

Advocate

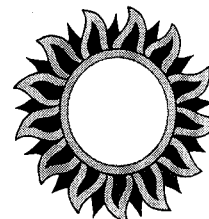
NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND
RECREATION FOR INDIVIDUALS WITH DISABILITIES

Spring 1996

NCPERID

Volume 24, Issue 3

A Position Statement on Including Students with Disabilities in Physical Education



Background

In 1975, Public Law 94-142, The Education for All Handicapped Act (EHA), was signed into law. Recently reauthorized in 1990 as Part B of PL 101-476, The Individuals with Disabilities Education Act (IDEA), this landmark piece of legislation provided free and appropriate education, including physical education to all children with disabilities birth through 21 years of age.

One of the most important and controversial aspects of the law was the concept of *least restrictive environment* (LRE) in which lawmakers advocated placing students with disabilities alongside peers without disabilities. As noted in Part B of IDEA:

To the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children without disabilities, and that special classes, separate schooling, or other removal of children with disabilities from regular educational environments occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved (20 U.S.C. 1412 (5)(B)).

Apparently, lawmakers advocated placing students with disabilities in regular schools and regular classrooms (including physical education) whenever appropriate. Lawmakers also anticipated that appropriate placement within regular classrooms might require the use of supplementary aids and services.

Lawmakers expected that a small percentage of students with disabilities would need temporary or continuous placement away from regular education classrooms:

- (a) Each public agency shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- (b) The continuum...must...
 - (1) Include the alternative placements listed in the definition of special education (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
 - (2) Make provisions for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement (20 U.S.C. 1412 (5)(B)).

These alternative placements were designed for a very small percentage of students with disabilities (e.g., medically fragile conditions, unique behavioral and/or learning needs) who could not succeed in regular education settings even with supplementary services. Furthermore, it was anticipated that even a smaller percentage of students with disabilities would be placed in these settings permanently. Unfortunately, alternative placements such as special classrooms and special schools became commonplace and permanent, and

many students with disabilities never had the opportunity to learn alongside and have meaningful relationships with their peers without disabilities.

Genesis of Inclusion

Some parents of students with disabilities could not understand why their children had to be bused to separate schools or placed in separate special education classrooms. While some were told that their children might eventually move into regular programs once they met some prerequisite requirements, the reality was that this rarely happened. Parents and advocates argued that students with disabilities should not have to earn their way into regular classrooms. They suggested that such placement was fundamentally guaranteed to all citizens of the United States.

At the same time, research suggested that special class placement was not particularly effective in educating students with disabilities. In addition, many argued that having two separate educational systems - general education and special education - was redundant, costly and inefficient. Thus, there was a call for fundamental changes in how students with disabilities were educated with particular emphasis on providing special education services within regular classrooms. Originally coined the *Regular Education Initiative* which focused on children with relatively mild disabilities, the movement grew to include children with more severe disabilities and became known as inclusion.

Inclusion is a philosophy which supports placing all students with disabilities in their home school (the school they would attend if they did not have a disability) in regular education classrooms. Special education and other services are brought to the student while in regular education rather than having the student go to these services in separate classes. In many respects, the inclusion movement has simply reemphasized provisions in part B of IDEA (To maximum extent appropriate, children with disabilities...are educated with children without disabilities,) that were not being properly implemented or that were simply being ignored.

Inclusion is a complex issue that has been interpreted differently by different people. In fact, there continues to be disagreement within the ranks of "inclusionists" with regards to how much time students with disabilities should spend in regular classrooms. Some (those who favor total inclusion) argue that students with disabilities should spend virtually all day in regular

Continued on next page...



Included in this issue...

NCPERID Membership Roster

classrooms. They do not see any reason why any student should be removed from regular education for any part of the day. Others (those who favor a more moderate view of inclusion or least restrictive environment) support the idea that, to receive an appropriate education, some students with disabilities might have to spend part of their day in alternative placements such as in the community or in a resource room. However, these more moderate inclusionists still advocate that students with disabilities start their school day in regular education classrooms with same-age peers and are viewed as members of the regular education class.

Position on Inclusion and Physical Education

Given this background information on the law and inclusion, the following represents the National Association of Sport and Physical Education (NASPE) and the American Association of Active Lifestyles and Fitness (AAALF) position on inclusion in physical education:

- ◆ No student should have to earn his/her way into physical education. In other words, inclusion in physical education means that all students, including students with disabilities, start in regular physical education. This includes students with disabilities who might: (a) need modified instruction while in regular physical education, (b) need to work on different goals while in regular physical education, and/or (c) derive different benefits from physical education. Ultimately, it is the school's responsibility to justify why a student with disabilities should be removed from regular physical education. It is possible in very unique cases that a child with disabilities starts in an alternative placement before ever being placed in regular physical education. However, it should be emphasized that such placement policy should be the exception, not the rule. Demonstrating that the child will fail in regular physical education even with support without first placing the child in regular physical education can be very difficult and has not been supported by recent court decisions.
- ◆ It is fully anticipated that many students with disabilities will need support to be successful in regular physical education. Support for these students will vary greatly from monthly meetings with an adapted physical educator to specialized equipment to a full-time teacher assistant. Exact supports should be determined for each student by the Individual Education Program/Individual Family Service Plan (IEP/IFSP) team including input from the regular physical educator. Removing a student with disabilities from regular physical education because of a documented lack of educational benefit or because the student is extremely disruptive to peers should be discussed only after attempts have been made to provide necessary supports to the student within regular physical education.
- ◆ It also anticipated that many physical educators will need support. As above, support will vary from informal consultations with an adapted physical educator to more formal in-services and training to possibly team teaching with a trained adapted physical educator. The exact types of support needed will, in large part, be determined by the physical educator's training and attitude as well as the characteristics of the student with disabilities. Support in the form of training should be provided before the student with disabilities is placed in regular physical education as well as on-going training while the student is on regular physical education.
- ◆ While most students with disabilities should start in regular physical education, it is possible that regular physical education may not be an appropriate placement. If it is determined that a student with disabilities is not benefiting from regular physical education, is disruptive to other students, or is posing a severe safety risk, then the amount of support the student and the physical educator receives should be reviewed. Perhaps more support would alleviate any problems the student and physical educator are having. Support can be in the form of: (a) consultation with a special educator, adapted physical educator, parent, and/or related service personnel, or (b) direct service from a peer tutor, volunteer, teacher assistant, special educator, adapted physical educator, or related service provider.

- ◆ If it is determined that the student still is not receiving any benefit from regular physical education, continues to be disruptive to other students in the class, or continues to pose a severe safety risk, then an alternative placement should be explored. Ideally, this placement would include some time in regular physical education with support and some time in an alternative physical education placement. There should be on-going evaluation to determine if the alternative placement is effective for this student and if there are any opportunities when the student can participate in regular physical education, even if such participation is for a day, a week, or a unit. For example, a child with osteogenesis imperfecta (brittle bones) might benefit from a rhythms unit but then need an alternative setting during a ball skills unit.

- ◆ Placement in physical education never should be solely for social development, nor is it appropriate for students with disabilities to have only passive roles such as score keeper. While there are many opportunities for social interactions in physical education, the major purpose of physical education is to help students become active, efficient, and healthy movers. Physical education goals as defined in Part B of IDEA include the development of gross motor skills, development of fundamental motor patterns, development of health-related physical fitness, and development of motor, cognitive, and affective skills needed to participate in lifetime leisure pursuits including individual and team sports.

Recommendations for Successful Inclusion of Students with Disabilities:

- ◆ Have a positive attitude and be willing to make an effort to accommodate students with disabilities. You can almost guarantee that inclusion in regular physical education will fail if you do not want the child in your regular physical education setting. For inclusion to have any chance of working, you need to make the student really feel a part of your class, model appropriate interactions, and make efforts to accommodate the student's unique needs. Also, recognize that students with disabilities take longer to learn skills as well as the routine of the class. Try to be as patient as possible knowing that students with disabilities can learn if given enough time, instruction, and support.
- ◆ Learn as much as possible about the students with disabilities including information about:
 - * medical and health problems including medicines the student is taking and emergency procedures.
 - * contraindicated activities (activities student should not do) due to health or physical problems.
 - * present level of gross motor, cognitive, and affective functioning.
 - * specific IEP/IFSP goals and objectives for the classrooms well as for physical education.
 - * unique behavior problems and behavior management programs
 - * communication and learning styles.
 - * special physical education interests and skills.
 - * general likes and dislikes with particular emphasis on the things that can serve as powerful reinforcers.
- ◆ Ask to be part of and work with the student's IEP/IFSP team. While this does not mean that you have to participate in every meeting or meet with each team member weekly, regular interactions with key team members will help you help your students with disabilities. All members of the team have unique insight into the child's abilities and how to effectively facilitate learning. Pay particular attention to what parents and special educators have to say. Special educators work with the child most of the day and thus know more than any other team member about the child. Parents are with their child much longer than school personnel, and they have a unique insight into as to the child's strengths, weaknesses, likes and dislikes. Parents also can carry out your program at home. Other members can be a tremendous resource to you as well. For example, physical therapists can provide insight on gross motor development, positioning, and adapted equipment, while vision therapists can provide information on a child's ability to move freely and safely in the gymnasium. Many team members will be willing to come to regular physical education to show you how to assist a student or how to use adapted equipment. Become familiar with members of the team and interact with them as often as possible.

◆ Familiarize yourself with the student's IEP/IFSP. Know what general skills and behaviors the student is working on as well as specific gross motor goals and objectives. As noted above, ask to be part of the IEP/IFSP team and participate in developing and implementing the IEP/IFSP for physical education.

◆ Utilize peers to assist the student with disabilities. While you have to be careful not to jeopardize their program, peers can assist in many ways. From simple duties such as pushing a wheelchair from station to station to providing cues and feedback to the student during particular activities, peers can be a tremendous source of assistance to you and to the student with disabilities. Also, use the inclusion of students with disabilities as a learning experience for students without disabilities. For example, teach students about particular disabilities, discuss special sports programs for people with disabilities such as wheelchair basketball, and emphasize how everyone has strengths and weaknesses.

◆ If you think you need extra support, ask for it. While you cannot expect all students with disabilities to come to regular physical education with their own teacher assistants, some students with more severe physical, medical, and/or behavioral disabilities may need support from a trained teacher assistant. If you know a particular student has such an assistant at other times during the day and if you feel that the student needs this extra support to receive safe and appropriate programming in physical education, then ask them for support. The more specific you can be in providing a rationale for this support, the more likely you will receive it.

◆ Visit other places where inclusive physical education is being implemented successfully. Take time to talk with the physical educator to find out why inclusion has been so successful. Ask this teacher about the process that lead to successful inclusion.

◆ Make simple adjustments to your teaching style. For example, use more demonstrations and physical instructional cues when you have students with disabilities in your class. Avoid elimination games whenever possible, and change rules so the student with disabilities can be meaningfully involved and successful. Vary equipment so students with limited strength and/or coordination can be successful. Use small groups and station activities with various challenges at each station to account for individual differences. Do not be afraid to be innovative and try new things. Dare to be different!

Editor's Note:

Member feedback on this draft document is encouraged. Please forward comments to Dr. Gail Webster, President, NCPERID, P.O. Box 444, Marietta, GA 30061.

Selected Resources

Active Living Alliance for Canadians with Disabilities. (1994). Moving to inclusion: Active living through physical education: Maximizing opportunities for students with disabilities. Gloucester, Ontario: CIRA/CAHPER.

Block, M.E. (1994). A teacher's guide to including students with disabilities in regular physical education. Baltimore: Paul H. Brookes.

Block, M.E., & Krebs, P.L. (1992). An alternative to the continuum of least restrictive environments: A continuum of support to regular physical education. Adapted Physical Activity Quarterly, 9, 97-113.

Craft, D.H. (Ed.) (1994). Inclusion: Physical Education for All. JOPERD, 65(1), 23-54.

Grosse, S. (1991). Is the mainstream always a better place to be? Palaestra, 7(2), 40-49.

Moon, M.S. (Ed.) (1994). Making school and community recreation fun for everyone. Baltimore: Paul H. Brookes.

Rogers, J. (1993). The inclusion revolution. Research Bulletin (Phi Delta Kappa), 11, 1-6.

Stein, J.U. (1994). Total inclusion or least restrictive environment? JOPERD, 65, (9), 21-25.

Stein, J.U. (Ed.) (1994). The total inclusion/Least Restrictive Environment Controversy. Palaestra, 10(3), 16-35.

Notice

Grants for Preservice Personnel Training

Applications Available: April 23, 1996

Deadline: June 10, 1996

Deadline for Intergovernmental Reviews: August 10, 1996

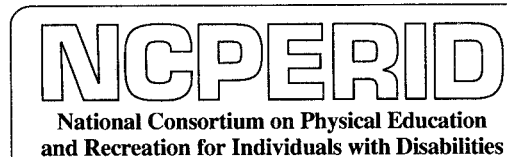
Project Period: Up to 36 months

Estimated number of awards: 23

For applications and general information contact:

Marlene Spencer, U.S. Dept. of Education
600 Independence Ave., SW
Switzer Bldg. Room 3072
Washington, DC 20202-2691
Phone: (202) 205-9058
Fax: (202) 205-9070
TDD: (202) 205-8953
Internet: MARLENE_SPENCER@ED.GOV

Note: Potential applicants should note that the Congress is considering proposals to reduce funding in 1996 for the Training Personnel for the Education of Individuals with Disabilities Program administered by the Department. Final action on the 1996 appropriation may require the Department to cancel this competition or to significantly reduce the number or size of grant awards that will be made under the competition announced in this notice.



FOR INFORMATION CONCERNING MEMBERSHIP CONTACT:

Dr. Manny Felix
(ph) 608-785-8691
(fax) 608-785-6520
(e-mail) MFELIX@UWLAX.EDU

The purpose of the National Consortium for Physical Education and Recreation for Individuals with Disabilities is to promote, stimulate, and encourage the conduct of service delivery, professional preparation, and research in physical education and recreation for individuals with disabilities. The Consortium provides public information and education, promotes the development of programs and services, and disseminates professional and technical information.

Capitol Report

by Robert W. Arnhold

IDEA PASSES FULL COMMITTEE OF THE SENATE LABOR AND HUMAN RELATIONS

The reauthorization of the Individuals with Disabilities Education Act (PL 101-476) has passed the Senate Labor and Human Relations full committee. IDEA is headed to the floor of the Senate in the very near future. Significant events in the Senate Mark-Up of IDEA follows.

* A motion was defeated to weaken related services by lessening the responsibility for local school districts to assume the costs. If this amendment had passed, it would have had adverse impact on the volume of services provided by related services such as Therapeutic Recreation personnel.

* A compromise was reached on the most continuous issue of the reauthorization of IDEA which included the exclusion of children from school because of discipline problems. More than twice as many children with disabilities are expelled from school when compared to children without disabilities, even though such expulsion procedures are contrary to existing law. Advocates for children with disabilities are fearful of wholesale exclusion of children with disabilities from schools under the guise of discipline as a result of changes in this portion of IDEA.

25th NATIONAL CONFERENCE ON PHYSICAL ACTIVITY FOR THE EXCEPTIONAL INDIVIDUAL 1996

October 31, November 1, 2, 1996

Mariott Hotel - Los Angeles

Contact: Pat Bledsoe, Director, (310) 498-9682 or (310) 904-3571

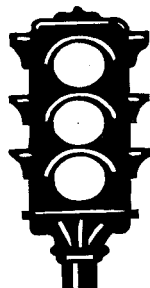
Topics Include:

Assessment	Exemplary programs
Athletic medicine	Fantastic ideas
Adapted aquatics	Future of APE
Applied research	High risk students
Coaching/Sports opportunities	Instructional strategies
Challenges with inclusion	Liability
Changing roles in APE	Networking
Community based instruction	Preschool
Community college programs	Program advisory
Curriculum models	Severely disabled
Early intervention	Transition programs

Sponsored by:

California Association for Health, Physical Education Recreation and Dance
State Council on Adapted Physical Education

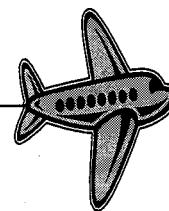
Register Now!



1996 NCPERID Conference

Hotel rooms now available
at the Paralympic Congress Rates!
August 16 & 17
Atlanta Marriott Marquis
265 Peachtree Center Ave.
\$138 (single/double/triple/quad)
1-800-243-1203

UPCOMING EVENTS



June 8 - 9, 1996

4th Asian Society for Adapted Physical Education and Exercise

Seoul, Korea

Contact: Dr. Hong Yang Ja

Health Education Department, Physical Education College

Ewha Woman's University

Seodaemoon-ku

Seoul, Korea

July 8-13, 1996

10th World Congress of the International Association for the Scientific Study of Intellectual Disability (IASSID)
Helsinki, Finland

This world congress is held every 4 years.

Contact: Prof. Trevor R. Parmenter

Unit for Community Integration Studies

School of Education

Macquarie University

Sydney, NSW 2109 Australia

+61-2-850-8706

Fax +612-850-9397

e-mail: tparm@ted.educ.mq.edu.au

July 14-19, 1996

Pre-Olympic Scientific Congress (under patronage of IOC)
Dallas, TX

Contact: Dr. Harold Kohl, Co-Chair

Scientific Program Committee

The Cooper Institute for Aerobics Research

12330 Preston Road

Dallas, TX 75230

Fax (214) 991-4626

August 11-16, 1996

1996 Paralympic Congress: A World Congress on Disability,
Atlanta, GA

Contact: Barbara Trader

Atlanta Paralympic Organizing Committee

1201 W. Peachtree St. Suite 2500

Atlanta, GA 30309

(404) 875-9380 Fax (404) 992-6760

August 16-17, 1996

Annual Meeting of National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID)

Contact: President Gail Webster

Department of Health and Physical Education

Kennesaw State College

P.O. Box 44

Marietta, GA 33061

Fax (404) 423-6561

e-mail: GWEBSTER@KSCMAIL.KENNESAW.EDU

August 16 - 27, 1996

1996 Atlanta Paralympic Games

Contact: Atlanta Paralympic Organizing Committee

1201 Peachtree St, Suite 2500

Atlanta, GA 30309

For more information on volunteer or sponsorship opportunities call: (404) 588-1996

Continued on Page 7

NCPERID MEMBERSHIP ROSTER

<p>Jerry Armstrong Special Ed. Annex 3318 Narrow Lane Montgomery, AL 36111</p>	<p>Robert Arnhold 630 S. Center St. Grove City, PA 16127</p>	<p>Candace Ashton-Shaeffer University of North Carolina -Chapel Hill Center for Recreation & Disability Studies Chapel Hill, NC 27598</p>
<p>David Austin University of Indiana University of Indiana, 131 HPER Bloomington, IN 47405</p>	<p>David Beaver Western Illinois University Challenge Publications 508 Macomb, IL 61455</p>	<p>Martin Block University of Virginia Human Services - Curry School of Education Charlottesville, VA 22903</p>
<p>Boni Boswell East Carolina University Exercise & Sport Science Greenville, NC 27858</p>	<p>Steve Brannan Portland State University P.O. Box 751, Special Education Portland, OR 97207</p>	<p>Dwan Bridges CA State University Los Angeles CSULA, 5151 St. University Dr. Los Angeles, CA 90032</p>
<p>Marion Brown Dept. of Special Education 1811 S. Laredo San Antonio, TX 78207</p>	<p>George Barber University of Kentucky Rm 100 Seaton-HPERD Lexington, KY 40506</p>	<p>Paul Bishop University of Nebraska-Kearney University of Nebraska-Kearney, HPERLS Kearney, NE 68849</p>
<p>Martha Bokee U.S. Dept. of Education 400 Maryland Ave. Switzer Bldg. Washington, DC 20202</p>	<p>Lou Bowers University of South Florida School of Physical Education Tampa, FL 33620</p>	<p>Frank Brasile University of Nebraska Education & Recreation Omaha, NE 68182-0216</p>
<p>Geoffrey Broadhead Kent State University School of PERD Kent, OH 44242</p>	<p>Charles Bullock University of North Carolina 730 Airport Rd. #204 (CB8145) Chapel Hill, NC 27599-8145</p>	<p>Ernest Bundschuh 3542 Mill Road Gainesville, GA 30501</p>
<p>Stephen Butterfield University of Maine HPER 5470 Lengyel Orono, ME 04469-5740</p>	<p>Ellen Campbell University of Central OK 100 N. University Dr. Edmond, OK 73034-0189</p>	<p>Maria Canabal CUTB-ACR Bayamon Garden Station Department of Physical Education Bayamon, PR 00959</p>
<p>Virginia Chadwick Fresno State University 5275 N. Campus Drive Fresno, CA 937400028</p>	<p>Sue Ciccaglione 530 E. Patriot Blvd 219 Reno, NV 89511</p>	<p>Gail Clark Louisiana Tech University Box 3176 Tech Station Ruston, LA 71272</p>
<p>Carol Cooper University of Northern Iowa East Gym Cedar Falls, IA 50614</p>	<p>Jo Cowden University of New Orleans Human Performance & Health Promotion New Orleans, LA 70148</p>	<p>Diane Craft SUNY - Cortland PER Center Cortland, NY 13045</p>
<p>John Dettilo University of Georgia Division of HPERD Athens, GA 30605</p>	<p>Ronald Davis Ball State University School of PE HP222 Muncie, IN 47306</p>	<p>James Decker East Carolina University 171 Minges Coliseum Greenville, NC 27858-4363</p>
<p>Jim Depaepe Idaho State University College of Education Pocatello, ID 83209</p>	<p>Karen DePauw Washington State University Graduate School Pullman, WA 99164-1030</p>	<p>Patrick DiRocco University of Wisconsin - LaCrosse Dept of Physical Education LaCrosse, WI 54601</p>
<p>Steve Downs Oregon State University Exercise & Sport Science Corvallis, OR 97331</p>	<p>Gail Dummer Michigan State University 132 IM Sports Circle Bldg. East Lansing, MI 48824</p>	<p>John Dunn Oregon State University ADS A624 Academic Affairs Corvallis, OR 97331-2128</p>
<p>Bobby Eason University of New Orleans Human Performance New Orleans, LA 70148</p>	<p>Carl Eichstaedt 7620 Arroyo Seco Las Cruces, NM 88001</p>	<p>Peter Ellery University of Nebraska - Omaha HPER 60th & Dodge Omaha, NE 68182-0216</p>

Walter Ersing
Ohio State University
Physical Education, Larkins 345
Columbus, OH 43210

Manny Felix
University of Wisconsin - LaCrosse
115 Wittich Hall
LaCrosse, WI 54601

Sherry Folsom-Meek
Mankato State University
Human Performance P.O. Box 28
Mankato, MN 560028400

William Forbus
1070 Sunnyside Dr.
Athens, GA 30608

Ron French
Texas Woman's University
Dept. of Kinesiology
Denton, TX 76204

Georgia Frey
Texas A & M
Dept. of Health & Kinesiology
College Station, TX 77843

G. Willie Gayle
Wright State University
Dept. of HPR
Dayton, OH 45435

Mike Gillespie
Ohio State University
344 Larkins Hall, 337 W. 17th Ave.
Columbus, OH 43210

Lane Goodwin
1528 King St
LaCrosse, WI 54601

Ann Graziadei
Gallaudet University
Dept. of Physical Education
Washington, DC 20002-3625

Thomas Gushiken
University Of Wisconsin-LaCrosse
Dept. of Recreation Management
LaCrosse, WI 5460

Gene Hayes
University of Tennessee
Health, Leisure, & Safety
Knoxville, TN 37996-2700

Hester Henderson
University of Utah
Dept. of Exercise/Sport Science
Salt Lake City, UT 84112

William Hillman, Jr.
700 7th St. SW #134
Washington, DC 20002

Chris Hopper
Humboldt State University
Health & Physical Education Dept.
Arcata, Ca 95521

Cathy Houston-Wilson
SUNY - Brockport
PE and Sport
Brockport, NY 14420

Joseph Huber
HPER
208 Greenbrook Dr
Stoughton, MA 02072

Paul Jansma
Ohio State University
School of HPER - Larkins 349
Columbus, OH 43210-1284

Daniel Joseph
Coppin State College
2500 W. North Ave.
Baltimore, MD 21216

Lyn Kalinowski
101 Cobblestone Lane
San Ramon, CA 94583

William Karper
University of North Carolina - Greensboro
Exercise & Sport Science
Greensboro, NC 27412

Sue Kasser
Oregon State University
Exercise & Sport Science
Corvallis, OR 973316802

Luke Kelly
University of Virginia
Health and Physical Eduation
Charlottesville, VA 22903

Stephen Klesius
University of South Florida
Physical Education Dept.
Tampa, FL 33620

Ellen Kowalski

Patricia Krebs
Special Olympics International
7028 Starch Lane
Seabrook, MD 20706

Barry Lavay
Cal State - Long Beach
1250 Bellflower Blvd., PE Dept.
Long Beach, CA 90840

Monica Lepore
West Chester University
Dept. of Physical Education
West Chester, PA 19383

Dwayne Liles
13300 Newark Rd.
Zanesville, OH 43701

John Lucey
12 Trumbell Ave.
Stonington, CT 06378

Patricia Manning
1905 Branston Rd.
Baltimore, MD 21228

Jeffery McCubbin
Oregon State University
Exercise & Sport Science
Corvallis, OR 97331

Nancy Megginson
San Jose State University
Dept. of Human Performance
San Jose, CA 95192-0054

William Merriman
Manhattan College
Dept. of Physical Education
Bronx, NY 10471

Duane Millslagle
Northern State University
HPER, Barnett Complex
Aberdeen, SD 57401

Kenneth Mosely
2480 Hickory Dr.
Orangeburg, SC 29115

Ruth Nearing
St. Cloud State University
Halenbeck Hall 208
St. Cloud, MN 56301

John Nesbitt
Special Recreation, Inc.
362 Koser
Iowa City, IA 52246-3038

Patricia Osborne
NEOSERRC
409 Harmon Ave. NW
Warren, OH 44483

Michael Paclorek
Eastern Michigan University
HPERD
Ypsilanti, MI 48174

Gloria Palma
North Carolina A & T
HPER - E. Market St.
Greensboro, NC 27411

Sue Paulson
Office of Public Instruction
Special Education - Capital St.
Helena, MT 59620

Virginia Politano
North Carolina Central University
Physical Education & Recreation
P.O. Box 19542
Durham, NC 27707

Carol Pope
Texas Christian University
Dept. of PE
Fort Worth, TX 76129

David Poretta
Ohio State University
School of HPER - Larkins 343
Columbus, OH 432101284

Jean Pyfer
Texas Woman's University
P.O. Box 23717, Physical Education
Denton, TX 76204

Sara Rich
103 Kendall Ave.
Ithaca, NY

Terry Rizzo
California State University - San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2397

Gary Robb
Bradford Woods/Indiana University
5040 State Road 67N
Martinsville, IN 46151

L. Kristi Sayers
University of New Orleans
Dept. of Health & Human Performance
New Orleans, LA 70148

Claudine Sherrill
Texas Woman's University
P.O. Box 23717, TWU Station
Denton, TX 76204

Jay Shivers
University of Connecticut
U110 Sports and Leisure Studies
Storrs, CT 06268

Francis Short
SUNY - Brockport
PE & Sport
Brockport, NY 14420

Reba Sims
901 S. National
Springfield, MO 65804

Gloria Sledge
2991 Stadium Dr. Apt. 7
Columbus, OH 43202

Sport Info. Res. Ctr.
Sport Information Resource Center
1600 J. Naismith Dr. Suite 107
Gloucester, ON K1B 5N4

Julian Stein
Route 3, Box 317-A
Oliver Springs, TN 37840

Christine Stopka
University of Florida
305 FL Gym
Gainesville, FL 32611

Christine Summerford
San Francisco State University
1600 Holloway Ave. PE Dept.
San Francisco, CA 94132

Paul Surburg
Indiana University
Physical Education Dept.
Bloomington, IN 47405

Teresa Troll
Dept. of Special Education
1811 S. Laredo
San Antonio, TX 78207

Mary Trotto
LIUCW Post Campus
HPE/Movement Science
Greenvale, NY 11548

Garth Tymeson
University of Wisconsin-LaCrosse
College of HPER - 124 Mitchell
La Crosse, WI 54601

Dennis Vinton
University of Kentucky
127 Seaton Bldg.
Lexington, KY 40506

Marlene Von Vange
323 Mill St
New Lexington, OH 43764

Robert Weber
Texas Tech University
HPER
Lubbock, TX 79409

Gail Webster
Kennesaw State College
Health & Physical Education
Box 444
Marietta, Ga 30061

Janet Wessel
1040 Village Dr.
Phoenix, AZ 85022

Joseph Winnick
SUNY - Brockport
Dept. of PE
Brockport, NY 14420

Jin Jin Yang
Ohio State University
344 Larkins Hall
Columbus, OH 43210

Michael Yi-Nang
535 Mahoning Ct.
Columbus, OH 43210

Laurice Zittel
Northern Illinois University
Anderson Hall, Dept. of PE
DeKalb, IL 60115

Calendar of Events, *Continued from Page 4*

August 27-31, 1996

4th International Congress: Healthy Aging, Activity and Sports, Heidelberg, Germany. This congress is organized by the University of Heidelberg and co-sponsored by the World Health Organization. Contact: G. Conrad, Uissigheimer Strasse 10, D-97956 Gamburg, Germany, Phone: +49-9348-1381, Fax: +49-9348-1360. E-mail: paas@urz.uni-heidelberg.de

September 21-24, 1996

North American Federation of Adapted Physical Activity (NAFAPA) Symposium, Banff, Alberta, Canada. Symposium Theme: Questioning Our Research Assumptions, Contact: Dr. Jane Watkinson, Faculty of Physical Education and Research, University of Alberta, Edmonton, AB, Canada T6G 2H9, (403) 492-0770, FAX: (403) 492-2364. E-mail: JWATKINSON@PER.UALBERTA.CA

May 13-17, 1997

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

Sports Everyone! Recreation and Sports for the Physically Challenged of All Ages

This new publication brings a wealth of information that will help America's physically challenged population participate in a healthy life style. From the novice recreationalist to the elite Olympian, Sports Everyone! provides valuable assistance. Features "Just Rolling Along," the life story of Jean Driscoll, 6-time winner of the Boston Marathon and Olympic Silver Medalist; articles by Kirk Bauer, Executive Director of Disabled Sports, USA; story from the Paralyzed Veterans of America. Useful information includes the Directory of Clubs and Associations; national roster for wheelchair basketball; premier college programs approximately 100 accredited camps with programs for disabled campers; adapted ski areas; plus travel, equipment technology, and ADA information.

The *Interactive Recreation Planner* will help people plan their budgets and overcome barriers to recreation, as well as open their minds to new opportunities and activities. This unique planner is authored by John A. Nesbitt, President of Special Recreation, Inc., and recipient of the "One-of-a-Kind Award" by the People-to-People Committee on Disability of Washington, DC, at its 40th Anniversary Annual Meeting in May 1995. This book is about "mainstreaming" over 40 million American citizens into who Professor Nesbitt calls the

"Sports, Everyone! shows [that] even those with a severe disability can participate in a wide range of activities, with the right equipment and trained instructors."

Kirk Bauer, Executive Director, Disabled Sports, USA

"Sports, Everyone! should help disabled persons to define the role of sports in their lives the same way anyone else does."

Lew Shaver, Wheelchair Basketball Coach, Southwest State University

"Sports, Everyone! is a major step forward in providing access to the 'American Recreation Lifestyle' for everyone."

John Nesbitt, Ed.D; President, Special Recreation, Inc.

ORDER FORM

Name _____

Address _____

City _____

State _____ ZIP _____

Sports, Everyone! ISBN 1-884669-10-7

Please send me _____ copies at \$16.95 each \$ _____

shipping* \$ _____

tax** \$ _____

Total \$ _____

*Add \$3.25 for 1st book, \$1.00 for each add'l book

**Add 7% sales tax for non-exempt purchasers in Ohio.

check enclosed

Visa Mastercard

Card # _____ Exp. Date: _____

Signature _____

Clip and mail to: Conway Greene Publishing Company
11000 Cedar Ave. Cleveland, OH 44106

Phone: (216) 721-0077 Fax: (216) 721-8256 Toll Free: (800) 977-2665