

# Advocate

NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND RECREATION FOR INDIVIDUALS WITH DISABILITIES

Fall 2002

NCPERID

Volume 31, Issue 1

## 2003 NCPERID ANNUAL MEETING

July 13 - July 15, 2003

Washington, D.C. • Crystal City Hilton

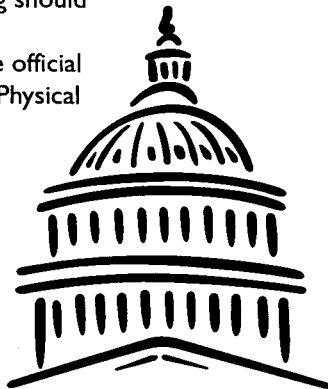
The 2003 Annual NCPERID Meeting will be held July 13-15, 2003 at the Crystal City Hilton at Ronald Reagan National Airport. Reservations can be made by phone (703) 418-6800 or at [www.hilton.com](http://www.hilton.com). When making reservations identify yourself by using the conference identifier in order to get the group rate: Any of the following should work as identifiers "NPCERID"

"Consortium" or use the entire official title "National Consortium for Physical Education and Recreation for Individuals with Disabilities."

**Cost:** \$129/night

**Check in:** 3:00 p.m.

**Check out:** Noon



The following is a tentative structure for the meeting:

### Sunday, July 13, 2003

2:00 p.m.-4:00 p.m. Board meeting  
6:00 p.m.-8:00 p.m. Discussion on APENS

### Monday, July 14, 2003

7:30 a.m.-8:30 a.m. Past Presidents Breakfast – informal i.e. meeting in the lobby for coffee and rolls  
9:00 a.m.-12 noon Presentations  
1:30 p.m.-3:30 p.m. Presentations  
4:15 p.m.-5:30 p.m. Business meeting  
5:30 p.m.-7:00 p.m. Posters with social hour and cash bar  
7:30 p.m. Dinner on your own

### Tuesday, July 15, 2003

8:30 a.m.-10:30 a.m. Awards breakfast – meal (buffet)  
11:00 a.m.-1:00 p.m. New Board Meeting

## Oral Communication Presentations – 2002 Annual Conference

### Becoming "Normal:" Application of Dynamic Systems Theory to Riding a Bicycle

For most Americans, riding a bicycle is an integral part of growing up. We even have a saying – "It's just like riding a bicycle" – that is used to describe learning that is deeply engrained. That saying reflects the fact that *most of us were successful* in learning this skill. Nevertheless – often despite many hours of instruction by parents, siblings, teachers, and others – some children do not learn to ride a bike. These children thus don't have that unique experience of success – that physical "aha!" and the interchanges that surround it – nor all the cycling experiences associated with friends and loved ones. Some of these children are children with disabilities. "The ramifications of being unable to master bicycle riding are profound, as children who are unable to ride conventional bicycles tend to become *excluded* from peer groups, and they thereby tend to suffer in a variety of ways, including socially, with respect to self-esteem, and in terms of development" (Klein, et al., 1999). Cycling is not just a physical but a *social* pursuit, and previous research has indicated seri-

ous social gaps between children with disabilities and nondisabled children in many contexts. Successful training techniques and equipment that can allow many of these children to learn to ride a conventional bicycle will lead to important and far-reaching consequences both for the children and their families. Such innovative techniques and adaptive equipment have been developed by a group of professionals (Klein, et al., 1999) who have demonstrated extraordinary success at several bike camps across the United States. These techniques and equipment are rooted in the concepts of dynamic systems theory. Adaptations of conventional bicycles – which slow but otherwise don't disrupt the natural dynamics – allow children to learn the movements necessary to balance and steer in a progressive manner, so that they do not risk falling during the learning process. Research initiatives are underway to systematically document and analyze the methods, successes and challenges, and experiences of participants and their families in these camps.

*Richard Klein, University of Illinois*  
*Elaine McHugh, Sonoma State University*

## **Physical Education Programs: Perceptions Within the Texas Youth Commission – A Pilot Study**

The purpose of this pilot study was to investigate perceptions of superintendents, principals, and physical educators, recreation directors, and physical training directors concerning the administration and delivery of physical education programs within four secured coeducational Texas Youth Commission facilities through verbal descriptions and photography ethnography images. Data were analyzed to provide an answer to this broad research question: "What are the Texas Youth Commission personnel perceptions concerning physical education programs within coeducational confinement facilities?" Interviews occurred on the secure grounds of each facility. The interview guide consisted of seven semi-structured open-ended questions and probes. A program portrayal description through qualitative research methodology was followed for this study. Analyses of data was completed resulting in the emergence of various themes ranging from program definitions to gender equity of physical education services provided to the juvenile offenders.

*Linda Hilgenbrinck, Northern Illinois University  
Ron French, Jean Pyfer, Jane Irons, Texas Woman's University*

## **Gait Dynamics in Persons with Alzheimer's Disease: Research Design Issues in an Exploratory Study**

In the general elderly population, the importance of physical activity through structured exercise programs is beginning to be documented as part of an effective intervention in maintaining gait characteristics essential for efficient walking (Daley & Spinks, 2000). The increased likelihood of falls and the loss of functional independence are concerns that may inevitably affect quality of life (Rose, 1997). Physical activity can delay loss of autonomy and can add to physical, social, and emotional well-being (Schmidt, Gruman, King, & Wolfson, 2000). Biomechanical research on the analysis of gait has been instrumental in identi-

fying and quantifying characteristics of gait that may contribute to falls (Begg & Sparrow, 2000, Eke-Okoro, 2000). These concepts may be of even more importance for persons with Alzheimer's Disease (AD) who tend to develop gait abnormalities earlier and at a faster rate than non-AD individuals of similar age. The literature on Alzheimer's gait highlights the variability in gait patterns among levels of AD involvement as well as the potential value of exercise. O'Keeffe et al (1996) noted that the pattern of gait disturbance among persons with AD varied according to the stage of the disease. Nakamura, Meguro, and Sasaki (1996) also reported differences between gait patterns of persons with mild and moderate AD, indicating that stride length variability, or the consistency of the length of the step, was greater for those with moderate AD, and indicated this could be a factor affecting falling. After a controlled seven-week exercise program including walking and riding an exercise bike, Rolland et al (2000) reported a significant reduction in the risk of falls, although the level of AD involvement was not reported. Clearly, the need for well-designed descriptive and experimental research in this area exists, yet concurrently presents several unique issues for research design in the areas of ethics, participant recruitment, communication, instrumentation, data collection, participant interaction, and safety. These issues were discussed from a research-design perspective based on findings from an exploratory descriptive study in progress. In the exploratory study, participants include individuals diagnosed with probable Alzheimer's Disease who are 65 years or older. In order to gain an understanding of issues of relevance to a larger experimental study being developed on the effects of exercise on AD gait, a broad cross-section of persons with AD are represented (institutionalized, non-institutionalized, exercising, non-exercising, and different levels of AD involvement). Participants are videotaped as they walk normally across a level floor and then step up and down from an obstacle at curb height. Three-dimensional video data collected are then analyzed using the Peak Motus motion analysis system. Resolution of the research design issues regarding ethics, participant recruitment, communication, instrumentation, data collection, participant interaction, and safety were presented.

*Carol Pope, Texas Christian University*

## **Poster Presentations – 2002 Annual Conference**

### **Prevalence of Alzheimer's Disease in Persons with Down Syndrome: Implications for Adapted Physical Activity Programming and Research**

Aging individuals with Down Syndrome (DS) represent a growing population because of increased longevity as a result of improved clinical management. Alvarez (2002) reported that a large percentage (if not all) individuals with DS develop Alzheimer's Disease (AD), not only in the U.S. but in other countries as well, and that the frequency of AD in persons with DS will potentially increase. The mean age of onset of AD symptoms reported in the literature is 51 years for persons with DS and may begin as early as age 30, both considerably earlier than in a non-DS population. Women with DS (ages 40-65) appear to be

at greater risk than men with DS in the same age range. Traditional cognitive assessment strategies used to assess the probability of AD are often not effective with persons with DS; many times early signs of possible AD are not recognized and perhaps misdiagnosed. Observing decline in activities in activities of daily living skills has been reported to be a more accurate means of assessment in persons with DS (Alvarez, 2002). This growing population of aging individuals with DS presents a potentially underserved population, and merits consideration for potential programming and research innovations by physical activity professionals. Characteristics that may impact motor functioning and resulting quality of life include a progressive gait disorder, changes in coordination, impairment in visual perception, and decline in the ability to participate in leisure activities. The research literature on AD in non-DS individuals supports

the effects of exercise (Rolland et al, 2000) on reducing the risk of falls; in the general elderly populations, physical activity through structured exercise programs is being recognized as part of an effective intervention in maintaining gait characteristics essential for efficient walking (Daley and Spinks, 2000). Can exercise be an effective deterrent to changes in gait seen in adults with DS who have AD? Can adapted physical activity specialists contribute to this growing need area by working with activity professionals in health care facilities? Can longitudinal gait research be part of an assessment tool for identifying the presence of AD symptoms in persons with DS? Research, resources, and recommendations from the literature were highlighted.

*Carol Pope, Texas Christian University*

---

### **Stretching Techniques to Improve Flexibility in Special Olympic Athletes and Their Coaches**

**Objective/Context:** To examine static and proprioceptive neuromuscular facilitation (PNF) stretching of Special Olympic athletes and their coaches without mental retardation (MR) on sit-and-reach performance.

**Design/Participants:** A repeated measures ANOVA with Scheffe post-hoc analyses on two groups: Special Olympic athletes ( $n = 18$ ;  $M$  age = 15.7) were studied along with their coaches without MR ( $n = 44$ ;  $M$  age = 22.2).

**Intervention/Outcome Measures:** Stretching performance was measured in centimeters using a sit-and-reach flexibility box, examining two series of three stretches. For both groups, the first set of three stretches was performed in the following order: "baseline, static, PNF." Approximately 3-4 weeks later, the order of the stretches was reversed: "baseline, PNF, static."

**Results:** PNF stretching improved performance regardless of stretching order, after both baseline and static measures. Static stretching improved performance only from baseline.

**Conclusions:** Individuals of various ages and cognitive abilities, including MR, apparently can perform and benefit from PNF stretching. Further research is warranted to examine the possibilities of this technique across a larger population of active individuals.

*Chris Stopka, Kevin Morley, Ronald Siders, Josh Schuette, Ashley Houck, and Yul Gilment, University of Florida*

of valuable information, the purpose(s) of the assessment must match the test(s) selected. Five major purposes of assessment are to (a) screen, (b) diagnose, (c) place, (d) instruct, and (e) determine progress (Auxter, Pyfer, & Huettig, 1997; Burton & Miller, 1998; Horvat & Kalakian, 1996). The purpose of the study was to determine what assessment instruments are being used and to differentiate for what purposes assessments are used by nationally certified adapted physical educators (CAPEs). A descriptive survey was sent to 246 CAPEs. Names and work addresses were provided by APENS. Data were collected and analyzed using descriptive statistics (frequencies, percentages, and means) for all closed and open-ended answers to the questions of Section 1 and Section 2 of the Assessment Practices Survey for 127 participants. The most frequent purpose reported for using them is placement. According to the results, the CAPEs primary method of assessment is informal teacher observation (42%) and their secondary method of assessment is teacher made test/checklist (35%). Of the CAPEs using standardized assessment, the top three are the Test of Gross Motor Development ( $n = 42$ ), the Bruininks-Oserestsky Test of Motor Proficiency ( $n = 16$ ), and the Peabody Developmental Motor Scales ( $n = 12$ ). The most frequent purpose reported for using them is placement.

*Susannah Turney, Texas Woman's University*

---

### **Perceptions of Directors of Special Education Regarding Adapted Physical Education**

Fourteen Directors of Special Education, throughout the United States, were interviewed to identify their perceptions and concern regarding the provision of Adapted Physical Education services. The investigators completed a comprehensive review of the research literature in Special Education, not Adapted Physical Education. There was a significant lack of information regarding the perceptions of directors of Special Education regarding Adapted Physical Education as a direct educational service. Heath (1997), the purpose of "qualitative" or "naturalistic" research varies according to the research paradigm, methods, and assumptions. Generally speaking, qualitative researchers attempt to describe and interpret some human phenomenon, often in the words of selected individuals (the informants). Using a collaborative, qualitative research process, the investigators identified five key questions and conducted in-depth in person and/or email interviews using an interview format that included: a warm-up; easy and non-threatening questions; more sensitive questions; and concluded with a thank you (Glaser & Strauss, 1967).

*Beatrice Darden, Akiko Kamatsuzaki, Robert King, Kyung Chun-Mitchell, Amy McBride-Connor, Pamela Skogstad, Pam Moore, & Carol Huettig, Texas Woman's University*

---

### **Current Assessment Practices Used by Certified Adapted Physical Educators (CAPEs)**

The focus of assessment in adapted physical education is the identification of needs of students with disabilities (Horvat & Kalakian, 1996). It should be continuous and involve a variety of formal and informal strategies which provide valuable information in the decision making process (Ulrich, 1988). Because assessment instruments are designed to provide different types

NCPERID

# National Consortium on Physical Education and Recreation for Individuals with Disabilities

## Award Nominations Sought

Dear Consortium Member,

The NCPERID Recognition and Awards Committee is requesting nominations from the membership for the following awards:

- **The Hollis Fait Scholarly Contribution Award**
- **The William A. Hillman Distinguished Service Award**
- **Congressional Award**
- **The G. Lawrence Rarick Research Award**

Criteria associated with the awards and guidelines for nominating individuals is attached. The nomination deadline is **April 20, 2003**.

It is the nominator's responsibility to demonstrate in a one to two page written statement to the Awards Committee why the person nominated deserves the particular award. The nominees deemed appropriate by the Awards Committee will be sent a letter asking them to submit a professional vita and support materials for the Awards Committee to review. The Awards Committee will then make a determination of whom, if any-one, is/are worthy of these awards.

There are many Consortium members who are making noteworthy contributions to the profession. One of the greatest honors an individual can receive is to be recognized by his or her peers. Your participation in the nomination process is appreciated.

Sincerely,  
**Hester Henderson**  
Chair, NCPERID Recognition and Awards Committee

## NCPERID Award Guidelines

### Hollis Fait Scholarly Contribution Award

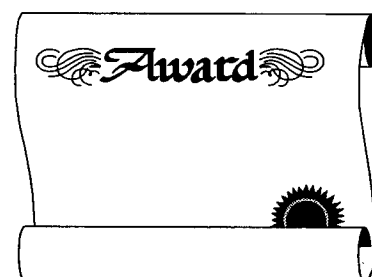
Individuals nominated must have a distinguished record of scholarly productivity in the area of physical education or recreation for individuals with disabilities including:

1. Significant contributions to the knowledge or understanding of physical education/recreation for individuals with disabilities,
2. Publications in journals and/or books that are widely used or quoted in the field of physical education/recreation for individuals with disabilities,
3. A significant record of scholarly presentations at international, national, and regional professional meetings,
4. Service on the editorial boards and/or as a reviewer of scholarly journals dealing with physical education/recreation for individuals with disabilities, and
5. A record of scholarly/creative works in specialized area of physical education/recreation for individuals with disabilities.

### William A. Hillman Distinguished Service Award

Individuals nominated must have an exemplary service record including:

1. Elected or appointed service to NCPERID. This includes membership on the governing board, committees, and/or Advocate board,
2. Service to other organizations that deal with disabled populations in the same or similar functions as stated above,
3. Service on editorial boards and/or reviewer of scholarly journals dealing with physical education/recreation for individuals with disabilities,
4. Service as a community service volunteer involved with programs and/or athletic events for individuals with disabilities (i.e. Special Olympics, USABA, NWAA, etc.), and
5. Addresses before educational groups, conventions, media presentations, and other meetings held in the interest and promotion of physical education/recreation for individuals with disabilities.



## Congressional Award

Individuals or organizations nominated must have either a record of effort on legislative reform or contributions which resulted in significant change including:

1. Legislative reform efforts on the local, state or federal level in the area of physical education/recreation for individuals with disabilities,
2. Leadership for legislative actions that enhance and/or protect the quality and quantity of physical education/recreation services for individuals with disabilities.

## Research Award\*

Individuals nominated must be recognized as a research scholar in the area of physical education/recreation for individuals with disabilities including:

1. A distinguished record of research systematically directed toward specific questions that has helped advance knowledge in physical education/recreation for individuals with disabilities,
2. Authorship of data-based articles published in refereed journals or monographs of national significance,
3. Research that has undergone refereed review and meets criteria established by academia,
4. Research presentations at international, national, and regional professional meetings, and
5. Direction of student research (thesis and/or dissertations) dealing specifically with physical education/recreation for individuals with disabilities.

*\*Recipients of this award may be from other disciplines, but their research must have made a significant contribution to the area of physical education/recreation for individuals with disabilities.*

## Nomination Format

For each nomination, please submit the following information:

- a. Award category and the date
- b. Nominee  
name  
title/position  
business address with telephone number
- c. Nominator  
name  
title/position  
business address with telephone number

Each nomination should come with a letter of support specific to the award:

## The Hollis Fait Scholarly Contribution Award

A written statement needs to be provided that documents to what extent the nominee has contributed, either in print or non-print, to a better understanding of adapted physical activity for individuals with disabilities.

## The William A. Hillman Distinguished Service Award

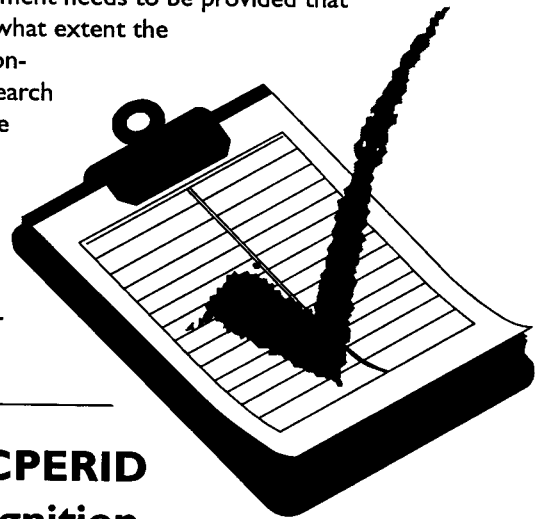
A written statement needs to be provided that documents to what extent the nominee has contributed, through leadership role, to adapted physical activity for individuals with disabilities.

## Congressional Award

A written statement needs to be provided that documents to what extent the nominee has made to enhance education, adapted physical activity for individuals with disabilities.

## The G. Lawrence Rarick Research Award

A written statement needs to be provided that documents to what extent the nominee has contributed to research activities for the advancement of adapted physical activity for individuals with disabilities.



## 2003 NCPERID

### Recognition

### Awards General Guidelines

1. NCPERID members should follow the above nomination format. All nominations must be from current Consortium members.
2. NCPERID members can nominate more than one person, however, each nominator can only nominate one person per category.
3. A person cannot be nominated for an award they have previously received. However, past recipients can be nominated for awards in other categories.
4. All nomination letters should be sent to Hester Henderson at the following address:  
University of Utah  
250 South 1850 East Room 200  
Salt Lake City, UT 84112-0920  
Fax: 801-585-3992  
[hester.henderson@health.utah.edu](mailto:hester.henderson@health.utah.edu)
5. The nomination deadline is **April 20 2003**. Because of the time lines we must follow, no nominations will be accepted after this date.

## Previous NCPERID Award Recipients

The **Hollis Fait Scholarly Contribution Award** (instituted in 1982) past recipients include:

Hollis Fait .....	1982
John Nesbit .....	1983
David Auxter .....	1984
Claudine Sherrill .....	1985
Joseph Winnick .....	1986
Louis Bowers .....	1988
Ronald French .....	1989
Jay Shivers .....	1990
Gary Robb .....	1991
David Austin .....	1993
Martin Block .....	1996
Ron Davis .....	1997
David Porretta .....	1999
Stephen Klesius .....	2000
John Dunn .....	1990

No Awards Given – 1987, 92, 94, 95, 98, 2001, 02

The **William A. Hillman Distinguished Service Award** (instituted 1981) past recipients include:

William Hillman .....	1981
Leon Johnson .....	1982
Grace Reynolds .....	1983
Ernest Bundschuh .....	1984
John Dunn .....	1985
Louis Bowers .....	1986
Glenn Roswal .....	1987
Hollis Fait .....	1988
<i>(Posthumously)</i>	
Michael Churton .....	1989
Karen DePauw .....	1990
Janet Wessel .....	1991
Julian Stein .....	1992
David Auxter .....	1993
Joseph Huber .....	1994
David Beaver .....	1995
Gene Hayes .....	1995
Jeff McCubbin .....	1996
Luke Kelly .....	1997
Janet Seaman .....	1998
Michael Paciorek .....	1999
Gail Webster .....	2001

No Awards Given – 2000, 2002

**Congressional Award** (instituted 1981) past recipients include:

Congressman Carl Perkins (KY) .....	1981
Senator Lowell Weicker (CT) .....	1981
Dennis Vinton .....	1981
Billy Ray Stokes .....	1982
Max Foreman .....	1983
Lane Goodwin .....	1984
Michael Churton .....	1985
John Shank .....	1988
David Auxter .....	1991
Martha Bokee .....	1996
L.D. "Smokey" Davis .....	1998
Robert Arnold .....	1999

No Awards Given – 1986, 87, 89, 90, 92, 93, 94, 95, 97, 2000, 01, 02

The **G. Lawrence Rarick Research Award** (instituted 1982) past recipients include:

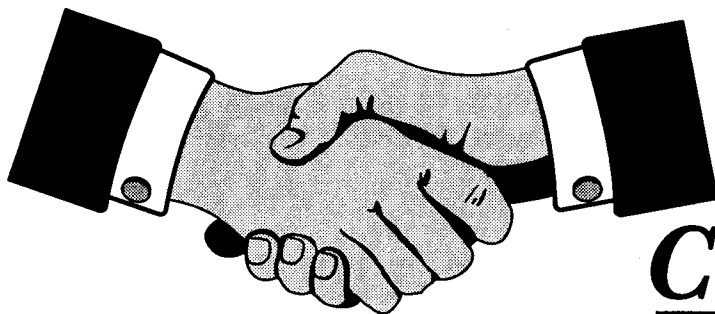
James Horgan .....	1982
G. Lawrence Rarick .....	1983
Dennis Vinton .....	1984
Michael Wade .....	1987
Walter Davis .....	1988
Paul Jansma .....	1989
Robert Cipriano .....	1989
David Compton .....	1990
Joseph Winnick .....	1990
John Dattilo .....	1991
Claudine Sherrill .....	1992
Dale Ulrich .....	1993
Paul Surburg .....	1994
Luke Kelly .....	1995
Terry Rizzo .....	1995
Greg Reid .....	1997
Francis X. Short .....	2000

No Awards Given – 1985, 86, 96, 98, 99, 2001, 02

Note:

In 1981, Mel Appell was given a special award for his contributions to physical education and recreation for persons with disabilities.

In 1989, Martha Bokee was given a special award for her contributions to physical education and recreation for persons with disabilities.



# Congratulations

## Call for Nominations for NCPERID Officers

It is time to elect new members to the NCPERID Board of Directors. Positions to be filled this year include:

- President-Elect (3 year term)
- At-Large Representative (2 year term)
- At-Large Representative (2 year term)

Please send your nominations to Rebecca Woodard, School of Physical Education, HP 222B, Ball State University, Muncie, IN 47306, no later than **April 1, 2003**. Nominations can also be sent to Rebecca at [rwoodard@bsu.edu](mailto:rwoodard@bsu.edu). Along with your nomination, provide a brief paragraph describing the nominee's qualifications for the position. If you have any questions, please contact Rebecca at 765-285-3207.

Thank you for your interest in continuing NCPERID's mission to advocate for and enhance the educational and recreational opportunities for individuals with disabilities.

## Programs in Adapted Physical Education Seeking Applicants

### Graduate Assistantships in Adapted Physical Education:

The Ohio State University has recently received a training grant in adapted physical education (APE). Graduate assistantships are available to qualified students pursuing the masters degree with emphasis in adapted physical education. The program is designed to be completed in one calendar year (autumn, winter, spring, and summer) and focuses on the knowledge and skills needed to become an APE specialist. Practicum opportunities include a variety of public schools, the University's Nisonger Center for MR/DD, the Franklin County MR/DD program, Camp Abilities (SUNY Brockport), The Adaptive Adventure Sports Coalition (TAASC), and Recreation Unlimited, among others. Graduate assistantships include full tuition waiver, a monthly stipend of approximately \$900 for the academic year, mileage reimbursement for practicum travel and an allowance for books and professional development. We are seeking qualified students committed to teaching physical education to children with disabilities. Graduates from Ohio State's masters program in APE generally work as general physical education or APE specialist/consultants, and are currently employed in the Midwest as well as in the states of Virginia, Maryland, North Carolina, Oregon, Puerto Rico, Hawaii, and New York. Over the past 10 years, all of our graduates have been gainfully employed by school districts and agencies serving children and youth with disabilities. If interested, please contact David Porretta, Ph.D., at the email or mailing address below. Minorities and individuals with disabilities are strongly encouraged to apply.

David Porretta, Ph.D.  
Adapted Physical Education  
The Ohio State University  
1760 Neil Avenue • Pomerene Hall, Rm. 202  
Columbus, OH 43210  
(614) 292-0849 (phone) • (614) 292-7229 (fax)  
[porretta.1@osu.edu](mailto:porretta.1@osu.edu) (email)

### Graduate Internships in Adapted Physical Education:

Texas Woman's University has seventeen internships available to prepare qualified individuals to teach students with low-incidence disabilities in various Physical Education/Sport Least Restrictive Environments. The curriculum is designed for full-time students to complete the program in one calendar year (3 semesters). Each full-time intern will be awarded \$9,296 that will be divided over 12 months, university health insurance, and out-of-state tuition. In addition there is partial support for in-state tuition and books. There are also numerous paid opportunities to teach part-time (5-10 hours per week) in the local public schools. If interested, please contact Ron French, Ph.D., at the email or mailing address below.

Ron French, Ph.D.  
Texas Woman's University  
Department of Kinesiology  
P.O. Box 425647 • Denton, TX 76204  
940-898-2575 (phone) • 940-898-2581 (fax)  
[f\\_french@twu.edu](mailto:f_french@twu.edu) (email)

### Post-Doc Research Assistantships:

The University of Michigan has two post-doc research assistantships available for people who have experience in adapted physical education or pediatric PT or OT. The assistantships pay \$28,000, plus health insurance, plus \$500 for travel to present research at a national conference each year. The positions require the person to conduct research with a mentor along with working on their independent line of research. The post doc positions are for 2 years at which time the person must apply for a faculty position in Kinesiology/PE, PT, or OT departments with an emphasis in APE, pediatric PT or OT. The funding for these positions is available to U.S. citizens only. We have 5 faculty in Kinesiology who have established research lines involving infants, children, and adults with disabilities (Down syndrome, CP, spina bifida, traumatic brain injury, and infants with iron deficiency anemia). Pre-docs and post docs also learn how to write research grants and to publish their research. If interested contact Dale Ulrich at

[ulrichd@umich.edu](mailto:ulrichd@umich.edu)

**Check out the new look  
of the NCPERID website at  
<http://ncperid.usf.edu/>**

**The Board of  
Directors will be  
posting minutes of  
meetings to keep  
everyone abreast  
of the happenings  
within the  
organization.**

