



The Advocate

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NCPEID's COVID CONVERSATIONS

Over the past month, NCPEID has engaged in a series of conversations regarding the impact of the COVID-19 national emergency on our field. The conversations were intended to cover a range of topics that included directed practices from higher education faculty reaching out to students and their families, student teaching and practicum experiences during COVID-19, and instructional mediums in higher education working with preservice teachers. These conversations come in response to inquiries to NCPEID on advocacy, teaching strategies, school programming, higher education guidelines and recommendations and student need from its membership.

The events have been HUGELY successful. What we have learned by the large numbers of enrolled participants is how important it is for our adapted physical education and our general physical education communities to communicate with each other and to have access to resources. NCPEID is fully committed to supporting our stakeholders including faculty in higher education, in-service teachers, preservice teachers, family and community members. Our ultimate goal is to develop and disseminate high-quality, useful documents and resources that will assist our membership during this time of change. Four community COVID conversations were conducted during the month of June. The first was held on Wednesday, June 3rd and was designed to solicit questions from the audience in areas that most concerned participants' respective disciplines. Panel members included Melissa Bittner, PhD, California State University, Long Beach, Michelle Grenier, PhD, University of New Hampshire and Andrea Taliaferro, PhD, West Virginia University. Questions generated from this lively conversation were categorized according to topic and answered during each of the respective follow-up sessions. The second conversation held on June 10 addressed the practicum component within the adapted physical education/adapted physical activity programs at panelists' institutions of higher education. Panelist included Melissa Bittner, PhD, California State University, Long Beach; Luis Columa, PhD, University of Wisconsin – Madison; and Cindy Piletic, Western Illinois University

Our third conversation, held June 17, focused on APE/GPE school-based field placement considerations), including a discussion on APENS and practicum hour requirements. Panel members included Michelle Grenier, PhD, from the University of New Hampshire, Catherine McNamara, M.S., Main St. School, Exeter, NH., Victoria Nelson, University of New Hampshire, Suzanna Dillon, PhD, from Texas Woman's University, Linda Hilgenbrinck, Denton School District, and Tim Davis, SUNY Cortland.

The final conversation, held on June 24th, addressed teaching and learning opportunities in higher education and how instructors at institutions of higher education adapt their courses in both content and delivery to provide their students with a high quality experience. Panel members included Sean Bulger, EdD, West Virginia University, Kristi Roth, PhD, University of Wisconsin-Stevens Point, and Joanne Leight, ED, Slippery Rock University. Each of the conversations included a Q&A section.

We will be following up these conversations with a series of webinars designed to enhance the continuity of learning during COVID-19 for individuals with disabilities. The forthcoming webinars will include a representative from the Office of Special Education and Rehabilitative Services (OSEP) focusing on the provision of direct services through remote and distance methods, to address the critical,



ongoing needs of children with disabilities during the COVID-19 era. Another webinar will highlight practitioner – based strategies to meet the needs of students with disabilities.

In addition to our advocacy efforts, one of our priorities at NCPEID during COVID-19 is to be a resource for programming, legislative action and general knowledge on working with individuals with disabilities. Once compiled, we will make these resources available on our site.

Finally, a special thanks to the team of individuals who worked tirelessly to put these conversations together. We could not have done this without the assistance of Andrea Taliaferro, Chloe Simpson, Erin Siebert, Melissa Bittner, Dallas Jackson and Michelle Grenier.

