



Our Quarterly Update

Welcome to the Summer Newsletter

The summer is drawing to a close. While the summer is my favorite season, maybe it's because I grew up in Canada where the summers were so short, I am always excited for the start of the new school year. For some of us, school has already started while others are taking their last weeks of summer vacation with family and friends.

I am honored to be starting a two-year term as President of the NCPEID and look forward to working with new and returning board members to maintain our areas of strength and identify new initiatives and resources to serve our NCPEID members. I want to thank **Michelle Grenier** who is transitioning to past-president for her dedication and commitment to advancing the mission and vision of NCPEID. I also want to thank **Ali Brian and Andrea Taliaferro** and their conference planning committee for another successful online annual conference.

Good news!! We will be back face to face for the 2023 Annual conference in July at the Crown Plaza-Crystal City, Virginia. We have a negotiated contract at pre-COVID rates so we hope to see you all in person next year.

This newsletter provides summaries of presentations and reports presented during the annual summer conference including the Wisdom Lecture on Hiring and Mentoring New Faculty presented by **Barry Lavay**, the annual report presented by **Michelle Grenier**, NCPEID award recipients, recommendations for future collaborations with national APE Teacher of the Year recipients proposed by **Linda Hilgenbrink, Ann-Catherine Sullivan, and Cindy Piletic**, and an announcement about the continued APE collaborative from **Melissa Bittner and Amanda Young** on behalf of the membership committee. We have also included two stories from undergraduate students, **Lindsey Allen and Samantha Benzel** on their experiences working at a Camp Abilities in Switzerland. Please congratulate our award recipients and be sure to share your thoughts on future APE collaborative speakers.

Wishing you all a successful start to the new school year.

Deborah Shapiro
NCPEID President

Haibach-Beach

•**Secretary:** Alex Stribing

•**Treasurer:** Adam Pennell

•**Members-At-Large:** Andrew Pitchford and Amanda Young

•**Research Chair:** Beth Foster

•**Student Representative:** Ross Jordan

•**Apens Executive Director:** Suzanna Dillon

•**Apens Committee Member:** Sally Miedema

•**Social Media Coordinator:** Kayla Abrahamson

New Officers to the Executive Council and the Board of Directors

NCPEID leadership is excited to announce the results of the 2022 election. Those elected will begin their duties at the New Board Meeting in July at the Annual Conference.

People Make Programs: Hiring and Mentoring APE Professionals to Preserve the Profession!

Barry Lavay, Professor Emeritus, CSU, Long Beach



I was honored to be invited to give the Claudine Sherrill Wisdom lecture at the 2022 NCPEID Annual conference. Dr. Sherrill had a major impact on the NCPEID, people she taught, and the profession through her instruction, scholarship, and advocacy. Dr. Sherrill is an excellent example of people make programs. Students came to Texas Woman's University not because of the location, but rather to study with Dr. Sherrill and the other outstanding faculty at the university. Therefore, replacing retired APE positions and developing strong mentoring practices are two topics, while often overlooked, have strong ramifications to preserving the APE profession! Over the years, adapted physical education (APE) positions based on retirements have not been replaced and can be lost forever. Even if a search is conducted for a replacement, it is after that APE professional's retirement and unfortunately,

that veteran person's expertise and input is not included. In addition, while the newly hired person may receive general mentoring experiences, they may not receive strong specific APE advice. The information that follows is a synthesis of the key points given at the Sherrill lecture and provide new to veteran APE faculty, Ph.D. candidates, and teachers with effective considerations and strategies for hiring and mentoring APE professionals. More detailed information was discussed in a two-part series on the What's New in APE podcast from March 2022:

<http://mrmcnamaras.blogspot.com/2022/03/mentoring-new-ape-faculty.html>

[READ MORE](#)

NCPEID 2022 Award Recipients

Numerous members of NCPEID have and continue making significant contributions to the profession of adapted physical education and adapted physical activity. Individuals in our membership each year are recognized by his/her peers for their service, scholarship, and/or advocacy in the field. The National Consortium is pleased to congratulate this year's recipients on being selected and would like you thank them for all of their service to the adapted physical education and activity community.

G. Lawrence Rarick Research Award

Luis Columna, Ph.D. is an Associate Professor in the Department of Kinesiology at University of Wisconsin - Madison. Dr. Columna's research interests include the identification and assessment of activity levels and physical activity interventions in children with autism spectrum disorder and children with visual impairments through his program Fit-Families, a research-based physical activity program for families with children with autism that promotes physical activity and evaluates the correlating effects of an active lifestyle. He has over 48 scholarly publications and 79 presentations in adapted physical education and has amassed hundreds of thousands of dollars in funded research to continue his line of inquiry. Dr. Columna serves as a member of the Editorial Board for QUEST, Disability Health and Rehabilitation Journal, and PALAESTRA. Additionally, he acts as a mentor to 7 Master's level students, is a chair for 2 Doctoral level students, and is a committee member for 6 additional Doctoral level students.

David P. Beaver Young Scholar Award

Wesley Wilson, Ph.D. is an Assistant Professor in the Department of Special Education at the University of Utah. Dr. Wilson completed his doctorate in 2018 at University of Virginia and in the short time since the completion of his degree he has steadily built his scholarship with 36 peer-reviewed publications, 35 presentations, 11 invited book chapters and has been the recipient of several small grants to support research and programing. Additionally, Dr. Wilson is the director of the U-FIT Program, a family centered program designed for children and youth with special needs, with the goal of increasing self-esteem, improving motor skills and levels of physical fitness. Dr. Wilson has focused on teacher preparation, socialization of new adapted physical education specialists, using the occupational socialization theory to positively affect both general and adapted physical education professionals.

Hollis Fait Scholarly Award

John T. Foley, Ph.D. is a Distinguished Professor in the Department of Physical Education at The State University of New York at Cortland. Dr. Foley is well-recognized for his work and significant contributions to the field of adapted physical education, with a focus on strategies to increase physical activity, and decrease obesity rates in individuals with disabilities. His scholarly work includes over 75 publications, 5 book chapters, 3 manuals and multimedia publications, and over 120 peer-reviewed presentations. Additionally, he serves on the editorial board for American Journal of Health Promotion and Adapted Physical Activity Quarterly (APAQ), is a member of the New York State Health Department Disability and Health Advisory Committee, and serves as a workgroup member on the National Institute of Child Health and Human Development on Obesity in Children with Developmental and/or physical Disabilities. His recent work focuses on exploring ways to use the Special Olympic Healthy Athletes data collection to improve health outcomes, this combined with his previous research and writing have earned him the New York State University Chancellor's Award for Excellence in Scholarship and Creative Activities.

Congressional Award

Rich Burke, M.Ed. is the Statewide Developmental Adapted Physical Education Specialist at the Minnesota Low Incidence Projects. Mr. Burke has been a long-time advocate for individuals with disabilities, providing leadership, professional development, and guidance to parents, families, institutions of higher education, stakeholders, and legislators. He has been an Adapted Physical Education Teacher for over 30 years and was instrumental in the development of the Charting the C's Family Conference. Mr. Burke has previously acted as the Minnesota SHAPE President and served on the committee to revise the Minnesota Developmental Adapted Physical Education (DAPE) Licensure Competencies, and has been awarded the SHAPE America Adapted Physical Education Teacher of the Year Award. His service to his community, state, and nation at large have earned him the designation of this award.

MEMBERSHIP COMMITTEE UPDATES

Amanda Young & Melissa Bittner
California State University, Long Beach

NCPEID's APE Collaborative

Academic Year 2022-23

The NCPEID Membership Subcommittee has intention to continue its focus of connecting with members to discuss current topics and trends related to adapted physical activity and education. The APE Collaborative will return in academic years 2022-23 to host experts in the field who are invited to speak on a specific topic while viewers are able to join and interact with one another. Speakers typically present for 15 minutes with a short question and answer session to follow. We aim to invite one researcher and one practitioner each session. Viewers can join live (NCPEID members are sent a reoccurring Zoom link), Facebook Live, or review the recording on the What's New in APE Podcast.

Here is a link to suggest topics for 2022-23:
<https://tinyurl.com/NCPEIDapeCollaborative>

NPCEID Annual Report

The 2021-2022 Annual Report is now available. To review, please go to <https://www.ncpeid.org/governance>

Future Collaborations with National APE Teachers of the Year

Linda Hilgenbrinck, Denton Independent School District, Ann-Catherine Sullivan, Norfolk State University, and Cindy Piletic, Western Illinois University

There is a need for information dissemination from NCPEID to the PK-12 professionals in the schools, as well as a means to capitalize upon the practitioner expertise. The National Adapted Physical Education (APE) Teachers of the Year (TOY) have demonstrated a wealth of knowledge, and experience that higher educational professionals cannot readily duplicate. Creating a new committee composed of National APE TOY's will further NCPEID's ability to fulfill its mission which focuses on supporting future APE's and Higher Education Professionals (Hilgenbrinck, Sullivan, and Piletic, 2022). The impetus for the new committee was to help the National APE TOY's develop a sense of community among other APE professionals while also providing a practitioner touchstone for NCPEID and to recognize the APE TOY's value to the profession. This recognition could serve as a means to celebrate the APE professionals' best practices and strategies implemented in schools. The proposed committee could provide a voice for APE National TOY's and create the professional community they desire.

Hilgenbrinck, Sullivan, and Piletic (2022) suggested that as a NCPEID committee, the National APE TOY's would regularly disseminate information to Certified Adapted Physical Educators (CAPE's) and state TOY's as well as serve as a bridge between NCPEID higher education members and the PK-12 practitioners. This effort may help to increase NCPEID membership by purposefully engaging and representing the APE practitioners. Minimally, the committee could manage a quarterly communication listserv, post an APE TOY column in the Advocate newsletter, utilize NCPEID's social media platforms to share consortium efforts, and collaborate with members on publications and grants. The committee could regularly host a social for the APE TOY's and CAPE's at the NCPEID annual conference as well as mentor the APE professionals. Additionally, the committee members could be invited to present annually at the conference. Furthermore, NCPEID could provide all surviving National APE TOY's a one year NCPEID membership (similar to CAPE's) and a discounted annual membership to those who serve on the NCPEID APE TOY committee. Hopefully, the membership supports these suggestions to evoke recognition and ongoing celebration of the National APE TOY's while also serving the higher education professionals.

As part of the research, Hilgenbrinck, Sullivan, and Piletic are seeking confirmation or information about the National APE TOY awardees. How can

you help? SHAPE American has not maintained the TOY awardee data. Specifically, who was the first national APE TOY and which year did this award start? Additionally, were there APE TOY's for the following years: 1997; 1998; 1999; 2001; 2002? Please contact the authors if you have information or documents pertaining to the national APE TOY process.

Note: This article was written per request of the NCPEID Board to share recommendations from the Hilgenbrinck, Sullivan, and Piletic (2022) National APE TOY's Bridging the gap between theory and practice presentation at the 2022 NCPEID Annual Conference.

Our final piece for the newsletter are reflections from two State University of New York- Brockport students who traveled and worked at Camp Abilities Switzerland this summer. Their experiences are a reminder to all of us to seize opportunities to teach and learn from individuals with disabilities. As an advocacy organization that supports individuals with disabilities and their experiences in physical education, recreation and sport, we appreciate the perspectives of all of our members.

Switzerland Camp Abilities!

Lindsey Allen-The College at Brockport

Camp Abilities Suisse was an amazing experience and I would encourage anyone interested to do it! This camp teaches children with visual impairments how to play sports, how to make simple adaptations to be included, and how to self advocate. The campers participated in so many different activities, some they have never done before. It is a five day overnight camp right at a sports complex, so we could participate in these activities from sunrise to sunset, not wasting a minute!

Every coach was assigned an athlete and a team based on their athlete's age, and that would determine what sports and activities you would do each day. I was assigned to an athlete, but she was more independent than most athletes, so I watched her thrive all week and helped out anywhere else I could. Everyone at the camp spoke fluent French, so there was a bit of a language barrier there, as us Brockport students did not know very much French... However, all of the staff and quite a few athletes spoke English very well, which made everything flow smoothly and helped us out a ton. I noticed by the end of the week that I had made connections with many athletes, not having a single conversation with them because of the language barrier, but we communicated and bonded in other ways. This was a big highlight and realization for me, because even though we did not speak the same language, we were still able to build relationships with the children, which is what camp is all about!

I had attended the Brockport Camp Abilities a couple weeks before Camp Abilities Suisse, and it was interesting to see the differences between the two. We played some different sports, we had a lake day, and we introduced s'mores to the Swiss coaches and athletes! We played céci-foot (which we call blind soccer in the US), volleyball, badminton, basketball, we danced, went rock climbing, swimming, did karate, judo, and played goalball to finish the week. The athletes did a fantastic job with every sport, and they enjoyed most of

them too. On our lake day, we also used a pedal boat, did some more swimming, and got to go out on an eight person paddle board! The kids had so much fun, and so did we. We also had activities that the athletes could choose from each night, and a couple of nights we had other events going on as well. Tuesday night a man came and played music and sang for us while we roasted marshmallows on a fire. Wednesday night we had Camp Abilities Got Talent, where athletes were encouraged to get up in front of everyone and show us their talents. All the athletes that participated had fantastic acts, and we had some “celebrity” judges as well. Thursday night we had what they call “Boom” in Switzerland, which is a dance party. Everyone went all out, wearing bright colors, decorating the room, and getting snacks and drinks so everyone could have a good time. They played music and everyone danced. They played a few songs in English for us, but the athletes weren't fans of our music... We did so many different sports and activities throughout the week, the athletes learned a lot, but I think we might have learned more! Overall, it was an absolutely incredible experience, et j'espère te voir l'année prochaine Camp Abilities Suisse 2023!

Samantha Benzel-The College at Brockport

The week that I spent in Switzerland for the 2022 Camp Abilities was such an amazing experience. At the beginning of the week, we had such great expectations, and they were met by the end of week for sure. The first day all the coaches and guides got to meet the student or students that they would be helping teach throughout the week. I was paired up with Blinera, she was 18 and fully blind and thank goodness for me could speak a lot of English. Throughout the week, there was a lot planned to start at 7:30 and ending at 9:00. Blinera learned a lot and taught me so much. I was able to learn how much she loves swimming and even though she may have been trying some things she pushed herself. I was able to see her rock wall climb, run with a guide wire, and fall in love with karate! I have never seen such a connection built between the students and their guides, even for us who were from Brockport and had a language barrier. The night of the boom, I would say was a highlight for everyone. There was dancing and singing, and everyone came out of their shell a bit. Blinera amazed me in so many ways, I was able to learn her strengths and weaknesses and it was also great to learn more about an individual with a visual impairment.

During the camp I was able to meet other students majoring in Special Education. This was great, as a Physical education major we were all able to learn a lot from each other and bounce ideas around to give the kids the best experience. One of the coaches from Switzerland was able to use the camp for a thesis project for his masters. This was amazing to see him evaluate every student and use this research on how each student caught, threw, ran, kicked and more. This research is going to be interesting to see the differences when it comes to age and the different levels of visual impairment there is lot you can compare.

When the week was coming to an end it got to be sad, but we were able to reflect on all the accomplishments that Blinera was able to have during the camp. She succeeded at the rock wall, swimming like a fish, being able to use judo ad karate, bouncing a basketball, shooting a basketball, passing, and setting the volleyball and s much more! I was so proud of her and sad to see her go. I will say that I will be returning to Switzerland next year after this

great experience, to get another Camp Abilities under my belt! I want to thank Valerie, Dr. Lieberman, Michelle, and all the Switzerland coaches for helping make this such a wonderful time and learning experience.



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