

Advocate

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RECREATION FOR INDIVIDUALS WITH DISABILITIES

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IFAPA Seeks North American Affiliation

Claudine Sherrill, Texas Woman's University



The International Federation of Adapted Physical Activity (IFAPA), founded in 1973, began its 12th biennium in January 1994 with new membership incentives and requirements. Professional members now receive the Adapted Physical Activity Quarterly (APAQ) as well as the IFAPA Newsletter, which is tucked inside APAQ. The new membership structure requires that dues of \$90 be paid for each 2 year period, with \$72 of this amount earmarked for the APAQ subscription.

Affiliations and Mission

IFAPA is one of several organizations associated with the International Council of Sport Science and Physical Education (ICSSPE) which is affiliated with UNESCO. IFAPA specifically is dedicated to promotion and dissemination of results and finding in the field of adapted physical activity and sport science and their applications to populations with special needs. IFAPA coordinates national, regional, and international organizations, both governmental and nongovernmental, which are concerned with scientific aspects of adaptation, rehabilitation, physical education, recreation, sport, and leisure in relation to disabilities, impairments, deficiencies, and handicaps.

Regional Organizations and Directors

Membership is open to any professional interested in the IFAPA mission. Additionally, professionals in Europe and Asia are members of regional organizations called the European Association for Research into Adapted Physical Activity (EARAPA) and the Asian Society for Adapted Physical Education and Exercise (ASAPE), respectively.

Regional directors (i.e., representatives) are an important part of IFAPA, which has seven official regions: Africa, Arab Region, Asia, Australia/Oceania, Europe, Latin America, and North America. Regional directors are delegates of their respective IFAPA Regional Organizations and elected by the IFAPA General Assembly. Regions without formal organizations are served by a Director recommended by the IFAPA Board of Directors and elected by the General Assembly. The North American Regional Director is Ms. Patti Longmuir, Research Officer, Variety Village, Scarborough, Ontario, Canada.

North Americans have been working on forming a regional

organization to affiliate with IFAPA since 1989. In October, 1992, Greg Reid, Editor of APAQ, hosted a North American Symposium on Adapted Physical Activity in Montreal, Canada, to bring professionals together to share research and to agree on a steering committee to develop plans for formal founding of a North American regional organization. Subsequently Dr. Gail Dummer, Michigan State University, submitted the successful bid to host a 1994 Symposium at which a constitution for a North American organization will be presented. This Symposium will be held October 6-8, 1994, at the Kellogg Center, Michigan State University.

IFAPA Symposia and Officers

IFAPA holds conferences every 2 years and usually publishes proceedings. Recent conferences have been in Berlin, Germany (1989); Miami, Florida (1991); and Yokohama, Japan (1993). The 1995 International Symposium will be held in Oslo and Beitostolen, Norway, on May 23-27.

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IFAPA Newsletter Submission Deadlines and Format

International sharing is important, and everyone is invited to submit short articles describing events, people, ideas, assessment instruments, theories, and practices of interest to adapted physical activity professionals around the world. IFAPA Regional Representatives, in particular, should submit articles and encourage professionals in their region to submit articles. Please be sure I have names of officers of regional and country organizations, news about meetings, dates of future meetings, research and service projects, etc.

Format. Manuscripts should be no longer than 2 pages, double spaced, and typewritten, with date, name of author, and mailing address at the bottom.

Deadlines. Submission deadlines for this quarterly newsletter are October 15, January 15, April 15, July 15.

Submission Address. Please mail manuscripts to Dr. Claudine Sherrill, IFAPA Editor, Kinesiology Department, Box 23717, Texas Woman's University, Denton, Texas 76204. FAX is country code 001, then 817-898-2581.

Dissemination of Newsletters. IFAPA Newsletters will be tucked inside your four issues of Adapted Physical Activity Quarterly.

AAHPERD National Convention

Final Program Report

April 12-17, 1994

Association: Alliance Human Rights Committee
Title: Athletes with Disabilities:
The Right to Participate in Sports

This presentation will focus on opportunities for persons with disabilities to participate and compete in sports. The right of persons with disabilities to participate in sports will be examined with respect to: (a) enabling federal legislation, specifically the Amateur Sports Act of 1978 and the Americans with Disabilities Act of 1990; (b) differing perspectives on the importance of integration in sports; (c) barriers to sports participation; and (d) parallels between the experiences of persons with disabilities in sport and the experiences of women and other minority groups in sports.

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Upcoming Events



APRIL 12-16, 1994: AAHPERD National Convention, Denver, CO, Contact: Lysa Price, AAHPERD, 1900 Association Drive, Reston, VA 22091. Tel. (703) 476-3466

APRIL 13, 1994, 3:00 - 4:00 p.m.
APAC/NCPERID Information Meeting at the AAHPERD National Convention, Marriott - Colorado Ballroom, Salon A

MAY 4-7, 1994: 3rd International Medical Congress on Sports for the Disabled, Chateau Frontenac, Quebec, Canada, Contact: Third IMCSD, P.O. Box 8729, Sainte-Foy (Quebec), Canada, G1V 4N6

JULY 14-16, 1994: NCPERID Annual Meeting
Doubletree Hotel, Arlington, VA

OCTOBER 6-8, 1994: North American Symposium on Adapted Physical Activity
(See article beginning on page 1 of this Newsletter for more information)

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APAC '94 AAHPERD National Convention Schedule

Date:	Time:	Structure:	Meeting Name:
4/12	9:00 am - 4:00 pm	ARAPCS, COE, joint with APAC, F&E, and AALR	Breckenridge Outdoor Education Center and Visitation
4/12	1:00 - 5:00 pm	ARAPCS, APAC	Inclusion: A Total Life Perspective
4/13	7:30 - 8:30 am	AALR, Therapeutic Recreation, joint with ARAPCS, APAC and PFC	Extracurricular Fitness and Leisure Programming for Students with Disabilities
4/13	7:30 - 8:30 am	ARAPCS, F&E, joining with APAC	ADA - Solutions to the Change in New Facility Design and Renovation
4/13	10:30 - 11:30 am	ARAPCS, APAC	APAC Business Meeting
4/13	12:30 - 1:30 pm	AALR, Therapeutic Recreation, joint with ARAPCS, APAC and Aquatic Council	Recreational Swimming for Children with Different Disabilities
4/13	3:00 - 4:00 pm	ARAPCS, APAC	APAC/NCPERID Informational Meeting
4/13	3:45 - 5:30 pm	AALR, Therapeutic Recreation, joint with ARAPCS, APAC	Adapted Physical Education/Therapeutic Recreation: More Alike or Different?
4/14	9:00 - 10:15 am	AAHE, joint with ARAPCS, APAC	Early Childhood Connections with Health Education
4/14	9:00 - 10:15 am	ARAPCS, APAC	Adapted Physical Education National Standards: Update and Evaluation of Standards
4/14	10:45 am - Noon	AALR, Committee on Play, joint with ARAPCS, APAC	Cooperative Play with Preschoolers and Teenagers
4/14	1:00 - 2:00 pm	ARAPCS, APAC	APAC Meeting with State and District Chairs in Adapted Physical Education
4/14	2:00 - 3:15 pm	AALR, Committee on Play and Therapeutic Recreation, joint with ARAPCS, APAC	How to Work with Children Who Are Disabled on Playground Equipment
4/14	5:30 - 6:30 pm	ARAPCS, APAC	Adapted Physical Activity Council Social
4/15	9:00 - 10:30 am	ARAPCS, APAC	APAC Subcommittee Joint Meeting (Preschool, Research, Communication, Physical Best Modification)
4/15	10:45 am - Noon	ARAPCS, APAC	Activity for All: Accept the Challenge of Participation for Students with Disabilities (Pre K-12)
4/15	2:00 - 3:15 pm	ARAPCS, APAC	An Action Plan for Test Administration and IFSP/IEP Development for Young Children (Ages 0-5)
4/15	3:45 - 5:30 pm	AALR, Committee on Play, joint with ARAPCS, APAC, F&E, and NASPE, COPEC	How to Deal with At-Risk Youth on the Playground and Playground Equipment

(Continued on Page 4)

AAHPERD Schedule, Continued

4/15	3:45 - 5:30 pm	ARAPCS, APAC	Adapted Physical Education: Parent Awareness and Advocacy
4/16	9:00 - 10:15 am	AALR, Therapeutic Recreation, joint with ARAPCS, APAC	Just for the Fun of It: Integrating Community Recreation
4/16	9:00 - 10:15 am	ARAPCS, APAC	Disability Stigma in Adapted Physical Education: Individual Family and Professional Perspective
4/16	10:30 - 11:30 am	ARAPCS, APAC	Meeting of Past Chairs of APAC and Therapeutics Council
4/16	11:45 am - 1:45 pm	ARAPCS, APAC	APAC business Meeting
4/16	2:00 - 3:15 pm	AALR, Outdoor, joint with ARAPCS, APAC, COE, and NASPE	Evaluating Skill Development in Outdoor Pursuit Courses
4/16	3:45 - 5:30 pm	AALR, Committee on Play, joint with ARAPCS, APAC and F&E	ASTM Standards for Public Use Playground Equipment and the Interpretation of Americans with Disabilities Act Applied to Playgrounds

On the Road to Grant Writing

By Ron French, Ed.D., Texas Woman's University
 Luke Kelly, Ph.D., University of Virginia

The road to becoming an accomplished grant writer is difficult because the process is so complex. It not only involves a science but an art and a political endeavor (Vodola, 1981).

The scientific aspect requires a knowledge of component parts of an application and the ability to interrelate logically all process steps. The art necessitates the interweaving of factual information about local need with evidence that the project addresses priority concerns and will impact upon a broad geographic area. And finally, the political aspect implies that the grantee will use a variety of public relations strategies to convince the proper authorities that the project will be a winner. (p.5)

"Before putting it in full gear" and beginning to write a grant, the individual needs to determine his or her motivation and drive for writing a grant proposal. It must be determined if the degree of motivation and drive are equal or greater than the effort that will take to complete the process of writing a grant proposal. Some of the extrinsic reasons individuals write a grant proposal are for tenure and promotion, possibilities of being systematically rewarded by higher salaries, and praise by colleagues. Some intrinsic factors are the desire to learn and to participate at a level in the profession that may contribute to changes (Crash, 1993).

If the individual has the motivation and drive, he or she must still keep the foot on the brake in relationship to beginning to write the grant proposal. Time must be spent critically analyzing in much more depth if he or she possesses other general characteristics of competent grant writers. These characteristics are: interested in topic, have in-depth knowledge in the grant topic, be persistent, have good work habits (e.g., maintain regular hours for grant writing in quiet setting without interruptions), and never stops being a student (Bland & Schmitz, 1986; Crash,

1993). If these characteristics are evident the individual must next turn to the academic environment and determine if it is conducive to productive grant writing. Some of these characteristics of an appropriate academic environment are that grant writing is a priority; resources are available to complete the grant proposal (research foundation; faculty mentor or past doctoral advisor available, it is hard to learn a new skill in the absence of explicit feedback; release time is provided to think creatively and sort through potential topics; time is given by institution to conduct the grant; secretarial services if provided; and adequate library services), and rewards are given (Bland & Ruffin, 1992). Further, determine what the typical grant award is and rough out the budget to determine whether you can do what you want to do for this amount. Also check on indirect costs and who else will take a cut of your funds so you know exactly what you have to do the tasks you are committing to within the grant proposal.

If the professional still has the motivation and drive to write a grant proposal shift into high gear. The granting agency should be immediately contacted about the grant proposal topic to determine if it reflects the focus of the funding agency and is there interest. If there is interest, the guide to developing and submitting a proposal must be obtained and strictly followed. If possible review some past grant proposals accepted and use as a model. There are numerous pitfalls to avoid when completing grant proposals to increase the probability of being funded. Some of these pitfalls will be addressed under the traditional components of grants (South Atlantic Regional Resource Center, 1992).

Abstract: The abstract is generally what is read first by most grant reviewers. It needs to be clear and concise in describing the scope of the proposed project.

Introduction: This component is generally related to the creditably to the institution seeking the funding. In this section, the unique aspects of the institution, significant accomplishments and past success with related projects are presented.

Assessment of Need: This component of the grant proposal is used to describe what caused the grant writer to write the proposal. Never suppose that everyone knows that the topic is valid and innovative. Provide "bullet" statements to support the need for the project followed by authoritative citations. Many times statistical data, from a survey for instance help support the need. In addition, will the project produce important information that can be generalized to other populations and/or programs.

Project Goals and Objectives: The project goals and objectives must flow from the need statement and the flow must continue throughout the grant proposal. Goals must be broad statements while the accompanying objectives must be measurable outcomes of the grant project.

Methods: In this component of the grant proposal, activities and strategies that will be used to bring about change are addressed. This is a very important component of the proposal. Table 1 provides an example of a project management plan that flows from an objective on a project goal. It incorporates project tasks, time lines, staff involved in achieving the task, and evaluation criteria. Table 2 illustrates the number of hours the project staff will devote to each objective. It is important to note that the values in the COM column represent the number of hours that each member of the committee involved will devote to the task. In the most cases, the actual number of hours devoted to the task by the committee will be 5-8 times the value shown in the table. The last column indicates the percentage of total time for each year that will be allocated to achieving each objective, when more than one objective is worked on in a given year. The total number of hours assigned to the project staff (e.g., PD = 1,000; PA = 1,100; CA = 720) were calculated based on their percent effort on the project and pay rates. These are generally explained in the Budget Justification section of a proposal.

Evaluation: This component of the proposal is used to determine how effective is the project. Evaluations can be both subjective and objective and cumulative and summative. In many cases an outside evaluator is brought in and/or a grant advisory board assists with the project.

Budget: This component of the proposal should be clearly thought out and directly related to the goals and objectives of the project. If the project is related to personnel preparation, approximately 57 to 60% of the funds need to go directly to the project interns and a clear plan for the institution to infuse the project into the traditional curriculum at the institutional expense.

Appendix: This is a particularly important component when the length of the narrative has been set at a low number of pages and the granting agency stipulate the need for supportive information such as faculty vita and letters of support for the project. The appendix many times is longer than the body of the proposal.

An individual must clearly understand his self or herself and know if his or her work environment is conducive to this type of endeavor such as grant writing. Next the individual must understand that grant writing is like a marathon road trip, the first few attempts are training, so set realistic expectations. Plan on rewriting the grant several times building on the comments of the reviewers and becoming a "fine tuned" grant writer.

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- Volonda, T. (1981). How to write and process a competitive grant proposal. Neptune City, NJ: VEE, Inc.

Table 1. Summary of Project Staff Time by Project Goal/Objective Across Years of the Project

Year	Goal/Obj.	PD	PA	CA	BER	COM	Total	%
1	1.1	275	300	240	50	40	905	28
	1.2	225	300	290	50	60	925	29
	1.3	220	250	85		130	685	21
	2.1	280	250	105		90	725	22
	Totals	1000	1100	720	100	320	3240	100
2	1.4	430	460	320		170	1380	43
	1.5	570	640	400		240	1850	57
	Totals	1000	1100	720		410	3230	100
3	2.2	190	210	160	30	80	670	20
	2.3	810	890	560	70	300	2630	80
	Totals	1000	1100	720	100	380	3300	100
4	2.4	1000	1100	720	100	240	3160	100
5	2.5	1000	1100	720	100	270	3190	100

Table 2. Project Management Plan

Goal 1: Develop National Standards for Adapted Physical Education
 Objective 1: Perform a Job Analysis (practitioners and consumers)

PROJECT TASKS	TIMELINE (MONTHS)												YEAR	STAFF (HOURS WORKED)					EVALUATION CONCERN			
	S	O	N	D	J	F	M	A	M	J	J	A		PD	PA	CA	BER	COM	A	B		
a) Hold 2-day conference of Exec. Com. to establish procedures, review surveys and appoint the steering committee.	*														30	30	10	10	20	A	B	
b) Develop a survey for practicing adapted physical educators.	*													1	50	30	30	10	10	A	B	
c) Develop a survey for the consumers.	*	*												1	50	30	30	10	10	A	B	
d) Obtain APAC/AAHPERD membership mailing list and randomly select 100 teachers by AAHPERD regions.	*													1	5	10	10			A	B	C
e) Obtain a national random sample of consumers from NPN.	*													1	5	10	10			A	B	C
f) Mail surveys to teachers and consumers.		*												1		20	20			A	B	E
g) Send follow-up letter on delinquent survey returns.			*											1		10	20			A	B	
h) Code returned survey and enter into computer database.					*	*								1	35	60	50	15		A	B	
i) Produce a rank-ordered list of current and future job responsibilities as well as perceived need areas.										*				1	80	70	40	15		A	B	E
j) Publish results in JOPHERD and PD presents at national conferences (CED, NCPERID, AAHPERD).												*		1	20	10	20			A	B	C

PD = Project Director
 PA = Project Assistant
 CA = Clerical Assistant
 BER = Bureau of Educ. Research
 COM = Committees (Exec., Steering, Standards, etc.)

Totals = 275 300 240 60 40

The number of hours in the Com column equals the number of hours each committee member will devote to the objective. In most cases, the total time will be 5-8 times the value reported in the table.

Qualitative Research Techniques

Abstract

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Introduction

Qualitative research is a form of scientific inquiry that employs systematic strategies to understand complex social phenomena. It is data based and rigorous. According to Locke (1989, p.2) qualitative research differs from the more traditional approach to inquiry (quantitative research) in two ways: (1) assumptions about the world held by the researcher, and (2) methods for data collection and analysis. Understanding these differences has calmed the debate about "qualitative research vs. quantitative research". Many agree that one is not superior to the other, and that both are valuable forms of inquiry. Concentration among researchers has shifted from debate to discourse about the kinds of questions that are most appropriate for qualitative methods.

Qualitative research is an umbrella term for a variety of traditions or theoretical orientations. All research is guided by some kind of theoretical orientation whether it is stated explicitly or not. Understanding the theoretical orientation(s) with which one identifies is to understand one's own assumptions about what makes the world work. This understanding will assist the research investigator with the selection of methods and add credibility to the research project. There are six major theoretical orientations or traditions to which researchers typically refer: (1) human ethology, (2) ecological psychology, (3) holistic ethnography, (4) cognitive anthropology, (5) ethnography of communication, and (6) symbolic interactionism (Jacob, 1987). Researchers may identify with one or more, or even a combination of these traditions.

The primary assumption behind all of these traditions in qualitative research is that systematic inquiry must be grounded in a natural setting. Based on this assumption, three premises guide the design of qualitative studies: (1) researchers immerse themselves into the everyday life of a chosen setting; (2) researchers strive to understand and describe the perspectives of participants in the study; and (3) researchers interact with participants making participants' words and observations primary sources of data. (Marshall & Rossman, 1989).

Designing Qualitative Research Studies

Research Questions

Designing a qualitative study is comprised of five steps: (1) forming research questions, (2) developing the self as a research tool, (3) collecting data, (4) establishing trustworthiness, and (5) analyzing and interpreting data. Research questions begin broadly and become more specific over the course of the project as one comes to understand the social phenomena being studied. The following is an example of a possible research question: "Why is the adapted physical education program working well in this school, but not in others within the school district?" Broad questions like this guide the direction of the study. More specific

questions emerge from data collection and analysis. Specific questions are then used to focus further observations and interviews.

Self As A Research Tool

Research investigators are the primary instruments used in data collection, therefore it is important that they develop themselves as effective research tools. As research tools, they must be as objective as humanly possible with the awareness that qualitative research, like all science, is not value free. Investigators utilizing qualitative methods strive to understand the bias, prejudice, attitudes and beliefs that they bring to the research setting. Since these personal biases may potentially influence data collection and analysis, acknowledgment and understanding of them help researchers collect and analyze data more effectively.

Data Collection

The three common methods of data collection are observation, in-depth interviewing and documents. Observations require the systematic and detailed description of behaviors in a chosen setting. Researchers often record field notes as participant observers or non-participant observers. In-depth interviewing includes open-ended questions that are asked informally during conversation or formally with the use of interview guides. All interview material is recorded in the form of notes or transcripts from tape-recordings. Documents are those which exist in the research setting and may include such things as written reports, memos, videotapes, e-mail messages, etc. Documents are collected as they pertain to the research questions.

Trustworthiness

In conventional inquiry, researchers are familiar with terms like internal validity, external validity, reliability and objectivity. These terms do not match with the many traditions that fall under the umbrella of qualitative research, therefore they are inappropriate criteria for establishing trustworthiness. The concept of trustworthiness is to persuade the academic audience that the research findings are worth serious consideration (Lincoln & Guba, 1985). And, the terms truth value, applicability, consistency and neutrality harbor the criteria for establishing trustworthiness in qualitative designed studies. Investigators engage several strategies for meeting the criteria to establish trustworthiness such as prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis and audit trail.

Data Analysis and Interpretation

Data analysis is an on-going process which begins with data collection. This frequent method of analysis is referred to as the constant comparative method. It entails organizing data; generating categories, themes and patterns; testing emergent theories against data; and searching for alternative explanations of findings. The process is tedious, complex and difficult as well as creative and fun. Patton (1990), Miles and Huberman (1984), and Strauss and Corbin (1990) have proven to be excellent guides for conducting data analysis.

In closing, qualitative research is systematic empirical inquiry. It differs from conventional research strategies in its underlying assumptions and techniques for data collection and analysis. Qualitative methods should be used to answer

(Continued on next page)

those research questions which focus on understanding aspects of social phenomena. Rigorous research efforts provide valuable information about people who are bound by complex social contexts. The quality of these efforts rests with researcher competence in planning and conducting qualitative research.

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Upcoming Events, Continued from Page 2

May 23-27, 1995

10th International Symposium on Adapted Physical Activity
Oslo and Beitostolen, Norway

Contact: Mr. Inge Morisbak, Beitostolen. Helsesportsenter, 2953 Beitostolen, Norway or IFAPA Regional Director, Ms. Patti Longmuir, Variety Village, 3701 Danforth Ave., Scarborough, Ontario, Canada M1N 2G2. FAX 416-699-5752.

August 21 - September 1, 1996

Atlanta Paralympic Games

Atlanta, GA

Contact: Atlanta Paralympic Organizing Committee, 1201 West Peachtree Street, Suite 2500, Atlanta, GA 30367-1200.

For NCPERID Membership Information Contact

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