

# Advocate

NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND  
RECREATION FOR INDIVIDUALS WITH DISABILITIES

Spring 1995

NCPERID

Volume 23, Issue 3

## Critical Issues: Individuals with Disabilities Education Act (IDEA)

By David Auxter, Research Institute for Independent Living

The Individuals with Disabilities Education Act (IDEA) is up for reauthorization in 1995. The original legislation was enacted in 1975 to end the segregation of children with disabilities from, among other things, public school physical education and recreation. The IDEA contains nine sections (i.e. A-I).

Part B is permanently authorized, but is subject to amendments as other parts of the law are reviewed. Parts C through I are discretionary programs that are subject to reauthorization and would expire without Congressional action to continue them. Parts C through I are subject to reauthorization this year. The parts that are most important to members of NCPERID are Parts A/B which mandates states to provide physical education and recreation for children and youth with disabilities. Part B also provides funds which can be used to provide physical education and recreation services.

Parts D and E of IDEA are also important. The personnel preparation section (Part D) has provisions where federal funds are granted to 1) train adapted physical education teachers and therapeutic recreation personnel for careers in the field, 2) train leadership for the profession through doctoral programs, and 3) upgrade the quality of the profession through Special Projects of national significance such as the Adapted Physical Education Standards Project.

Part E provides for research and demonstration projects in physical education and recreation for persons with disabilities results of which may be used to improve the quality of services through our professions.

### Significance of this Reauthorization

Discretionary programs such as parts C through I of IDEA may be targets of restructuring IDEA by the 104th Congress. Some events that raise concerns follow.

- ◆ Recissions in the appropriation process
- ◆ Restructuring of social programs through block grants
- ◆ A new committee structure in the House of Representatives
- ◆ Initiatives to merge the Departments of Education and Labor

All of these initiatives indicate that the reauthorization will be different than previous times. In the event there is a loss of present status of physical education and recreation, it may be a long time before such services again have legislative status. Legislative procedure mechanisms are in place that will make it extremely difficult to reverse this legislative trend.

### Message to Congress

The fundamental question in the debate for restructuring IDEA is "what is the role of the federal government?" The most persuasive argument is that through Part B of IDEA, access to programs and equal opportunity for participation are provided for all children in America. A federal role is needed in Part D and E programs to improve the quality of education at the national level for children and youth with disabilities.

#### Access and Equity

The original legislation established federal standards and programs for physical education and recreation services for person with disabilities, because in many states children with disabilities were either denied access to public physical education or were provided inappropriate physical education. Part B of IDEA assures access and opportunities for children with disabilities to acquire physical education programs that meet each child's unique needs.

#### Quality

While Part B is designed to assure access, appropriateness, and equity in physical education and recreation for children with disabilities, Part D and E are provisions for quality. These Parts of IDEA, provide opportunities for developing a supply of qualified personnel and through research and demonstration to improve the quality of trained personnel.

#### Congressional Targets

The committee structure in the House of Representatives has changed along with its membership. Only one congressman out of 18 has had prior experience in reauthorization of IDEA. In addition, only two of seven members of the Senate Disability Policy subcommittee have had prior experience with IDEA as subcommittee members. Members of Congress who will restructure IDEA need to be educated on the value and need for a federal role in physical education and recreation for children and youth with disabilities. Three groups in congress are described that may benefit from education on the value and need for physical education and recreation services for children and youth with disabilities:

- ◆ *Members of the House Subcommittee on Early Childhood Youth and Families*
- ◆ *Members of the Senate Subcommittee on Disability Policy*
- ◆ *Members of the House and Senate Leadership*

◆ *House Subcommittee on Early Childhood Youth and Families (ECYF)*. The House ECYF subcommittee will initiate the restructuring of IDEA. The committee is comprised of 18 members who represent congressional districts. Thus, efforts to meet with these persons in the House of Representatives and mobilize letter writing campaigns from residents in their districts is critical. Members of congress respond to expressed concerns of district constituents. See attached lists and address of House members and their respective districts.

♦*Senate Subcommittee on Disability Policy.* The Senate subcommittee on Disability Policy is composed of seven senators from Tennessee, Ohio, Washington, Vermont, Illinois, Massachusetts, and Iowa. Efforts to design meetings of key persons associated with physical education and recreation for children with disabilities in these states with the Senators along with constituent letter writing support is critical. See attached list of Senators with their respective addresses and persons who will attempt to schedule visits.

♦*House and Senate Leadership.* The House and Senate Leadership is composed of the majority leaders, chairs of the full committees and subcommittees that are responsible for drafting the initial legislation that will subsequently be approved by full committees and the entire bodies of the House and Senate. All members and associated constituents of NCPERID should write letters to the House and Senate Leadership. See attached list for addresses of the House and Senate leadership.

### **Time Frames for Contacts**

The House is scheduled to get a bill out by late Spring. The Senate will hold informational hearings in May. Senate floor action is scheduled by Thanksgiving. A simple one year extension of IDEA Parts C through H will be proposed so they do not expire on October 1, 1995. Thus, contacts and letters to Senators should be done by early May.

### **Education of Relevant Committees and Leadership**

The authorizing subcommittees of the U.S. House of Representatives and Senate as well as the House and Senate Leadership need to be educated as to the value, nature and need for federal funding of physical education and recreation programs Part B, D and E of IDEA. A list of specific programs with associated constituencies for letter writing campaign appear below.

#### **Part B**

Adapted physical education teachers and personnel in the public schools are, in part funded by Part B. Without these funds their jobs are in jeopardy. In addition, community based physical activity programs such as Special Olympics often receives in-kind school services that may also come from Part B monies. Therefore, APE teachers in the public schools need to be mobilized to write letters to express concern for legislative activity that may diminish the presence of APE in public school settings. Many public school APE teachers are products of federally funded career Part D grants. Part D project directors should mobilize these second generation APE teachers from their program for activity.

#### **Part D (Career Pre-Service Grants)**

There are several colleges and universities that have received federal funds to train pre-service APE teachers and Therapeutic Recreation personnel. These persons are trained to alleviate shortages and improve the quality of personnel with state of the art techniques and procedures. All persons who have or have had Career Training grants should write the leadership and Senate and House members who are associated with districts where training is housed or states and districts where trained personnel accept employment.

#### **Part D (Leadership Training)**

There are several leadership training projects (doctoral programs) funded by the federal government in physical education and recreation. Persons who have conducted these programs should articulate the national value of these programs to their Senators and Representatives. All persons associated with such programs should write or seek meetings with their congressional senate or house members and write the leadership.

Second Generation Leadership Training: There are many persons who have graduated from doctoral leadership training programs who are contributing to adapted physical education and therapeutic recreation. These persons should be mobilized by the leadership training personnel for effective legislative activity in the restructuring of IDEA. These programs are of national scope.

#### **Part D (Special Projects)**

The Adapted Physical Education (APE) Standards project is of national scope and is designed to improve the quality of APE teachers. The names and addresses of all participants are known. This group needs to be mobilized to communicate the value of this project for improving the quality of APE that will have a beneficial impact on people with disabilities.

#### **Part E (Research)**

There have been several research projects in physical education and recreation to improve programs for people with disabilities over the years. These persons need to write letters to appropriate House and Senate members that testify to the value of these projects and the need for continuation of funding.

### **The Roles of Organizations Associated with NCPERID**

The NCPERID, in the past, has been a leadership organization of professionals who serve children and youth with disabilities in physical education and recreation through federal Part D and E programs. Incorporated within NCPERID are members who jointly serve in the Adapted Physical Activity Council (APAC), the American Therapeutic Recreation Association (ATRA), and the National Therapeutic Recreation Society (NTRS). Members of NCPERID often serve as presidents of these organizations as is the case for this present year. Although there is overlap in the membership of ATRA, APAC and NTRS with the NCPERID, the messages from the organizations to congress are different.

NCPERID makes a case for federal funding of both physical education and recreation through Parts B, D and E. APAC makes a case of Part B physical education, while ATRA and NTRS argue mainly for their services in Parts B, D, and E. It is essential that all four organizations be active in representing their interests in the restructuring of IDEA.

*(Congressional Lists on Next Page)*

## **WANTED**

Do you have an effective teaching practice in physical education for the inclusion of students with disabilities in the K-12 classes you teach? Have you developed or secured equipment needed by disabled student to help meet their instructional needs? Are the facilities at your school specially designed for accessibility for all students? Is there an effective procedure in your school for working with parents, community agencies and other direct or indirect service providers for disabled students?

If you answered **YES** to any of the above questions, Dr. Bowers and Dr. Klesius want to know about your "best practice," "best care," or "best teamwork" for possible videotaping to be included in the adapted physical activity for all video modules. We want your help and to showcase your program!

Please contact Dr. Lou Bowers or Dr. Steve Klesius at the USF School of Physical Education, Wellness and Sport Studies at (813) 974-3443.

# CONGRESSIONAL LISTS

## LEADERSHIP

Newt Gingrich  
Speaker of the House  
428 Rayburn Office Building  
Washington, DC 20515  
\*NCPERID Contact: Gail Webster

William Goodling, Chair  
Economic Education Opportunity Comm.  
263 Rayburn Office Building  
Washington, DC 20515  
\*NCPERID Contact: Bob Arnhold

Randall "Duke" Cunningham, Chair  
Early Childhood Youth & Families  
Subcommittee  
227 Cannon Office Building  
Washington, DC 20515

## SENATE

Robert Dole, Senate Majority Leader  
141 Hart Office Building  
Washington, DC 20510  
\*NCPERID Contact: None

Nancy Kassebaum, Chair  
Labor & Human Resources Committee  
302 Russell Office Building  
Washington, DC 20510  
\*NCPERID Contact: None

William Frist, Chair  
Disability Policy Subcommittee  
363 Russell Office Building  
Washington, DC 20510  
\*NCPERID Contact: Julian Stein

## SENATE DISABILITY POLICY COMMITTEE

Mike DeWine (Ohio)  
140 Russell Office Building  
Washington, DC 20510  
\*NCPERID Contact: Paul Jansma

Slade Gorton (Washington)  
730 Hart Office Building  
Washington, DC 20510  
NCPERID Contact: Karen DePauw

James Jeffords (Vermont)  
515 Hart Office Building  
Washington, DC 20510  
\*NCPERID Contact: None

Ted Kennedy (Massachusetts)  
315 Russell Office Building  
Washington, DC 20510  
\*NCPERID Contact: Joe Huber

## HOUSE OF REPRESENTATIVES

Michael Castle (Delaware)  
207 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: Monica Lepore

Sam Johnson (Dallas, TX)  
30 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: Claudine Sherril

David McIntosh (Muncie, IN)  
208 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: Ron Davis

James Greenwood  
(Bucks County, PA)  
430 Cannon Office Building  
Washington, DC 20515  
\*NCPERID Contact: None

Steve Gunderson (LaCrosse, WI)  
185 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: Pat DiRocco

Frank Riggs (Napa, California)  
508 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: Chris Hopper

Dave Weldon (Cocoa Beach, FL)  
216 Cannon Office Building  
Washington, DC 20515  
\*NCPERID Contact: Lou Bowers

Xavier Becerra (Los Angeles, CA)  
119 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: Dwan Bridges

Eliot Engel (Bronx, NY)  
443 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: Dr. Merriman

Dale Kildee (Flint, MI)  
187 Rayburn Office Building  
Washington, DC 20515  
\*NCPERID Contact: Michael Piorcek

George Miller (Richmond, CA)  
205 Rayburn Office Building  
Washington, DC 20515  
\*NCPERID Contact: Nancy Megginson

Patsy Mink (Honolulu, Hawaii)  
135 Rayburn Office Building  
Washington, DC 20515  
\*NCPERID Contact: None

Donald Payne (Newark, NY)  
244 Rayburn Office Building  
Washington, DC 20515  
\*NCPERID Contact: Ron Vederman

Thomas Sawyer (Akron, Ohio)  
414 Longworth Office Building  
Washington, DC 20515  
\*NCPERID Contact: David Porretta

Robert Scott  
(Richmond/Newport News, VA)  
501 Cannon Office Building  
Washington, DC 20515  
\*NCPERID Contact: Marty Block

## Plan Now to Attend NCPERID's 1995 Annual Meeting



Reserve your hotel room NOW for the summer NCPERID annual conference, **July 15-17, 1995** at the beautiful Holiday Inn- Old Town, Alexandria, Virginia. Call the hotel directly at (800) 368-5047, for your reservations. Room rates are \$90.00 (single/double) plus tax. Please refer to the NCPERID rate when making your reservations. See you in Alexandria, Virginia!

# Perspectives on Ethnic Diversity: Recruitment, Retention, and Post-Matriculation in the Disciplines of Adapted Physical Education and Therapeutic Recreation

*Dr. Dwan M. Bridges*  
Assistant Professor  
Special Physical Education  
California State University, Los Angeles

*Ms. Jennifer Faison, MA*  
Adapted/General Physical Educator  
Duplin County School System  
Kenansville, North Carolina

*Dr. Kenneth Mosely*  
Chairman of the Department of Health  
and Physical Education  
South Carolina State College, Orangeburg

Recruitment, retention, and post-matriculation of ethnically diverse professionals in education has recently become an area of inquiry. To date, the literature has produced minimal useful data which impact specifically on professionals in adapted physical education (APE) and therapeutic recreation (TR). Demographers agree that the school population will dramatically change in complexion over the next ten years, therefore, it is important that we have the personnel to meet the needs and challenges of our students for the 21st century. The purpose of this presentation was to provide information on expanding the percentage of ethnically diverse practitioners within the APE/TR disciplines. This topic was significant for several reasons: (a) diversity of professionals within these disciplines do not represent the complexity of society or the individuals being served; (b) membership in professional organizations is usually lowest among diverse professionals; (c) the selected disciplines are usually not a career choice for diverse professionals; and (d) usually diverse professionals will not remain in the selected disciplines. The components of this presentation included: personal perspectives; strategies; pilot survey data; and a preliminary three-year plan on ethnic diversity within the disciplines of APE/TR. This abstract of the presentation will focus on the pertinent strategies for recruitment, retention, and post-matriculation.

Recruitment is the initial step to increase the number of diverse professionals in APE/TR. These strategies include: (a) target an audience of perspective students; (b) network with chairpersons of physical education departments and deans of school of education at historically black colleges and universities and other minority institutions to identify perspective students; (c) disseminate pamphlets, position papers, and mission statements to perspective students; (d) create a position for a minority recruitment coordinator; (e) establish an annual visitation program to highlight the disciplines to perspective students; (f) provide financial incentives (e.g., scholarships, grants, fellowships, assistantships) to perspective students; and (g) form a "minority recruitment-retention task force" comprised of students, professionals, and administrators in APE/TR.

When these strategies are implemented more ethnically diverse individuals will enroll in APE/TR programs. As a result, specific retention strategies need to be in place to secure individual in the programs. Retention of ethnically diverse individuals in the APE/TR programs is the next step to increasing the number of diverse professionals. These strategies are as follows: (a) continue the "minority recruitment-retention task force;" (b) establish a human support system (e.g. mentoring program, buddy system); (c) implement an ongoing evaluation program of the individuals' progress; (d) set-up an academic advisor-student conference on a regular basis; (e) establish a resource library to support the curriculum; and (f) provide extracurricular activities such as workshops and seminars.

It is important for retention strategies to be established and implemented to ensure individuals completing the APE/TR programs successfully. After an individual completes an APE/TR program, steps should be taken to follow-up on the graduates. Post-matriculation strategies are the final steps that are essential to maintain ethnically diverse professionals in the APE/TR professions. These strategies involve: (a) development of a job placement directory in APE/TR to assist students with future employment; (b) maintain an up-to-date contact with APE/TR graduates; and (c) create a professional networking system with APE/TR graduates. Post-matriculation strategies are vital points for retaining diverse professionals within the disciplines after completion of the programs.

*Editor's Note: This program was presented at the 1994 NCPERID Annual Meeting, Washington, DC.*

## EveryBODY Moving:

### Physical education and recreation for children with special needs

This workshop is designed for physical educators, adapted physical educators, recreation therapists, and/or classroom teachers. Games and activities will be shared and innovative strategies presented for teaching children, of all ages, in physical education and recreation settings. Sessions will be activity-based and participants will work (play) through adaptations and modifications that may be necessary for teaching children with specific disabilities. Discussions will center on creating environments to include all bodies in movement and focus on IEP involvement, inclusion strategies, curricular modifications, etc.

**Location:** This workshop may be held at Gallaudet University (physical education complex)  
**Date & Time:** Friday, July 14, 1995; 8:00 am - 4:00 pm  
**Cost:** Pre-Registration: \$15.00; On-Site Registration: \$20.00  
\*Lunch will be on your own. The university snack bar is located across from the physical education building and will be open.

#### To pre-register for the conference, contact:

Laurie Zittel, Northern Illinois University  
Anderson Hall, 232, DeKalb, IL 60115  
Phone: (815) 753-1425

*Workshop co-sponsored  
by NCPERID and  
Gallaudet University*

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**For NCPERID Membership  
Information  
Contact:**  
Bill Vogler, Membership Chair  
Dept. of HPERD  
Illinois State University  
Normal, IL 61761

# Calendar of Events

## May 22-26, 1995

**10th International Symposium on Adapted Physical Activity**  
Olso and Beitostolen, Norway  
Contact: Mr. Inge Morisbak  
Beitostolen, Helseportsenter  
2953 Beitostolen, Norway  
Telephone: (47) 22-18-56-00

## May 25-28, 1995

**"The Young Child: Moving to Learn - Implementing Developmentally Appropriate Practices in Movement Programs for Young Children"**  
Crystal City Hyatt Regency Hotel  
Washington, DC  
Contact: NASPE (703) 476-3413

## May 30-June 3, 1995

**1995 American Association on Mental Retardation Annual Conference**  
San Francisco, CA  
Call: (800) 424-3688

## June 1-3, 1995

**Intl Sports & Recreation for the Disabled Conference**  
Chicago, IL  
Contact: Jeff Jones, Director:  
(312) 908-4292

## June 9-15, 1995

**1995 Pan American Congress on Physical Education**  
Contact: APPEF, Estadio Nacional,  
Puerta 30, Lima, Peru

## June 26-30, 1995

**1995 AIESEP World Congress**  
(International Association of Schools or Higher Institutes of Physical and Sportive Education)  
Wingate Institute  
Netanya, Israel  
Contact: Eitan Eldar, Congress Director  
Phone: (972) 9-639237

## July 1-9, 1995

**Special Olympics World Games**  
New Haven, CT  
Contact: Elisabeth Dykens and  
Monique Garris  
195 Church Street, 16th Floor, New  
Haven, CT 06510-2009

## July 6-16, 1995

**ICHPER-SC**  
**38th World Congress**  
University of Florida, Gainesville, FL  
Contact: Dr. Paul Varnes  
Phone: (904) 392-4048  
Fax: (904) 392-3186

## July 15-17, 1995

**◆◆NCPERID Annual Conference◆◆**  
1995 National Consortium on Physical Education and Recreation for Individuals with Disabilities Annual Conference  
Contact: Gail Webster, NCPERID President  
Dept of Health and Physical Education  
Kennesaw State College  
PO Box 444  
Marietta, GA 30061  
Fax: (404) 423-6561

## July 16-20, 1995

**18th International Congress on Education of the Deaf**  
Tel-Aviv, Israel  
Contact: P.O. Box 50006, Tel-Aviv  
61500, Israel  
(972)-3 5140014 or Fax (972) 3 517674

## August 1-3, 1995

**Intl Congress in Sports Medicine & Social Science in Athletics**  
Goteborg, Sweden  
Contact: Congrex Goteborg  
Box 5078  
S-402 22 Goteborg, Sweden  
Phone: +46 (0) 31 60 84 50  
Fax: +46 (0) 31 20 36 20

## October 19-22, 1995

**Focus on Teacher Education: Visions and Ventures Across the Career Span**  
Location to be announced  
Sponsored by College and University Physical Education Council and the National Association for Sport and Physical Education (NASPE)  
For more information and a call for papers, contact NASPE (703) 476-3410

## November 2-4, 1995

**24th National Conference on Physical Activity for Exceptional Individuals**  
San Jose Hilton and Towers, San Jose, CA  
Contact: Dan Cariaga (805) 481-2517  
or Nancy Megginson (408) 924-3014

## January 3-7, 1996

**Movement and Our Future, National Association for Physical Education in Higher Education (NAPEHE) Annual Conference**  
Corpus Christi, TX  
Contact: Susan Kovar  
Phone: (316) 689-3340  
Fax: (316) 689-3302

## January, 1996

**Standards for Physical Education**  
Martin Luther King Birthday Weekend  
Sponsored by MASSPEC

## August 12-16, 1996

**1996 Paralympic Congress**  
Atlanta, GA  
Contact: Barbara Trader  
Phone: (404) 724-2816  
Fax: (404) 724-2662  
(Theme: Humanity - Equality - Destiny)

## August 6-27, 1996

**1996 Atlanta Paralympic Games**  
Contact: Atlanta Paralympic Organizing Committee  
1201 W. Peachtree Street, Suite 2500  
Atlanta, GA 30309  
For information on volunteer or sponsorship opportunities call: (404) 588-1996

## May 13-17, 1997

**1997 IFAPA Biennial Symposium**  
Contact: Dr. Claude Lepine, Coordinator  
11th ISAPA  
Physical Education Dept., P.E.P.S.  
Laval University  
Quebec City, PQ Canada

### **Don't Miss Out!!**

#### **◆NCPERID Annual Conference◆**

July 15-17, 1995, Holiday Inn - Old Town, Alexandria, Virginia  
For room reservations, call (800) 368-5047

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### *Submission Dates:*

Summer Issue    June 1, 1995  
Fall Issue        September 1, 1995  
Winter Issue     December 1, 1995

## Grant Workshop: NCPERID

As part of the NCPERID Annual Meeting, Jeff McCubbin and John Dunn, both of Oregon State University, have agreed to lead a workshop on submitting personnel preparation grants to the Office of Special Education. Topics to be covered include: Why Try; Establishing a Need; Developing Goals and Objectives; Plan of Operation; Evaluation Strategy; and some observations on what does and does not appear to work, including a list of tips for success. Proposals will be provided from the office of Special Education Programs to allow the participants to review successful projects and to develop ideas for future grant submission. This workshop will take in to account current funding priorities and anticipated changes in the area of personnel preparation. All members of the NCPERID are encouraged to participate and share expertise.

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