

ncperid

Newsletter

We are excited to re-start the NCPERID Newsletter, this time in an electronic version. Our goal is to make this a quarterly newsletter with information of interest to our members. Newsletters will be posted on the NCPERID webpage (www.ncperid.org), and members will receive an email letting them know when it is posted.

Name Change

In our recent annual meeting a name change to our organization was proposed. The rationale for the name change was the fact that no therapeutic recreation professionals have participated in NCPERID in several years. A straw poll was taken at our meeting, and the consensus for a new name was National Consortium for Physical Education and Disabilities (NCPED). Members who have paid their annual dues will be able to vote on the name change between August 21 and September 21.

New Officers

New officers for NCPERID were elected in the spring of 2012. Below are current officers:

President – Terry Rizzo, CSU– San Bernardino
 Past president – Martin Block, Virginia
 Vice president – Suzanna Dillon, Wayne State
 Secretary – Brad Weiner, PG County (MD) Schools
 Treasurer - Bill Vogler, Southern Illinois
 Member at Large, Iva Obrusnikova, Delaware
 Member at Large, Deb Shapiro, Georgia State
 Member at Large, Andrea Taliaferro, West Virginia
 Member at Large, Kristi S. Menear, Alabama, Birmingham
 Student Rep – Sharon Colantonio, TWU
 Student Rep – Joann Judge, Virginia

2013 NCPERID Conference

The International Symposium on Adapted Physical Activity (ISAPA) will be in Istanbul, Turkey July 19-23, 2013. This time conflicts with our annual conference. The NCPERID Executive Board proposed a scaled-down conference on April 22, 2013 in Charlotte, NC, and day before AAHPERD, We are polling members about this proposal, and a final decision will be made this fall.

NCPERID 2012 Awards

Congratulations to the following NCPERID award winners:

*Hollis Fait Scholarly Contribution Award
Simon Driver, Oregon State University*

*G. Lawrence Rarick Research Award
Joonkoo Yun, Oregon State University*

*William A. Hillman Service Award
Cindy Piletic, Western Illinois University*

???? Did you know????

Dale Ulrich, University of Michigan, author of the Test of Gross Motor Development (TGMD), is beginning the process of validating TGMD-III. Dale may be contacting members to help with validation.

Conference Highlights

- Two presenters including Marlene Simon Burroughs from OSEP said ESEA reauthorization will not occur until 2013, and IDEA reauthorization will not occur until 2014.
- There were several presentations on the use of iPads with children with autism, and Luke Kelly presented on a new iPad app to be used for systematic observation of student teachers.
- Terry Lakowski from the Inclusion Fitness Coalition (IFC) updated members on that organization and some current court cases related to children with disabilities.
- There were two presentations on training programs for teachers/coaches including Blaze Sports new Certified Disability Sport Specialist (CDSS) which includes four levels of certification (see www.blazesports.org for more information).
- This was the second year of the Emerging Scholar Symposium, and we had several excellent oral presentations and posters from masters and doctoral students and professors in their first years of teaching.
- We watched a video about Tom Moran, NCPERID member and professor at James Madison University (VA) and his path to becoming a physical education teacher, coach, and eventually a college professor.



All presentations will be transferred to PDF and posted to our NCPERID web page in a few weeks.

Michigan Student with Down syndrome Fights to Play High School Sports

http://www.huffingtonpost.com/2012/05/03/eric-dompierre-michigan-student-disability-sports-n_1473624.html?ref=tw

LANSING, Mich. -- A 19-year-old with Down syndrome took his case for high school sports eligibility to state lawmakers Wednesday, arguing that Michigan should join a growing number of states that consider age-limit exemptions for student athletes whose playing careers are delayed because of disabilities.

Under the current regulations, Eric Dompierre can't play high school football or basketball as a senior next school year because he had turned 19 prior to Sept. 1. However, he is asking the Michigan High School Athletic Association for a waiver because his disability caused him to twice be held back early in his school career.

When a senator asked whether he'd rather be there testifying or out on the playing field, Dompierre's response was immediate: "Be playing."

Dompierre, who attends Ishpeming High School in Michigan's Upper Peninsula, testified in front of the Senate Education Committee Wednesday alongside his father, Dean.

Dean Dompierre said 23 other states allow waivers for students with disabilities. Eight states specifically provide for an age-eligibility waiver for students with disabilities, while 15 additional states allow for waivers from any rule if undue hardship to the student would occur. Athletic association officials confirmed the statistics.

See the **Huffington Post** on line for the complete story and videos.

Membership Dues

The executive board agreed to raise NCPERID membership dues to \$50 per year (up from \$40) starting September 1, 2012. However, new membership dues will include a subscription to Palaestra.

In an effort to increase membership, we are offering to two year membership for \$70 which includes two years of Palaestra. We will be sending flyers about the special two year membership to former NCPERID members who have let their membership lapse.

New APENS Requirements (January 2012)

*A minimum of *twelve semester hours (credits) specifically addressing the educational needs of individuals with disabilities. It is required that nine semester hours (credits) be specific to the area of adapted physical education or meet the following criteria: °Satisfactory completion of a minimum of 9 credits in APE coursework and 3 credits of coursework from a related field (e.g. special education, speech, OT, PT, recreation, psychology) as documented with official college/university transcripts.*

Satisfactory completion of a minimum of 6 credits in APE coursework and 3 credits in coursework from a related field as documented with official college/university transcripts; and up to 3 credits awarded for professional experience teaching APE as documented in writing from a local education agency.

Note: Up to 3 credits can be awarded with documented year experience teaching APE. The following formula would apply and must be documented in writing from a local education agency. For every two years of full-time teaching in APE, 1 credit of requirement can be earned/awarded. The total amount of professional experience teaching APE that can be applied to the 12 credit eligibility is 3 credits (i.e., acknowledgment of up to 6 years of teaching experience in APE).

For more information, go to www.apens.org

IDEA and Physical Education

One of our biggest advocacy activities for 2013 into 2014 is to get the original wording regarding the physical education requirement back into the next reauthorization of IDEA. Below is the discussion that appeared in the Federal Register regarding physical education - <http://idea.ed.gov/download/finalregulations.pdf> (page 46583).

Comment: A few commenters stated that, in some States, physical education is not required for every nondisabled child every year and this creates situations in which children with disabilities are in segregated physical education classes. The commenters recommended that the regulations clarify the requirements for public agencies to make physical education available to children with disabilities when physical education is not available to children without disabilities.

Discussion: Section 300.108 describes two considerations that a public agency must take into account to meet the physical education requirements in this section. First, physical education must be made available equally to children with disabilities and children without disabilities. If physical education is not available to all children (i.e., children with and without disabilities), the public agency is not required to make physical education available for children with disabilities (e.g., a district may provide physical education to all children through grade 10, but not to any children in their junior and senior years). Second, if physical education is specially designed to meet the unique needs of a child with a disability and is set out in that child's IEP, those services must be provided whether or not they are provided to other children in the agency. This is the Department's longstanding interpretation of the requirements in § 300.108 and is based on legislative history that the intent of Congress was to

ensure equal rights for children with disabilities. The regulation as promulgated in 1977 was based on an understanding that physical education was available to all children without disabilities and, therefore, must be made available to all children with disabilities. As stated in H. Rpt. No. 94-332, p. 9, (1975): Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all non-handicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our school systems, they are often viewed as a luxury for handicapped children. We agree that § 300.108(a) could be interpreted to mean that physical education must be made available to all children with disabilities, regardless of whether physical education is provided to children without disabilities. We will, therefore, revise paragraph (a) to clarify that the public agency has no obligation to provide physical education for children with disabilities if it does not provide physical education to nondisabled children attending their schools.

NCPERID

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The Mission of the National Consortium for Physical Education and Recreation for Individuals with Disabilities is to promote research, professional preparation, service delivery, and advocacy of Physical Education and Recreation for individuals with disabilities.