesized relationships to be investigated include:

1. family attachment to the park and to life-long, multigenerational commitment and use.
2. visitor attachment to RMNP.
3. place attachment to place identity and place dependence.
4. place attachment to social bonding and family experiences.
5. parent/guardian attachments to place and children’s attachment to place.
6. physical environment, personal experiences, and identity formation.
7. place attachment and environmentally responsible behavior and values.
8. place attachment and commitment to sustainability of RMNP.
9. cultural differences and varying experiences at RMNP which influence place attachment differently.

VI. **METHODS** - Describe how the proposed methods and analytical techniques will achieve the study objectives or test the stated hypothesis/question. Provide pertinent literature citations. (Please note section VIII - Special Concerns.)

A. **Description of study area** – Clearly describe the study area in terms of park name(s), geographic location(s), and place names.

This research will take place in RMNP at a variety of locations. Initial research will begin at main entrances and the visitor’s center. In addition, campgrounds, trailheads, and viewing spots will be selected with the assistance of park personnel to best maximize survey efforts.

Tentative locations are as follows:

- Visitor Center Park Headquarters
- Alpine Visitor Center
- Kawuneeche Visitor Center

- Beaver Meadows Entrance Station
- Fall River Entrance Station
- Grand Lake Entrance Station

- Gore Range Overlook
- Forest Canyon Overlook
- Milner Pass

- Moraine Park Campground
- Glacier Basin Campground
- Cutthroat Bay Campground

- Tundra Nature Trail
- Longs Peak Trailhead
- Colorado River Trailhead
- Wild Basin Trailhead
- Chaplin Creek Trailhead
- Sprague Lake Trailhead

Because of the length of time required to conduct semi-structured open-ended interviews, the option to be interviewed after the visit to RMNP will be offered to interested participants as well. These interviews may take place in the comfort of the visitor’s homes or in a more neutral setting like the University of Colorado’s libraries, depending on the participant’s wishes. The option to participate in an online dialogue will also be offered in an effort to make the interview process as user friendly as possible.

It is not possible to randomize the sample population in a study conducted at a specific park because there will always be people who will not visit the park and who will not be selected. However, every attempt to randomize who participates in the study at the park will be made in an effort to maximize participant diversity. The findings will be biased based on this self-selected population but will be relevant for determining characteristics of who visits the park and why they visit the park.

- B. **Procedures** - Describe the proposed study design that addresses the stated objectives and hypotheses. Explain the methods and protocols to be employed in the field, library, museum and/or laboratory.

Brief Description of Anticipated Work:

1. Review previous literature and research on place attachment, place identity, place dependence, and social bonding in relation to families, adults, and youth.
2. Collaborate with NPS personnel to identify specific questions and data needs for inclusion into project design.
3. Obtain necessary human subjects review approval from the University of Colorado at Denver and from the National Park Service Office of Budget Management.
4. Carry out a pre-study using RMNP to: 1) test the validity and reliability of the survey tool, photo journal tool, and the semi-structured open-ended interview tool, 2) identify those factors from the inventory of variables that show little relationship to place attachment or that strongly correlate with other determinants and thus do not add unique information to the models, and 3) test and identify the best locations to conduct the various survey methods.
5. Conduct research using refined tools and processes as identified in pre-test study.
6. Analyze data using a concurrent triangulation approach to minimize internal and external threats to validity of findings.
7. Write up findings and present results.

Research Design

The overall purpose of this research is to study the relationship of place attachment to RMNP in parents and children. A mixed methods approach utilizing concurrent triangulation techniques will be employed in an effort to (1) minimize the time needed to conduct the study (Babbie, 2004; Creswell, 2003), (2) fully engage all visitors over the age of six (Driskell, 2002; Darbyshire, 2005), and (3) maximize both internal and external validity of the study (Creswell, 2003; Campbell & Stanley, 1966).

The use of a standardized psychometric test to measure place identity and place dependence (Williams & Vaske, 2003; Kyle et al., 2005; Kyle et al., 2004; Vaske & Kobrin, 2001) will be used in addition to qualitative research methods. The qualitative methods add a level of understanding about specific experiences as they relate to the user’s sense of attachment (Darbyshire et al., 2005; Hart, 1979; Scourfield et al., 2006; Twigger-Ross & Uzzell, 1996). In an effort to evoke memories specific to Rocky Mountain National Park experiences, two methods will be employed: a photo journal survey and a semi-structured open-ended interview.

Using a phenomenological approach to the study of place attachment has been recognized as a powerful research method (Altman & Low, 1992; Darbyshire, 2005; Hart, 1979; Brooks, 2003; Chawla, 2007, personal communication). Phenomenology is the critical and descriptive study of the meanings which people attribute to their experiences (Ponzetti, 2003; Seamon & Mugerauer, 1989). This study extends this approach to the medium of photography. It is hoped that by using a camera and a personal journal, participant’s

perceptions will be authentically documented as a result of a minimal amount of training and intrusion by the researcher (Stedman et al, 2004; Nowell et al, 2006).

Sample Selection

For this study a convenience sample technique will be employed to select participants. It is anticipated that roughly 200 people will complete the questionnaires and that 25 to 50 of the participants will be willing to complete the photo journal and/or the semi-structured interview. Because the park draws a specific type of user, randomization of the population is not possible. The entrances, visitor’s center, viewing areas, and campsites were chosen in an effort to engage visitors while allowing maximum enjoyment of the park. Because RMNP is an international destination, demographic characteristics will be extremely varied. Cultural and demographic differences are expected to influence results. As part of the online surveying and off-site interviews, snowball sampling techniques may be employed to enhance deeper understanding of specific user group perspectives.

Measurement Methods

Accepted measures of place attachment will be utilized; however these measures do not address fundamental questions of meaning. As a result, two other qualitative methods will be employed. Semi-structured open-ended interviews and photo journal projects will be conducted with participants over the age of six. Age six is being used as a cut off based on research which suggests that children younger than this typically are more egocentric and less able to express an understanding of abstract spatial knowledge and concepts (Erikson, 1968; Halseth & Doddridge, 2000; Inhelder & Piaget, 1958; Vygotsky, 1978; Gauvin & Cole, 1997).

Measuring place attachment levels in children would be challenging strictly using a psychometric tool because children are often not given freedom to explore places on their own and to bond independent of their guardians in public settings. Youth who are of driving age have far more freedoms to explore but are also limited by parental constraints, as well as by formal and informal social constraints (Hart, 1979; Low & Altman, 1992). As a result, the photo journal project and a semi-structured open-ended interview will be conducted specifically with youth in mind. The minimal age of youth participants will be six years old based on recommendations from previous researchers working with children (Hart, 1979; Low & Altman, 1992; Driskell et al., 2002).

Field Operations

During the pre-test phase, protocols and methods will be explored and refined. The survey tools and protocols discussed in section VIII. “SUPPORTING DOCUMENTATION AND SPECIAL CONCERNS,” section G. “Potential Survey Tools,” are meant as examples of what may be used. These tools serve as a base for exploration and will be evaluated and redesigned as more thorough literature reviews are conducted. In addition, these tools will be tested and refined through pilot studies.

- C. **Collections** - Describe anything that you might need to collect from within the park during the course of your research and indicate how that collected material would be used and what the final disposition would be.

Only data and photographs will be collected during this study. All data will be submitted to the park upon completion of the project.

- D. **Analysis** - Explain how the data from the study will be analyzed to meet the stated objectives or test the hypotheses. Include any statistical techniques or mathematical models necessary to the understanding of the analysis.

Analysis Plan

This study proposes a mixed methods approach that requires an interpretation on the part of the researcher. It is hoped that hypothesized relationships and specific questions may be answered through rigorous analysis of qualitative and quantitative data. The ability to evaluate different types of data is never easy but the findings which result from this type of analysis frequently reveal more than simply using one method over another (Creswell, 2003; Campbell & Stanley, 1966; Babbie, 2004).

The amount of data that will be collected from this study is considerable and will require a substantial amount of time to interpret. Data collection and analysis will occur simultaneously but will not be limited to initially recognized patterns. Instead the patterns and themes will be regularly evaluated as new data is gathered. Field notes, audiotapes, photos, and prose will be continually referred to when attempting to code data. Each method reveals valuable information about place attachment, identity, and family interactions and will be analyzed as a whole.

Quantitative: Correlations & Likert Scale Analysis

Data will be analyzed by looking for correlations between specific variables (age, gender, etc) and the levels of place attachment determined using Likert scale analysis. In addition, factor analysis may be used to discover simple patterns in the relationships among the variables. SPSS for Windows will be used for these analyses. On-site studies of visitors tend to reduce variance due to built in selection bias of participants willing to complete the study (Williams, 2000). In spite of this, results are expected to reveal some important relationships between levels of place attachment and specific socioeconomic variables and user patterns.

Qualitative methods will be compared to correlation and Likert scale findings in an effort to further identify if the measures of place attachment discriminate meaningfully for specific users and places.

Qualitative: Phenomenological Interpretation

Using a phenomenological approach, recorded semi-structured open-ended interviews and photo journals will be interpreted using tools such as Concordance 2.0 and N-Vivo. As part of this investigative process, I will be attempting to identify themes and patterns by

contrasting, comparing, replicating, cataloguing, and classifying the responses and images provided by participants.

This process enables a deeper understanding of the standardized data and of the responses from participants. By completely immersing myself in the setting of Rocky Mountain National Park and into the perspectives of individual participants through photo journal submissions and interviews, I hope to gain a clearer understanding of how individuals and families relate to the park and to each other while there (Stedman. This research method requires a certain level of intuitive understanding, as well as truthful representation of the participant’s expressed views and experiences (Creswell, 2004).

Data collection and analysis will occur simultaneously but will not be limited to initially recognized patterns. Instead the patterns and themes will be regularly evaluated as new data is gathered. Field notes, audiotapes, photos, and prose will be continually referred to when attempting to code data.

Mixed Methods Triangulation

A concurrent triangulation approach will be employed to corroborate findings in an attempt to maximize the internal and external validity of the study. This traditional mixed methods approach is advantageous because it can result in well-validated and substantiated findings (Creswell, 2004). Results will be integrated so as to set some of the more generalizable findings in a specific context. By critically analyzing data gathered from the three methods presented (interviews, photo journal, and survey), patterns at different scales may be more readily identified and explored.

Though the data gathered is very different in some ways, it is very similar in others. Some of the questions presented in the standardized survey will be repeated in the open-ended interviews. In addition, levels of place attachment are addressed in photo journal questions. To promote a better understanding of family levels of place attachment and family transmission of place attachment, an interpretation of photo journal entries and interviews will be compared to specific family related questions in the standardized survey.

- E. **Schedule** - Provide a schedule that includes start of project, approximate dates or seasons of fieldwork, analysis, reporting, and completion dates for all products that will be furnished at the conclusion of the Fellowship or research period.

Date	Activity
February-June, 2007	In-Depth Literature Review
Early March, 2007	Preliminary Survey Development
Late March, 2007	Preliminary Interview Development
Late March, 2007	Preliminary Photo journal Protocol Development
April, 2007	Collaborate with NPS personnel to identify additional questions and data needs for inclusion into project design.
April-May, 2007	Pre-test Survey, Interview, & Photo journal Tools
May, 2007	Validate Tools and Adjust Appropriately
May, 2007 (<i>allow 60 days review period before conducting research</i>)	Obtain necessary human subjects review approval from the University of Colorado at Denver and from the NPS
June, 2007	Finalize Literature Review
July-September, 2007	Conduct Surveys, Semi-Structured Open-Ended Interviews, and Photo journal Projects (online and in person)
Late September, 2007	Provide Brief Overview of Preliminary Findings to Park Personnel and Dissertation Committee
October-December, 2007	Analyze Data
January-May, 2008	Write Report
May-August, 2008	Present & Publish Findings

- VII. **PRODUCTS** – A final report consisting of both hard and electronic copies and all data collected during the study, will be required at the conclusion of the fellowship period for the park files.

- A. **Publications and reports** - Describe the expected publications or reports that will be generated as part of this study.

Prepare a written report of findings that:

- Reviews literature on
 1. variables of place attachment, place identity, place dependence, and social bonding for families, adults, and youth in recreational settings;
 2. factors of youth identity development, place identity formation, and life-long support and/or use of National Parks; and
 3. effects of youth participation in environmental programs on place attachment and environmental ethic formation.
- Presents and describes the results of quantitative and qualitative research that:
 1. identifies statistically significant measures of place attachment;
 2. describes place attachment through the participant’s lens; and
 3. explores new research methods.

- Proposes recommendations for future studies that address additional informational needed to define and understand the relationship over time of the American people to the Rocky Mountain National Park and to the National Park Service as a whole.

Prepare a written comprehensive literature review that:

- Meets the requirements of my dissertation committee
- May be used for publication as an overview of subject matter

Prepare a photo journal of findings that:

- Highlights visitor’s favorite places and experiences at Rocky Mountain National Park from the visitor’s perspective
- Expresses phenomenological aspects of place attachment better than quantitative data alone can provide
- Adds to a growing body of research methods using photographs as memory prompts and qualitative tool for investigating place attachment

- B. **Collections** – Describe the proposed disposition of collected specimens or materials. If you propose that the NPS lend the specimens or samples to a non-NPS institution for long-term storage, identify that institution and give a brief justification for this proposal.

No specimens or materials will be collected from the park.

- C. **Data and other materials** - Describe any other products to be generated as part of the project, such as, photographs, maps, models, handouts, exhibits, software presentations, raw data, GIS coverage, or videos, and the proposed disposition of these materials. Note: Collection of data from park visitors (surveys, interviews, focus groups, etc.) is tightly controlled by federal regulations. Approval from the Office of Management and Budget (OMB) is required and can take months to receive. Hence, social science research within the park boundaries is not encouraged due to the short duration of the fellowship.

Photographs, interview transcripts, journals which include a map of the park, research notes, and audiotapes will be created as part of this research. Digital copies of photographs, surveys, and other related research materials may be shared with other institutions and libraries. In addition, specific handouts and protocol related to each research tool will be produced. All data collected from park visitors will be kept strictly anonymous. Please see Section VIII. Supporting Documentation and Special Concerns, Section G: Human Subjects.

- D. **Public presentation** – A significant aspect of this fellowship program is to create a vehicle by which scientific research is conveyed to the general public, both during the fellowship period and after. This can be accomplished in a variety of ways, including, but not limited to; campground, seminar, park staff and other local public presentations, website and brochure development and professional presentations. Please indicate what methods of communication you plan to generate.

Traditional Research and Practitioner Dissemination

Research findings will be published under the guidance of Dr. Louise Chawla, Dr. Willem van Vliet, Dr. Joseph Juhasz, and Dr. Austin Allen. Several journals have already published related research findings including: Children, Youth and Environments Online Journal; Journal of Environmental Psychology; Journal of Leisure Research; Environment and Behavior Journal; Journal of Environmental Education; and others.

Manuscripts may also be written for publication in practitioner oriented periodicals such as *Parks and Recreation Magazine* and *Landscape Architecture*. Additionally, I plan to present my findings at regional and national conferences of such organizations as the International Association for People-Environment Studies, the Environmental Design Research Association, and the Rocky Mountain Land Use Institute.

Dissemination to Key Decision-Makers

Findings from this study may also be disseminated to key decision-makers through summary reports and conference presentations. Through these and other similar venues, I will seek out opportunities to share our research findings for optimal positive impact.

Potential Impact of Findings

I believe this research will help increase public awareness and bring further needed attention of policy makers and practitioners to the importance of promoting multigenerational transmission of place attachment. In addition, this research will provide science-based information that will assist practitioners in developing and modifying facilities and programs to better meet the leisure and psychological needs of children and families. Methods, data, and findings will be available for use by other researchers, and all materials and resources will be shared for adaptation by park administrators.

VIII. SUPPORTING DOCUMENTATION AND SPECIAL CONCERNS – Provide any supporting documentation that you believe is pertinent to the research you propose to conduct in the park (i.e. any additional funding commitments or university commitments that might be a part of your fellowship). Any special needs should be stated here and note the following special concerns:

- A. A majority of the park is recommended wilderness and by National Park Service policy is managed as congressionally authorized or designated wilderness. Some activities and methods may be limited in the backcountry due to this classification (i.e. no motorized vehicles or equipment, etc.).

No backcountry access is required for this study.

- B. Archeological research that involves testing or excavation will require an Archeological Resources Protection Act permit that may necessitate additional research design; allow a minimum of 3 months for processing.

No archeological research is required for this study.

- C. Any disturbance of soils may require archeological clearance in advance and should be noted.

No soils will be disturbed for this study.

- D. Use of vertebrate species in your research will require review by your Institutional Animal Care and Use Committee (IACUC) according to the Animal Welfare Act. The National Park Service cannot provide this review.

No vertebrate species will be handled in this study.

- E. Human Subjects

Human subjects review is required to conduct research with participants. In particular, approval to interview, photograph, and/or audiotape youth may be difficult to obtain in spite of parental approval. All efforts will be made to secure permission through the National Park Service Social Science Review Board and the University of Colorado at Denver and Health Sciences Center’s Human Subject Review Board prior to the implementation of the study.

Relevant Characteristics of Study Participants

(e.g., number, age range, ethnicity, gender, socioeconomic status, ethnic composition)

Families and youth over the age of six will be passively observed and will be asked to participate in a quantitative and qualitative study focused on place attachment. Participants will range in age and ethnicity.

Plans for Recruitment and Consent

During this study, youth and parents may participate in written surveys, a photo journal project, semi-structured open ended interviews, and direct observation. Permission for up-close photographs and interviews of children less than 18 years of age can only be granted with parent/guardian approval. Prior to the initiation of any interview involving youth, I will meet with the parent or guardian to determine which children may not be interviewed or photographed. Written consent for any photographs or audio recordings taken will be obtained.

Likelihood and Seriousness of Potential Risks to Study Participants

(e.g., physical, psychological, social, legal, or other)

I anticipate minimal risks to study participants as all observation will be passive in nature. In addition, proper protocol for quantitative and qualitative research will be followed at all times. All participants have the right to remain anonymous and will be asked to sign release forms. For minors, a signed waiver by the parents will specifically address issues of liability.

Procedures for Protecting Against or Minimizing Potential Risks

Survey respondents will be reminded that they may decline to answer any and all questions. To ensure confidentiality, respondent data will be numerically coded and no individuals will be identified in the analysis or presentation of the data. To minimize potential risks to youth, I will work closely with guardians and/or parents.

- F. Potential Funding Sources to Supplement Rocky Mountain Research Fellowship
1. Department of Forestry
 2. National Science Foundation
 3. Robert Wood Johnson Foundation Dissertation Grant
 4. William T Grant Foundation
 5. Gates Family Foundation
 6. Children, Youth and Environments Center for Research and Design
 7. University of Colorado at Denver and Health Sciences Center
 8. Environmental Design Research Association
 9. Dissertation Grants
 10. Travel Grants
 11. Private Donations

G. Potential Survey Tools

Quantitative Tool

PROPOSED SURVEY

Anticipated Sample Size: up to 200 surveys

This survey is intended to be completed by all members of the group and will be restructured to allow for multiple responses per sheet if desired. Questions specific to youth may also be reworded to get a more reliable and pertinent response from this under-represented population. Please note that the majority of questions presented here have been tested and validated in recreation settings already.

Informant #, Date, Location, Region, Time, Pseudonym

Introduction: [My name is Bambi Yost, and I am a graduate student in The College of Architecture and Planning, at the University of Colorado at Denver and Health Sciences Center. I am interested in what RMNP means to visitors. I am conducting a research project focused on family experiences that promote life-long commitments to the sustainability of national parks. Do you mind if I ask you a few questions? This survey consists of 30 questions and typically takes 15-20 minutes to complete. You have the right to skip any question and to quit at any time. All information will be anonymous and is subject to review by the federal government as part of national park research.]

Part I:

Visitor Frequency, Use, & Willingness to Contribute

1. How often do you visit Rocky Mountain National Park?
 - First time today
 - 1-2 times per year
 - 3-6 times per year
 - 6-12 times per year
 - More than once a month
 - N/A

2. Do you plan to camp or stay overnight while visiting?
 - Yes
 - No
 - Not sure
 - N/A

3. What are some of the activities you plan to do in the park?
 - Hike
 - Explore
 - Take Pictures
 - Picnic
 - Climb
 - Camp
 - etc

4. Where are some of your favorite places?
 - Visitor Centers
 - Backcountry/wilderness areas
 - Campgrounds
 - etc

5. Do you usually come to the park alone or with others?
 - alone
 - with others
 - N/A

6. If with others, who typically joins you?
 - friends
 - parents
 - children
 - spouse/significant other

7. When you were a child, did you come to RMNP with your parents or another adult?
 - yes
 - no
 - not sure
 - N/A

8. When you were a child, did you go to other national parks with your parents or another adult?
 - yes
 - no
 - not sure
 - N/A

9. Do you think it is important for children to experience national parks?
 - yes
 - no
 - not sure
 - N/A

10. Do you think national park fees are fair?
 - yes
 - no
 - not sure
 - N/A

11. Would you be willing to do more to help national parks?
 - yes
 - no
 - not sure
 - N/A

Part II

*Demographics (D)*⁴

- 1. Date of Birth?** month/day/year October 11, 1967 10/11/1967
 / /
 N/A
- 2. Gender?**
 Female
 Male
 Transgender
 N/A
- 3. Marital Status?**
 Single, never married
 Currently married
 Widowed
 Divorced
 Separated
 N/A
- 4. Highest degree or level of school completed?**
 No schooling completed
 Nursery school to 4th grade
 5th grade or 6th grade
 7th grade or 8th grade
 9th grade or 10th grade
 11th grade
 12th grade, NO DIPLOMA
 HIGH SCHOOL GRADUATE — high school DIPLOMA or the equivalent (*for example: GED*)
 Some college credit, but less than 1 year
 1 or more years of college, no degree
 Associate degree (*for example: AA, AS*)
 Bachelor’s degree (*for example: BA, AB, BS*)
 Master’s degree (*for example: MA, MS, MEng, MEd, MSW, MBA*)
 Professional degree (*for example: MD, DDS, DVM, LLB, JD*)
 Doctorate degree (*for example: PhD, EdD*)
- 5. Are you a U.S. citizen?**
 Yes
 No
 • country of origin? _____
 Non-U.S. citizen, legal permanent resident ("green card" holder)
 • country of origin? _____
 Non U.S. citizen, with temporary U.S. visa
 • country of origin? _____
 Prefer not to answer

⁴ These survey questions are based on the U.S. Census bureau 2000 survey.

6. Race?

- White
- Black or African American
- American Indian and Alaska Native
- Asian
 - Asian Indian
 - Chinese
 - Filipino
 - Japanese
 - Korean
 - Vietnamese
 - _____
 - _____
- Native Hawaiian and Other Pacific Islander
 - _____
 - _____
- Some Other Race (fill in blank)
 - _____
 - _____

7. Hispanic Origin?

- No, not Spanish, Hispanic, Latino
- Yes, Mexican, Mexican American, Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, other Spanish, Hispanic, Latino (fill in blank)
 - _____
 - _____
- N/A

8. Type of Household?

- Family households (families)
 - With own children under 18 years
- Married-couple families
 - With own children under 18 years
- Male householder, no wife present
 - With own children under 18 years
- Female householder, no husband present
 - With own children under 18 years
- Nonfamily households
 - Householder living alone
 - 65 years and over

9. Number of Children?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more

10. Number of Children under 18 years of age?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more

*Income and Employment (IE)*⁵

1. Employment Status?

- Civilian Labor Force
 - Employed Full-Time
 - Employed Part-Time
 - Employed Contract Basis
 - Unemployed
- Armed Forces

2. Income in 2006?

- Less than \$10,000
- \$10,000 to \$14,999
- \$15,000 to \$24,999
- \$25,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000 or more

3. Occupation(s)?

- _____
- _____

⁵ These survey questions are based on the U.S. Census bureau 2000 survey.

Part III

Place Attachment

Items will be rated on a five-point Likert scale from (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree. Difficulties are expected when asking youth to complete this part of the survey. It is assumed that youth under the age of 12 will not be able to answer these questions without adult assistance. For this reason, the photo journal project and the semi-structured interview are preferred methods when working with children.

Sample question format using a five-point Likert scale:

	Statement	(1) strongly disagree	(2) disagree	(3) neutral	(4) agree	(5) strongly agree
1	This place means a lot to me.					

*Place identity (PI)*⁶

1. This place means a lot to me.
2. I am very attached to Rocky Mountain National Park.
3. I identify strongly with this park.
4. I feel no commitment to this park.

*Place dependence (PD)*⁷

1. I enjoy visiting the Rocky Mountain National Park more than any other park.
2. I get more satisfaction out of visiting this park than from visiting any other park.
3. Hiking here is more important than hiking in any other place.
4. I wouldn't substitute any other park for the type of recreation I do here.

Part IV

Interest in Continuing with Study

Participants will be asked if they would be interested in continuing with the study.

⁶ These questions have been measured and validated by Williams & Roggenbuck, 1989; Williams & Vaske, 2003; Vaske & Korbin, 2001; and Kyle, Graefe, Manning, 2005.

⁷ These questions have been measured and validated by Williams & Roggenbuck, 1989; Williams & Vaske, 2003; Vaske & Korbin, 2001; and Kyle, Graefe, Manning, 2005.

Visitors willing to continue with the study will be asked to either take part in the photo journal project and/or in a semi-structured interview. The photo journal project will be arranged so that participants can proceed with their visit relatively unimpeded. The interview will take approximately 25 minutes to complete. I am not sure if the interview should occur before asking participants to take part in the photo journal study, but I think it might be best so that there is a clear understanding of what I am trying to learn more about. This needs to be flushed out during the pilot study phase.

QUALITATIVE TOOLS

PHOTO JOURNAL PROJECT⁸

Anticipated Sample Size: up to 50 photo journal projects

Upon successful completion of a 5 minute orientation, participants will be provided with a disposable camera and a journal which includes a park map. Participants will be asked to carry their cameras with them the entire time they are in the park and to shoot photos, using framing questions to provide an overall focus for the subject of their photos:

1. “How is RMNP like you?”
2. “What is the most memorable part of your trip to RMNP?”
3. “I want to share this photo because. . .”
4. “How does this place relate to your life and/or the people in your life?”
5. “What do you love most about RMNP?”

Participants will be asked to take photographs that are particularly meaningful and that communicate an important message or story pertaining to the three framing questions above. In addition, participants will be asked to complete written reflections about each of these photographs in their journals. Participants will then drop off their cameras and journals at the gate on their way out of the park.

As follow-up, participants will be given the opportunity to share their photos and reactions with me and to generate deeper reflection and dialogue at a later time if they so desire. After obtaining all necessary waivers, photos will be posted online with responses as part of a digital dialogue forum. In this way, other park visitors who did not participate in the photo journal project will have the opportunity to upload their own photos and reflections.

This research method has been widely used in a variety of applications focused mostly on social efficacy. Recent research suggests that multiple methods work best when researching with children since children’s experiences are often difficult to access through reliance on a single method of data collection (Darbyshire et al. 2005; Hart, 1979; Driskell, 2002).

⁸ These questions and procedures have been modified based on the study by Nowell et al. 2006 titled “Revealing the Cues Within Community Places: Stories of Identity, History, and Possibility”

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
 “Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

Below is a possible layout for an inexpensive but attractive photo journal. The majority of the pages will be intentionally left blank except for a few reminders of the focus questions.

Summer 2007
 Rocky Mountain National Park Survey

University of Colorado at Denver & Health Sciences Center



Photo Journal

Special points of interest:

- Data will be collected throughout the summer of 2007.
- Results will be presented 2008.

What is a photo journal?

A photo journal is a combination of photographs and journal entries that best express the feelings, sights, smells, activities, plans, trips, and experiences of visitors at Rocky Mountain National Park. Families are asked to take photographs that are particularly meaningful to them and that communicate an important message or story pertaining to them and their experiences at Rocky Mountain National Park. In addition, participants will be asked to complete written reflections about each of these photographs in their journals.

Participants will be asked to carry their cameras with them the entire time they are in the park and to shoot photos, using framing questions to provide an overall focus for the subject of their photos.



Sometimes a picture says a thousand words...

May I contact you in the future?

As follows-up, you are invited to share your photos and reactions with me and to generate deeper reflection and dialogue at a later time if you so desire.

If you would like to discuss your photos and journal entries, please provide your contact information.

Name: _____
 Phone: _____
 E-mail: _____

Page 2 Photo Journal Rocky Mountain National Park

Questions to consider...

1. “How is Rocky Mountain National Park like you?”
2. “What is the most memorable part of your trip to RMNP?”
3. “I want to share this photo because . . .”
4. “How does this place relate to your life and/or the people in your life?”
5. “What do you love most about Rocky Mountain National Park?”


If you wish to express other comments about how you experience Rocky Mountain National Park, by all means feel free to do so. These questions are meant as guidelines only.

Sketches, doodles, poems, etc. are highly encouraged as well as drawing maps of places you visit. Please try to document what you see, feel, hear, touch, explore, and experience. Also, if you are visiting with a group of people, try to capture what is similar as well as different in your visit experiences.

Thank you and please, have fun with this!
 Bambi Yost

Sample Entry—Photo 10

“How does this place relate to your life and/or the people in your life?”



This photo is of my son and daughter “fishing” at Rocky Mountain National Park. It was taken at Sprague Lake, near our campsite.

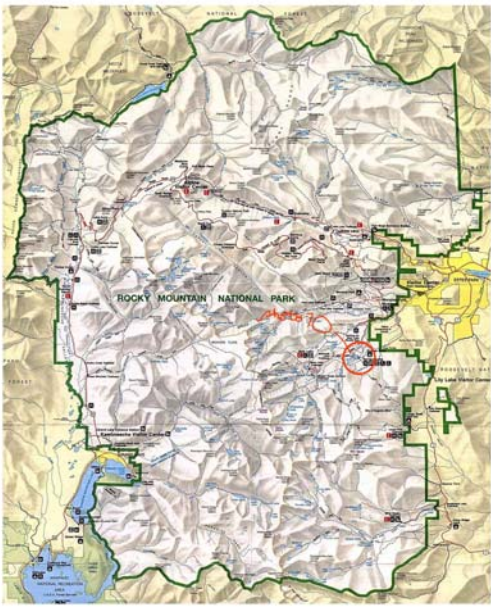
Mom’s note: Fly fishing was a bit difficult with a “junker fisherman”, but Adam gave a good try. (Fortunately, children don’t have to purchase fishing licenses. They wear a lot of heavy gear, though, climbing around. (Andrea was reading at the time).

Adam’s comment: Last time I come back I am leaving my sister behind.

Amy’s comment: Whatever, you know it was nice fun because of me. 😊

Photo Journal Rocky Mountain National Park Page 3

Map of the Park...Where are you now and where have you been?



University of Colorado at Denver & Health Sciences Center

College of Architecture & Planning
 Children, Youth and Environment Center for Research and Design
 PO Box 112164, Campus Box 116
 Denver, CO 80202
 Phone: 720-217-2871
 Fax: 303-536-6833
 E-mail: Bambi_Yost@colorado.edu



This research has been funded by the National Park Service and the College of Architecture and Planning.



Capture climbing pictures or profiles.

Thank you for your time and help!

SEMI-STRUCTURED OPEN-ENDED INTERVIEWS

Anticipated Sample Size: up to 50 interviews

Potential semi-structured, flexible interview guide for Adults⁹

Note: These questions will be reworded and made more specific to address concepts of identity formation across a life-span which includes memories of family interactions at RMNP. Also, two shorter versions of this interview will be written specifically for youth between the ages of six and ten and ten to sixteen.

Also, additional questions will be included to express family values and experiences as they relate to place attachment and feelings about RMNP.

Informant #, Date, Location, Region, Time, Pseudonym

Introduction: [My name is Bambi Yost, and I am a graduate student in The College of Architecture and Planning, at the University of Colorado at Denver and Health Sciences Center. I am interested in what RMNP means to visitors. I want to understand things from your point of view. If you don't understand a question, please let me know and I will try to explain. Most people say they find the interview interesting; it takes about twenty to twenty-five minutes. Your responses are very important, and will be held in strict confidence. It is faster if I tape; do you mind if I tape record?]

1. [Why did or do you come to Rocky Mountain Park?] [PROBE: Do you ever take friends or family with you to the park? How often do you visit RMNP?]
2. [Did you ever come to RMNP as a child?] [If yes, PROBE: Who took you to the park? Did your trip leave a lasting impression on you? What do you remember most?]
3. [When you think about RMNP, are there particular places that come to mind?] [If yes, PROBE: Where are these places? Do they have anything in common?]
4. [Would you say, in your opinion, that RMNP is important to you?] [If yes, PROBE: What traits or qualities of RMNP make it important to you?]
5. [How well do you feel that RMNP addresses your needs and expectations?] [PROBE: Are there any things, activities, or experiences you wish were here that are not?]
6. [Of the kinds of places in RMNP, are there any particular places that have a special importance for you?] [PROBE: For example, is there a place in RMNP that you associate with your family and/or friends or with your beliefs or personal preferences that makes the place more significant to you than other places?]

⁹ Based on interviews conducted by Dr. Jeffrey Brooks at RMNP in the summer, 2001 during his study, “Claimed Identities, Personal Projects, and Relationship to Place: A Hermeneutic Interpretation of the Backcountry/Wilderness Experience at Rocky Mountain National Park”

7. [Could you please list for me all the activities that you do while at RMNP?] [PROBE: Are there any activities which you listed that you only do in RMNP? If yes, what are these activities and why is RMNP the only place for you to engage in them? What would you do if the park were not available to you for this purpose?]
8. [Speaking from your experience, how would you describe your relationship with RMNP?] [PROBES: Do you think that your family and friends have influenced how you relate to the park?]
9. [How have the terrorist attacks of 9/11/02 influenced your travels to RMNP or other national parks?] [PROBE: Do you feel differently about our nation’s parks and wilderness areas now than you did before 9/11? If yes, how has it influenced you and your experience here?]
10. [In the sense that people usually don’t live in wilderness settings like RMNP, do you consider humans to be separate from wilderness?] [PROBE: How important is it for human beings to experience wilderness settings like RMNP? Is there a particular time in someone’s life that seems most important to have exposure to wilderness settings? When did you first explore wild places?]
11. [Do you think that there are cultural differences in how people experience RMNP?] [PROBE: Have you seen any other park visitors exploring RMNP in a different way than how you and your group explore the park? Has your experience of the park and how you relate to it been influenced by other people? If so, how?]
12. [Do you think there are any advantages or beneficial reasons for protecting wilderness areas like RMNP?] [PROBE: If yes, what characteristics of wilderness make it worth protecting? Do you share your beliefs with your family? How?]
13. [Could you please list for me all the feelings that you have when you visit RMNP?] [PROBE: Do you have specific memories that are more emotional than others? If yes, would you mind telling me more about them?]
14. [Do people living in the United States have responsibilities toward national parks?] [PROBES: In general, do people have responsibilities to protect national parks for future generations of people? Are there any consequences of not living up to these responsibilities? Do you try to pass your beliefs on to your children or other family members?]
15. [Do you contribute (financially or through your actions) to national parks or to any environmental / wildlife organizations?] [PROBE: Why do you, or don’t you contribute?]
16. [What is your overall reaction to the things we’ve discussed today?] [Did I miss anything important about RMNP that you would like to add?] [Do you feel this interview was in any way an intrusion on your experience?]

[Interviewer comments]

H. Additional Questions under Consideration for Inclusion on the Study

Note: The following questions are questionnaire under consideration as part of the questionnaire or as part of the open-ended interviews:

Items listed below are typically rated on a five-point Likert scale from (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Sample question format using a five-point Likert scale:

	Statement	(1) strongly disagree	(2) disagree	(3) neutral	(4) agree	(5) strongly agree
1	I feel like this place is a part of me.					

*Place identity (PI)*¹⁰

1. I feel like this place is a part of me.
2. I think a lot about coming here.
3. This place is very special to me.
4. This place says a lot about who I am.
5. I would prefer to spend more time here if I could.

*Place dependence (PD)*¹¹

1. No other place can compare to this area.
2. Doing what I do here is more important to me than doing it in any other place.
3. I wouldn't substitute any other area for doing the types of things I do here.
4. This is the best place for what I like to do.
5. No other place can compare to this area for what I like to do in my spare time.
6. I can't imagine a better place for what I like to do.
7. This place makes me feel like no other place can.
8. This is my favorite place to go during my free time.
9. The things I do here I would enjoy just as much at another site.

*Social bonding (SB)*¹²

1. I have a lot of fond memories of being with others at the Rocky Mountain National Park.
2. I have a special connection to the Rocky Mountain National Park and the people who use it.
3. I don't tell many people about this park.
4. I will (do) bring my children to this place.

*Identity Formation (IF)*¹³

1. Things I do at RMNP help define who I am.
2. This park is a part of who I am.
3. I like to get away from others to explore who I am here.
4. I like to pretend I am someone else when I am in the park.
5. I feel more alive in the park than I do in any other place.

¹⁰ These questions have been measured and validated by Williams & Roggenbuck, 1989; Williams & Vaske, 2003; Vaske & Korbin, 2001; and Kyle, Graefe, Manning, 2005.

¹¹ These questions have been measured and validated by Williams & Roggenbuck, 1989; Williams & Vaske, 2003; Vaske & Korbin, 2001; and Kyle, Graefe, Manning, 2005.

¹² Some of these questions have been tested (Kyle, Graefe, Manning, 2005) but require additional study.

¹³ These questions come from Williams, 2000, “Notes on Measuring Recreational Place Attachment”

6. This is my favorite place to play.

*Identity Expression (IE)*¹⁴

1. My use of this place allows others to see me as I would really like them to see me.
2. I can relate this place to other parts of my life.
3. Because of my lifestyle, this place is important to me.
4. When I am here, others see me the way I want them to see me.
5. Visiting this place helps me attain the life I strive for.
6. You can tell a lot about a person by whether they visit this place.
7. This place is for me.
8. I use this place to help define and express you I am inside.
9. A visit to this place is a bit like giving a gift to oneself.

*Centrality (C)*¹⁵

1. This is my favorite place to go during my free time. (loads also on dependence)
2. This place plays a central role in my lifestyle.
3. I find that a lot of my life is organized around this place.
4. One of the major reasons I now live where I do is that this place is nearby.
5. I enjoy doing the types of things I do here more than in any other area.
6. Most of my friends are in some way connected with my use of this place.

*Satisfaction (S)*¹⁶

1. Coming here is one of the most enjoyable things I do.
2. Coming here is one of the most satisfying things I do.
3. I get greater satisfaction out of visiting this place than I do out of work.

*Family Adaptability Cohesion Evaluation (FACE)*¹⁷

Questions may be added based on the Family Adaptability Cohesion Evaluation (FACE) test used extensively in family relationship research (Olson et al., 2003).

*Psychological Sense of Community (PSOC)*¹⁸

Questions may be added based on the Psychological Sense of Community (PSOC) test used extensively in psychological and social research (Obst & White, 2005; Obst et al., 2002).

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ These questions would be derived from a standardized psychometric test by Olson et al., 2004.

¹⁸ These questions would be derived from a standardized psychometric test by Obst & White, 2002, 2005.

I. Budget Projection

Note: It is expected that over 650 hours will be required to conduct this research. The costs presented below do not account for all of the personnel hours. Instead these extra hours will be donated to the park.

Personnel Expenses			2006-2007
	PT Researcher	PT Hourly Student Researcher estimated @ \$20/hr for 20 hours per week for 12 weeks	4,800.00
	PT Student Assistant (data entry position)	PT Hourly Student Employees @ \$10/hr for 10 hours per week for 8 weeks	800.00
	TOTAL		\$5,600.00
OTHER EXPENSES			
Travel			
	Vehicle Mileage	estimating 75 miles each way at \$0.28/mile for 20 trips	840.00
	Camping Fees	14 @ \$20/night	280.00
	Parking	includes \$35 park pass and parking in Estes park as needed for research	45.00
	TOTAL		1,165.00
Survey Budget			
	Survey expenses		400.00
	Cameras	50 @ \$2.50 each	125.00
	Film development	27 photos for 50 participants @ \$0.18 per photo plus shipping	258.00
	Misc. expenses		250.00
	TOTAL		1,033.00
Presentation & Publication Expenses			
	Posters		250.00
	Photo journal book		250.00
	Papers	includes any fees associated with submissions	100.00
	Presentations	includes travel & conference costs	250.00
	Postage		120.00
	TOTAL		970.00
	OTHER EXPENSE TOTALS		\$3,168.00
TOTAL OPERATING BUDGET			\$8,768.00

Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
“Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park”

Bibliography:

- Altman, I. and S. M. Low (1992). Place attachment. New York, Plenum Press.
- Babbie, E. R. (2004). The practice of social research. Belmont, CA, Thomson/Wadsworth.
- Blake, A. and Sinclair, M.T. (2003). Tourism crisis management: response to September 11. *Annals of Tourism Research*, 30(4), 813-832.
- Brooks, J. (2003). Claimed Identities, Personal Projects, and Relationship to Place: A Hermeneutic Interpretation of the Backcountry/Wilderness Experience at Rocky Mountain National Park. Fort Collins, CO, Department of Natural Resource Recreation and Tourism in the College of Natural Resources at Colorado State University: 275.
- Campbell, D. T., J. C. Stanley, et al. (1966). Experimental and quasi-experimental designs for research. Chicago, R. McNally.
- Chawla, L. (1994). In the first country of places: nature, poetry, and childhood memory. Albany, State University of New York Press.
- Creswell, J. W. (2003). Research design: qualitative, quantitative, and mixed method approaches. Thousand Oaks, Calif., Sage Publications.
- Darbyshire, P., C. MacDougall, et al. (2005). "Multiple methods in qualitative research with children: more insight or just more?" Qualitative Research 5(4): 417-436.
- Deutsch, N. and Hirsch, B. (2002). A Place to Call Home: Youth Organizations in the Lives of Inner City Adolescents. Understanding Early Adolescent Self and Identity: Applications and Interventions. T. Brinhaupt and R. Lipka. Albany, NY, SUNY Press: pp. 393–320.
- Driskell, D., Growing Up in Cities (Project), et al. (2002). Creating better cities with children and youth: a manual for participation. London; Sterling, VA
- Erikson, E. H. (1968). Identity, youth, and crisis. New York, W. W. Norton.
- Gauvain, M. and M. Cole (1997). Readings on the development of children. New York, W.H. Freeman.
- Giuliani, M. V. and R. Feldman (1993). "Place attachment in a developmental and cultural context." Journal of Environmental Psychology 13(3): 267.
- Harmon, L. K., H. C. Zinn, et al. (2006). Place Identity, Place Dependence, and Place-Based Affect: Examining Their Relationship to Participation in Educational and Interpretive Programs at Isle Royale National Park. People, Places, and Parks: Proceedings of the 2005 George Wright Society Conference on Parks, Protected Areas, and Cultural Sites, Hancock, Michigan, The George Wright Society.
- Hart, R. (1979). Children's experience of place. New York, Irvington Publishers: distributed by Halsted Press.
- Hobbs, F. and N. Stoops (2002). U.S. Census Bureau, Census 2000 Special Reports, Series CENSR-4, Demographic Trends in the 20th Century. U. S. C. Bureau. Washington, DC, U.S. Government Printing Office.
- Inhelder, B. and J. Piaget (1958). The growth of logical thinking from childhood to adolescence: an essay on the construction of formal operational structures. [New York], Basic Books.
- Jorgensen, B.S., and R.C. Stedman. (2001). “Sense of place as an attitude: Lakeshore owner’s attitudes toward their properties.” Journal of Environmental Psychology 21:233–248.

- Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
 "Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park"
- Kroger, J. (1996). Identity in adolescence: the balance between self and other. London; New York, Routledge.
- Kyle, G., A. Graefe, et al. (2005). "Testing the Dimensionality of Place Attachment in Recreational Settings." Environment and Behavior **37**(2): 153-177.
- Kyle, G., A. Graefe, et al. (2004). "Effects of place attachment on users' perceptions of social and environmental conditions in a natural setting." Journal of Environmental Psychology **24**(2): 213.
- Mullis, R. L., J. C. Brailsford, et al. (2003). "Relations between Identity Formation and Family Characteristics among Young Adults." Journal of Family Issues **24**(8): 966-980.
- Noe, F. P., W. E. Hammitt, et al. (1997). "Park user perceptions of resource and use impacts under varied situations in three national parks." Journal Of Environmental Management **49**(3): 323-336.
- Nowell, B. L., S. L. Berkowitz, et al. (2006). "Revealing the cues within community places: Stories of identity, history, and possibility." American Journal Of Community Psychology **37**(1): 29-46.
- Obst, P. L. and K. M. White (2005). "An exploration of the interplay between psychological sense of community, social identification and salience." Journal Of Community & Applied Social Psychology **15**(2): 127-135.
- Obst, P. S. G. S. L. Z. (2002). "An exploration of sense of community, Part 3: Dimensions and predictors of psychological sense of community in geographical communities." Journal of Community Psychology **30**(1): 119-133.
- Olson (2004). *Family Adaptability & Cohesion Evaluation Scales (FACES IV)*. Retrieved from <http://www.facesiv.com/pdf/3.innovations.pdf>
- Penuel, W. R. and J. V. Wertsch (1995). "Vygotsky and identity formation: A sociocultural approach." Educational Psychologist **30**(2): 83-92.
- Piaget, J. (2001) 'The Stages of the Intellectual Development of the Child', in M. Gauvain and M. Cole (eds) *Readings on the Development of Children*, Third Edition, New York: Worth, [first published in Bulletin of the Menninger Clinic 26, 1962].
- Pretty, G. H., H. M. Chipuer, et al. (2003). "Sense of place amongst adolescents and adults in two rural Australian towns: The discriminating features of place attachment, sense of community and place dependence in relation to place identity." Journal Of Environmental Psychology **23**(3): 273-287.
- Proshansky, H. M. (1978). "The City and Self-Identity." Environment and Behavior **10**(2): 147-169.
- Proshansky, H. M., A. K. Fabian, et al. (1983). "Place-identity: Physical world socialization of the self." Journal of Environmental Psychology **3**(1): 57.
- Sandberg, A. (2003). "Play Memories and Place Identity." Early Child Development and Care **173**(2 - 3): 207.
- Seamon, D. and R. Mugerauer (1989). Dwelling, place, and environment: towards a phenomenology of person and world. New York, Columbia University Press.
- Scourfield, J. (2006). Children, place and identity: nation and locality in middle childhood. Milton Park, Abingdon, Oxon; New York, Routledge.
- Scourfield, J., B. Dicks, et al. (2006). "The significance of place in middle childhood: qualitative research from Wales." British Journal Of Sociology **57**(4): 577-595.
- Stedman, R., T. Beckley, et al. (2004). "A Picture and 1000 Words: Using Resident-Employed Photography to Understand Attachment to High Amenity Places." Journal of Leisure Research **36**(4): 580-606.

- Bambi Yost, 2006, NPS Proposal for the Rocky Mountain Research Fellowship
"Identifying Family Experiences that Promote Life-Long Commitments to Rocky Mountain National Park"
- Stedman, R. C. (2002). "Toward a Social Psychology of Place: Predicting Behavior from Place-Based Cognitions, Attitude, and Identity." Environment and Behavior **34**(5): 561-81.
- Twigger-Ross, C. L. and D. L. Uzzell (1996). "Place and Identity Processes." Journal of Environmental Psychology **16**(3): 205.
- Vaske, J. J. and K. C. Kobrin (2001). "Place Attachment and Environmentally Responsible Behavior." Journal of Environmental Education **32**(4): 16.
- Vygotsky, L. S. and M. Cole (1978). Mind in society: the development of higher psychological processes. Cambridge, Harvard University Press.
- Wang, C. and M. A. Burris (1997). "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." Health Education Behavior **24**(3): 369-387.
- Williams, D.R., M.E. Patterson, J.W. Roggenbuck, and A.E. Watson (1992a). "Beyond the commodity metaphor: Examining emotional and symbolic attachment to place." Leisure Science 14:29-46.
- Williams, D. R. and J. J. Vaske (2003). "The Measurement of Place Attachment: Validity and Generalizability of a Psychometric Approach." Forest Science **49**: 830.