

**NATIONAL CONSORTIUM FOR PHYSICAL  
EDUCATION AND RECREATION  
FOR INDIVIDUALS WITH DISABILITIES  
(NCPERID)**

*ANNUAL CONFERENCE  
JULY 8-10, 2007  
AAHPERD HEADQUARTERS  
RESTON, VA*

# Sunday, July 8, 2007

## Board Meeting

1:00 P.M. Shuttle Board members - Hotel to AAHPERD  
Headquarters

**1:30-4:30** **NCPERID Board Meeting**  
*Presiding: Garth Tymeson, President, University of  
Wisconsin-La Crosse*

## Conference Schedule

**4:30** Shuttle NCPERID attendees - Hotel to AAHPERD  
Headquarters

**4:45-5:45** **Welcome Reception and Conference Registration**  
Beverages and light snacks provided; Poster  
presentation set-up  
*Presiding: Carita Saunders, Secretary, Alexandria  
City Public Schools, VA  
and Jiabei Zhang, Treasurer, Western Michigan  
University*

**5:45-6:45** **Welcome, Conference Overview, and Opening  
Keynote Address**  
*Presiding: Garth Tymeson, President, University of  
Wisconsin-La Crosse and Cindy Piletic, Vice  
President, Western Illinois University*  
**Opening Keynote Address – “Contributions of  
Sport and Physical Education for People with  
Intellectual Disabilities”**

- Tom Songster, Senior Vice President-  
Special Projects and Camp Shriver  
Director, Special Olympics, Washington,  
DC

Conference  
Theme:

“Preparing  
Highly  
Qualified  
Adapted  
Physical  
Activity  
Professionals  
for Teaching,  
Scholarship,  
and  
Advocacy”

- 6:45–7:15**      **Presentation of NCPERID Awards**  
*Presiding: Hester Henderson, Awards Committee Chair, University of Utah*
- William A. Hillman Distinguished Service Award
  - G. Lawrence Rarick Research Award
  - Holis Fait Scholarly Contribution Award

**7:15**              Shuttle - AAHPERD Headquarters to Hotel

**7:15-9:00**        Group dinner at *Bertucci's Italian Restaurant - Optional*  
*(walking distance from hotel)*

## **Monday, July 9, 2007**

**7:30 A.M.**        Shuttle - Hotel to AAHPERD Headquarters  
Conference Registration and Poster presentation setup  
*Presiding: Carita Saunders, Secretary, Alexandria City Public Schools, VA and Jiabei Zhang, Treasurer, Western Michigan University*

**8:00-9:00**        ***“Collaboration of K-12 and Higher Education Personnel to Prepare APE Professionals”***

- Kristi Roth, University of Wisconsin-Stevens Point
- Linda Hilgenbrinck, Denton Independent School District, TX & Lisa Silliman-French, Texas Woman’s University

*Presiding: Cindy Piletic, Vice President, Western Illinois University*

**9:00–10:15**      ***“New Trends and Practices in Master’s Level APE Professional Preparation Programs.”***

- Marty Block, University of Virginia
- Joe Winnick, State University of New York-Brockport
- Gloria Palma, North Carolina Agricultural & Technical State University
- Dave Porretta, The Ohio State University
- Jeff McCubbin, Oregon State University

*Presiding: Simon Driver, Member at Large, University of North Texas*

**10:30 –11:15**    **Trip to Camp Shriver** (bus leaves from AAHERPD Headquarters)

**11:30 –1:15**      **Camp Shriver Orientation and NCPERID Special Recognition Awards**  
*Presiding: Bob Arnhold, Immediate Past President, Slippery Rock University, PA and Garth Tymeson, President, University of Wisconsin-La Crosse*

**1:15–2:00**        **Trip back to AAHPERD**

**2:00–2:45**      ***“Building Inclusive Fitness Communities for People with Disabilities”***  
    ▪ Jim Rimmer, Director, National Center on Physical Activity and Disability, University of Illinois-Chicago  
*Presiding: Scott Pedersen, Member at Large, New Mexico State University*

**2:45-3:45**      ***“OSERS - IDEA Part D National Activities Comprehensive Plan.”***  
    ▪ Marlene Simon-Burroughs, Associate Division Director, Secondary Transition, Postsecondary Team, Office of Special Education Programs, U.S. Department of Education, Washington, DC  
*Presiding: Garth Tymeson, President, University of Wisconsin-La Crosse*

**3:45-4:00**      **Poster Session**  
Beverages and snacks provided  
*Presiding: Scott Pedersen, Member at Large, New Mexico State University*

**4:00-5:45**      **NCPERID Membership Business Meeting** (including election results)  
*Garth Tymeson, President, University of Wisconsin-La Crosse*

**6:00**              Shuttle - AAHPERD Headquarters to Hotel

**7:00**              Group Dinner at Charbroil Steakhouse – Optional  
(walking distance from the hotel)

## **Tuesday, July 10, 2007**

**7:30A.M**         Shuttle - Hotel to AAHPERD Headquarters

**8:00-9:00**      ***“Pedagogical Techniques and Philosophical Issues of APE On-line Courses.”***  
    ▪ Scott Pedersen, New Mexico State University  
    ▪ Sherry Folsom-Meek, Minnesota State University-Mankato  
    ▪ Ron French, Texas Woman’s University  
*Presiding: Linda Hilgenbrinck, Member at Large, Denton Independent School District, TX*

**9:00–10:00**    **Free Communication Presentations**  
    ▪ Joe Winnick, State University of New York - Brockport  
    ▪ Ron Davis, Texas Woman’s University, Katie Stanton, Indiana University Purdue University - Indianapolis, and Mary Glenn-Rinne, Indiana State Department of Education

- Diane Craft , State University of New York - Cortland

*Presiding: Jiabei Zhang, Treasurer, Western Michigan University*

**10:00–10:15 Poster Session and Break**

Beverages and snacks provided

*Presiding: Linda Hilgenbrinck, Member at Large, Denton ISD, TX*

**10:15–10:45 OSERS APE Personnel Preparation Grants Update**

- Betty Baker, Program Manager, Office of Special Education Programs, U.S. Department of Education, Washington, DC

*Presiding: Garth Tymeson, President, University of Wisconsin-La Crosse*

**10:45–11:45 Past President’s Panel Discussion**

**Topic: Preliminary Report from the APE Professional Preparation Program Accreditation**

- APE Professional Preparation Program Accreditation Task Force (AAHPERD/AAPAR/NCERID) Chair: Joe Winnick, State University of New York - Brockport,
- Past Presidents:
  - Bob Arnhold, Slippery Rock University, PA,
  - Diane Craft, State University of New York - Cortland,
  - Luke Kelly, University of Virginia,
  - Jeff McCubbin, Oregon State University,
  - Dave Porretta, The Ohio State University,
  - Laurie Zittel, Northern Illinois University

*Presiding: Garth Tymeson, President, University of Wisconsin-La Crosse*

**Conference Closure**

Garth Tymeson, President, University of Wisconsin-La Crosse

**11:45** Shuttle departs AAHPERD Headquarters to hotel (**NOT** to the airport)

## **New Board Meeting**

**12:00–2:00 New Board Meeting**

*Garth Tymeson, President, University of Wisconsin-La Crosse*

**2:00** Shuttle back to hotel (**NOT** to the airport)



## **2007 NCPERID Awards**

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

**This year's recipient is ..... *Hester Henderson, University of Utah***

### **William A. Hillman Distinguished Service Award**

Individuals nominated must have an exemplary professional service record including: Elected or appointed service to NCPERID. This includes membership on the Board of Directors, committees, and/or ADVOCATE newsletter editorial board, Service to other organizations that deal with persons with disabilities in the same or similar functions as stated above, Service on editorial boards and/or reviewer of scholarly journals dealing with physical education/recreation for individuals with disabilities, Service as a community volunteer involved with programs and/or athletic events for individuals with disabilities (i.e., Special Olympics, USABA, NWAA, etc.), and Presentations before educational groups, conventions, media presentations, and other meetings held in the interest and promotion of physical education/recreation for individuals with disabilities.

**This year's recipient is ..... *Christine Stopka, University of Florida***

### **The G. Lawrence Rarick Research Award**

Individuals nominated must be recognized as a research scholar in the area of physical education/recreation for individuals with disabilities including: A distinguished record of research systematically directed toward specific questions that has helped advance knowledge in physical education/recreation for individuals with disabilities, Authorship of data based articles published in refereed journals or monographs of national or international significance, Research that has undergone refereed review and meets criteria established by academia, Research presentations at international, national, and regional professional meetings, and Direction of student research (theses and/or dissertations) dealing specifically with physical education/recreation for individuals with disabilities. Recipients of the Rarick 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.

**This year's recipient is ..... *Jim Rimmer, University of Illinois at Chicago***

## The Congressional Award

Individuals or organizations nominated must have either a record of effort on legislative reform, policy, or contributions which resulted in significant change including: Legislative reform efforts on the local, state, or federal level in the area of physical education/recreation for individuals with disabilities. Leadership for legislative actions that enhance and/or protect the quality and quantity of physical education/recreation services for individuals with disabilities.

**This year's recipient is ..... *Senator Tom Harkin (Iowa)***

## Lifetime Achievement Award for Physical Education and Sport Advocacy

**This year's recipient is ..... *Mrs. Eunice Kennedy Shriver***

For lifetime leadership and commitment to physical education and sport to individuals with disabilities. As executive vice president of the Joseph P. Kennedy, Jr. Foundation and honorary chairperson of Special Olympics, Eunice Kennedy Shriver has been a leader in the worldwide struggle to improve and enhance the lives of individuals with intellectual disabilities for more than three decades. The Foundation, established in 1946 as a memorial to Joseph P. Kennedy, Jr.—the family's eldest son, who was killed in World War II—has two major objectives: to seek the prevention of intellectual disabilities by identifying its causes, and to improve the means by which society deals with citizens who have intellectual disabilities. Under Shriver's leadership, the Foundation has helped achieve many significant advances, including the establishment of the President Kennedy Committee on Mental Retardation in 1961, development of the National Institute for Child Health and Human Development in 1962, the establishment of a network of university-affiliated facilities and mental retardation research centers at major medical schools across the United States in 1967, the establishment of Special Olympics in 1968, the creation of major centers for the study of medical ethics at Harvard and Georgetown Universities in 1971, the creation of the "Community of Caring" concept for the reduction of intellectual disabilities among babies of teenagers in 1981, the institution of 16 "Community of Caring" Model Centers in 1982, and the establishment of "Community of Caring" programs in 1200 public and private schools from 1990-2006. On 24 March 1984, when U.S. President Reagan awarded Shriver the Presidential Medal of Freedom, the nation's highest civilian award, for her work on behalf of persons with intellectual disabilities and in 2005 she was honored for her work with Special Olympics as one of the first recipients of a sidewalk medallions on The Extra Mile Point of Light Pathway in Washington D.C.



# Abstracts – Poster Sessions

## Adapted Physical Activity Service Learning in Undergraduate Education

Deborah J. Buswell, Stephen F. Austin State University, Nacogdoches, TX, Linda Hilgenbrinck, Denton ISD, Denton, TX, & Filitsa Leriou, Texas Special Olympics

The purpose of this study was to examine perceived benefits of completing fieldwork hours for classes in a service-learning environment. A total of 423 undergraduate students from two different universities were surveyed after they completed semester long service-learning experiences. Student experiences took place with sixty-eight different programs ranging from school sites, Special Olympics activities and events, senior centers, programs run by the universities, and various other types. Survey questions were targeted to assess attitudes towards interactions with persons with disabilities, and personal benefits gained such as self-esteem, new skills, and new knowledge. The results indicated that undergraduate students felt a sense of personal satisfaction and gratification (98%), believed they made a difference in the lives of individuals with disabilities (81%), and increased their level of self-esteem (66%) and confidence (72%). Participants also believed that the experience helped them to understand some of the difficulties and situations persons with disabilities face (97%) and that the experience helped them to improve their understanding of the theory/content aspects of the course (91%). Narrative comments to open-ended questions supported the survey findings. With a declining source of funds at many institutions it may become very important to collaborate with various community resources to provide students with hands-on experiences with persons with disabilities. However, it is essential that programs selected can provide students with appropriate experiences that will provide benefits such as knowledge, skills, confidence, and a sense of making a difference in the lives of those whom which they work. The overall results of this study indicated that service-learning experiences, as part of pedagogy courses are beneficial to students in a variety of different ways.

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## Development of a Conceptual Model to Predict Physical Activity Participation in Adults with Brain Injuries

Simon Driver, University of North Texas, Denton, TX

**Purpose:** The purpose of this study was to examine the psychosocial factors that influence the physical activity behaviors of adults with brain injuries. Factors included perceived competence, social support, physical self-worth, affect, and motivation. Specifically, two different models were proposed that examined different relationships between these variables. Model 1 included self-worth as the central mediating variable whereas model two included affect.

**Method:** Purposive sampling was used based on time since injury, level of cognitive functioning, and living status. A final sample of 384 adults with brain injuries completed a series of questionnaires measuring the psychosocial variables within each model. Structural equation modeling was used to analyze the fit of the data to the proposed models.

**Results/Discussion:** Results indicated a significant chi squared value and poor for fit of the data for the model with physical self-worth as the mediating variable. However, results indicated a non-significant chi squared value and good fit of the data for the model with affect as the central variable.

**Summary:** Findings suggest that affect plays a central role in shaping the cognitions and behaviors of adults with brain injuries. Consequently, rehabilitation specialists should focus on enhancing the social support and perceived competence of adults with brain injuries to increase affect, physical activity participation, and the associated health outcomes.

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### Attributes of Instructors of the Introductory Adapted Physical Education Course

Sherry L Folsom-Meek, Department of Human Performance, Minnesota State University, Mankato,

This study is a compilation of data from two studies surveying instructors of the introductory adapted physical education (IAPE) course. Data for study one ( $N = 182$  from 9 states) were collected from 1992-1996 and data from study two ( $N = 236$  from 47 states) were collected from 2003-2006. The purpose of this research was to describe attributes of IAPE course instructors. For study one, a total of 67% held doctoral degrees, with fewer than half specializing in APE as a major (40%) or minor (6%) area of emphasis. Average number of graduate courses taken in APE was 4.96. All but five instructors had hands-on experience working with disabilities with 78% reporting 100 or more hours. The average number of years teaching the IAPE course was 8.5 years. Instructors indicated they attended (75%) or presented at (47%) meetings addressing individuals with disabilities during the past two years. For study two, average age was  $44.5 \pm 5.2$  years, with the majority of course instructors being women (59%). Over two-thirds (67%) held a doctoral degree but fewer than half specialized in APE as a major (44%) or minor (5%) area of emphasis. Average number of years teaching the IAPE course was  $8.6 \pm 7.3$  years and most (96%) enjoyed teaching the IAPE course. Average number of graduate courses taken in APE was  $5.3 \pm 5.2$ , ranging from 0 to 20. All but 3% indicated hands-on experience with individuals with disabilities, with 79% reporting 100 or more hours. Instructors reported attending conference programs relating to individuals with disabilities (76%). Some 28% presented at state meetings, 19% presented at national meetings, and 6% presented at international conferences. With both sets of data, results indicate that less than half the instructors teaching the IAPE course have graduate specializations in IAPE. Although most had hands-on experiences with individuals with disabilities, it can be concluded that professional preparation and qualifications to teach the IAPE course are questionable.

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### Physical Education Teachers' Beliefs Toward Inclusion

Mihye Jeong and Martin E. Block, University of Virginia

Since inclusion was first mentioned in the Korean Special Education Promotion Act in 1994, students with disabilities have gradually been transferred from segregated special schools to general schools. The shift from special to general schools has results in general physical education (GPE) teachers having more students with disabilities in their classes. The Theory of Planned Behavior (TpB) measures individuals' intentions to perform a specific behavior by assessing attitude, subjective norm, perceived behavioral control and intention. The culture of the Korean education system (i.e., just starting inclusion and allowing teachers to exclude students with disabilities) and the lack of training and experience of Korean GPE teachers make the TpB a perfect model for determining beliefs and intentions of GPE teachers towards the inclusion of students with disabilities. The first step in the process is to construct a TpB questionnaire for evaluating GPE teachers' beliefs. Therefore, the purpose of this study was to elicit accessible beliefs to construct the TpB questionnaire. Participants in this pilot study were 21 Korean GPE teachers. The sample was chosen on the basis of convenience. Results of data collection generated the following: 69 behavioral beliefs such as cooperation, and inappropriate curriculum; 71 normative beliefs such as parents of students with disabilities and students without disabilities; and 108 control beliefs such as facilities and teacher assistants. In addition, 80% of respondents never had APE courses in undergraduate or graduate study, and 40% felt they did not feel competent to teach students with disabilities at all. Finally, 60% of respondents said they will not teach students with disabilities if they have an option. Results of this study will be discussed in terms of (a) helping GPE teachers and APE professionals in Korea understand key elements associated with a successful inclusive physical education, and (b) directions for future research.

### The Adequacy of Adapted Physical Education Services Provided to Students with Disabilities

Iva Obrusnikova, Ph.D., University of Delaware, Newark, DE and Luke E. Kelly, Ph.D., University of Virginia, Charlottesville, VA

**INTRODUCTION:** A national adapted physical education (APE) needs assessment was conducted by Kelly and Gansneder in 1993. The findings showed that certified adapted physical educators (CAPEs) were carrying high caseloads ( $M = 104$ ) and spent large amount of time performing non-instructional activities (38%). Thirteen years after the needs assessment was conducted, a follow-up study was conducted to determine the amount of instructional time CAPEs provide to students with disabilities on their caseload. The study also examined CAPEs' perceptions of the adequacy of the amount of the APE services provided to students with disabilities.

**METHOD:** The participants were a national sample of 139 CAPEs, 100 females and 39 males, representing 31 States and a 77% response rate. The mean age of the teachers was 41.2 years. All the teachers reported having a bachelor's degree, 83% had a master's degree, and 3% had a doctoral degree. The mean length of experience teaching general physical education was 13.7 years and APE was 11.4 years.

**RESULTS & DISCUSSION:** Responses to a web-based survey revealed that the sample was contracted to work for an average of 37.9 hours a week, but typically worked 41.2 hours per week. Within their typical work week, the CAPEs spent 52.3% of their time providing direct instruction and 13.8% providing indirect instruction. Their remaining time was devoted to administrative responsibilities (13.3%), non-APE teaching responsibilities (13.1%), and other responsibilities (5.6%). The CAPEs reported a mean caseload of 50.5 students. In regard to instructional time provided to each student on CAPEs' caseload, the results indicate that on average each student was receiving only 33.3 minutes of instruction a week. Surprisingly, the CAPEs were generally satisfied with the amount of services provided to students with disabilities in their districts. These findings indicate that the students CAPEs serve are still receiving a minimal amount of instruction.

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### Peripheral Arterial Disease Treatment: A Comparative Study of the Effects of Low Intensity, Accommodating Pain Free Exercise Therapy and High Intensity, Maximal Pain Tolerance Exercise Therapy on Patients with Intermittent Claudication.

Christine B. Stopka; Michelle Davis; University of Florida and Send Correspondence to C. Stopka: [cstopka@hhp.ufl.edu](mailto:cstopka@hhp.ufl.edu)

**Introduction/Purpose:** Intermittent claudication (IC) is defined as pain in the muscles accompanying movement; the pain is due to low amounts of blood supply to the peripheral arteries. IC is the earliest and the most frequent presenting symptom in patients with peripheral arterial disease (PAD). Exercise has shown to have beneficial effects, however, most programs promote high intensity (HI), ischemic training, associated with maximal pain and poor program adherence. The purpose of this study was to compare the results of HI training studies to those of newer, low intensity (LI), accommodating pain-free programs and determine their effectiveness.

**Methods:** Research studies were examined which promoted either HI or LI training. A single case study was also performed to better understand the protocols of the newer, LI approach.

**Results/Discussion:** Based on a meta-analysis conducted by Gardner and Poehlman (1995) on 21 rehabilitation studies, the model high intensity, anaerobic therapy session was 3 times a week for a period of 6 months or greater. An increase in walking distance of 179% was expected. The low intensity exercise programs revealed that for exercising only twice per week for an average of only 9.4 weeks, increases in walking distances were 180%. One LI study with 46 participants lasting 12 weeks revealed a 400% improvement in pain free walking distance. The single case study demonstrated that the newer, LI design is easily followed and effective in maximizing speeds with minimal pain.

**Conclusion:** This LI exercise method offered little risk to the participants having further cardiovascular complications unlike others using the HI approach who have reported heart complications during exercise. LI exercise training appears to work at least as well as HI training and appears to be a viable alternative for improving the walking ability of patients with IC and should receive further attention, study, and research.

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### Effects of a Supervised Resistance Exercise Training on Male and Female Adolescents and Young Adults with Mental Retardation

Christine Stopka, Micheal Macheek, and Mark Tillman, University of Florida, Gainesville, Florida

**Introduction:** Few studies have focused on resistance training for individuals with mental retardation (MR). Since individuals with disabilities are less likely to have opportunities to be active, their health concerns due to inactivity are critical.

**Purpose:** Investigate the effects of resistance training on individuals with mental retardation over time and to determine any performance differences between males and females.

**Participants:** 30 participants, with MR, 14 females, 16 males, Ages: 13-22; mean age = 19

**Methods:** 2 session/week, 50 min/session, 5 min jogging; 5 min stretching, 20-25 min weight training: Abdominal Crunch, Chest Press, Seated Row, Overhead Press, Biceps Curl, Seated Dip, and Lower Back. 15-20 min of *inclusive* sport activities (basketball, soccer, volleyball, flag football, kickball, etc.)

**Results/Discussion:** Two way (2 X 2) repeated measures analysis of variance (ANOVA) indicated that the participants as a single group improved significantly ( $p \leq .05$ ) on all exercises performed.

Males were stronger than females on five of the seven exercises ( $p \leq 0.05$ ); for the seated dip, males were disproportionately stronger.

**Conclusion:** Similar to their peers without disabilities, significant strength gains can be realized by adolescents and young adults with MR by participating in a twice weekly resistance training program for 12 weeks. Although males, as a group, may start out, and end up, stronger than the females, both groups improve significantly with such a program. These individuals benefit from such programs as much as, if not more than, their peers without disabilities.

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### Programming Needs for Fundamental Movement Skill Training for Boys with Autism: A Pilot Study

Jiabei Zhang and Jody Castillo, Department of HPER, Western Michigan University, Kalamazoo, MI

**Introduction/Purpose:** The U.S. Department of Education statistics reveal that the number of children diagnosed with autism grows more than fivefold since 1990. A few of investigations, however, have been found to study programming needs for teaching children with autism fundamental movement skills. The purpose of this pilot study was to investigate needs for fundamental movement skill training for boys with autism.

**Methodology:** A total of 16 boys with autism (M of ages = 68 months; SD of ages = 16 months) from a special school were purposively recruited as participants. They were measured with Test of Gross Motor Development-2. Based on standard procedure of the test interpretation, four types of analyses were conducted: (a) the averaged gross motor developmental quotient (GMDQ); (b) the averaged standard score on locomotor skills; (c) the averaged standard score on object-control skills; and (d) the averaged percent of the raw scores in the maximum scores on each of the 12 motor skills.

**Results/Discussion:** Results of this study revealed that as a group, the participants demonstrated a poor level of performance on overall gross motor development (GMDQ = 67), on locomotor skills (%ile = 2; Age-equivalent < 3 years old), and on object-control skills (%ile = 5; Age-equivalent < 3 years old). In addition, results of this study revealed that the participants performed different skills with different percents of their performance criteria completed correctly, including jump (21%), throw (33%), hop (34%), striking (47%), gallop (48%), slide (48%), roll (55%), dribble (57%), leap (58%), kick (66%), catch (67%), and run (76%).

**Summary/Conclusion:** These results indicate that programming needs for training fundamental motor skills for boys with autism do exist and that different amounts of the programming time should be assigned onto different fundamental motor skill to boys with autism.

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# Abstracts – Free Communications

## Best Practices: Child Centered Approach to Conducting Physical Activities with Preschoolers of All Abilities

Diane H. Craft, Ph.D., Professor, Department of Physical Education, SUNY Cortland

The child centered approach emphasizes activities that are child initiated and teacher facilitated to enable each child to achieve specific goals and objectives. The child centered approach:

- is consistent with developmentally appropriate practices. The learning experiences are planned based on what each child is ready to learn.
- works with young children's natural interest in exploration and experimentation.
- includes many opportunities for the child, rather than the teacher, to initiate the activity within the environment that the teacher has created. "While the teacher will select some activities and movements, most activities used for intervention are based upon what motivates and interests the child" (Block & Davis, 1996, p. 237). Child initiated activities are similar to Burton and Davis' Ecological Task Analysis approach to teaching, in that both use activities that the child has selected within an environment that the teacher has designed. Child initiated activities are also consistent with Mosston's guided discovery teaching style, in which children control much of the learning process as the teacher guides them to discover the solution to problems posed by the teacher.
- focuses on children LEARNING. The teacher identifies goals and objectives for each child, based on their individual needs and current abilities. All activities are designed to be fun and playful, but the overall goal is for the children to learn (Block & Davis, 1996).
- encourages the teacher to guide and facilitate learning rather than direct children.
- is consistent with activity-based intervention that seems particularly appropriate for children with special needs (Bricker & Cripe, 1992).

The purpose of this presentation is to share inclusive, child centered and developmentally appropriate physical activities that enable groups of preschool children, including those with special needs, to move successfully in fun, safe ways.

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Cortland, New York 13045, 607-753-4908, craft@cortland.edu

## New Physical Education Teacher Standards: What does this mean for the Professional Preparation in Adapted Physical Education?

Dr. Ronald Davis, Texas Woman's University; Dr. Kathleen Stanton, IUPUI-Indianapolis; Dr. Mary Glenn-Rinne, Division of Professional Standards, Indiana DOE

As of 2008, Indiana Colleges and Universities preparing undergraduate students in physical education teacher education must align their programs with the new PE/APE state standards. These new standards support the development of a combined license identifying qualified preparation in General Physical Education and Adapted Physical Education. These changes have prompted confusion and concerns regarding the new licensure therefore, the purpose of this presentation is to clarify the process in which the standards were designed and potential solutions to updating and/or restructuring undergraduate programs to meet the standards.

This presentation will review information presented at the 2006 NCPERID meeting related to review committee composition and development of new combined standards. A current status of this process will then be presented that represents the concern felt by institutions of higher education across Indiana. Results from a follow-up meeting of Professional Physical Educators held in February will be shared that resulted in two counter strategies recommended to the state DOE from concerned professionals. Additional alternative training methods will be discussed. Indiana is the first to offer such a combined licensure; this is a bold and controversial professional step in assuring appropriate program delivery for students with disabilities receiving service in an included setting.

## A Model for State-wide Adapted Sport Opportunities for High Schools in the United States

Joseph P. Winnick, Ed., SUNY Brockport

This session will suggest a skeletal State-wide adapted sport model to provide youngsters with disabilities equal opportunity to attain equitable benefits from athletics as their peers without disabilities. This model builds upon existing state-wide sport offerings: segregated, electronic, unified, parallel, and regular. The need for professional preparation to enhance quality experiences will be emphasized

# Abstracts – Program Sessions

## Two Teams, One Community (Session presented Monday 8:00 A.M.)

Linda Hilgenbrinck, PhD, CAPE, Denton ISD, and Lisa Silliman-French, PhD, CAPE, Texas Woman's University

Effective teaching is dependent on the teamwork of many individuals between a local school district community and a university department. This presentation will depict one university's professional preparation program with local school districts in adapted physical activity. Team One consists of the local school district and how services are provided to students with disabilities in physical education. Teachers, paraeducators, and parent's level of involvement in the educational process will be shared. Team Two consists of the university and how full-time graduate students fulfill the vital role of the part-time adapted physical educator district employee. Communication techniques to bring the "two educational teams" together to ensure that students with disabilities are safely and successfully participating in community-based environments will be discussed. Further topics to be shared include descriptions of collaborative practica programs, resulting research products, and future program planning to meet a growing districts needs.

## Utilizing Collaboration of K-12 and Higher Education to Prepare APE Professionals (Session presented Monday 8:00 A.M.)

Kristi Roth, PhD, University of Wisconsin Stevens Point, [kroth@uwsp.edu](mailto:kroth@uwsp.edu)

Reflective practicum experiences for undergraduate physical education teacher education students provide significant benefits in job preparation. Many physical education preparation programs provide limited field experiences for students prior to student teaching. (Chepyator-Thomson, 2003). Perceived competence in teaching significantly improves with on and off campus adapted physical education (APE) practicums (Hodge, 2002). The University of Wisconsin Stevens Point has a long history of providing both on and off campus practicum experiences. The on campus "Friday Program" began as a "Motor Lab" in the 1970's under the direction of Marge Spring. This program continued to grow with noted leaders in APE including Carol Huettig, Rory Suomi, and Doug Collier. The current program provides an emphasis on meeting the needs of a wide variety of ability levels in both the aquatic and land environments, integration of IEP goals, and infusion of cutting edge technology. The Stevens Point School District provides an adapted physical educator to work in cooperation with the university supervisor and students for implementation of the program. The off campus practicum experiences include school and community based opportunities. University students are required to complete 45 off campus hours over the course of 2 semesters to earn their APE endorsement. The university and local school cooperation in the area of adapted physical education and 'special sports' has helped to develop well qualified adapted physical educators and provided a positive impact in the lives of the local students with disabilities.

OSERS – IDEA Part D National Activities Comprehensive Plan (Session presented Monday 2:45 P.M.)

Marlene Simon-Burroughs, Ph.D., Associate Director, Research to Practice Division, Office of Special Education Programs  
U.S. Department of Education, 550 12th Street, S.W., Room 4151, Washington, DC 20202-2600, Ph (202) 245-7525

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The national activities authorized under Part D of the Individuals with Disabilities Education Act of 2004 (IDEA) support States, school systems, and families in improving results for infants, toddlers, and children with disabilities. These improvements are achieved through a series of strategic investments in knowledge production and development, knowledge transfer and utilization, and knowledge implementation evaluation. In section 681(a) of IDEA, Congress directed the U.S. Department of Education (Department) to develop and implement a Comprehensive Plan (Plan) for these national activities in order to enhance the provision of early intervention services, educational services, related services, and transitional services to children with disabilities. The Plan will be used by the Department to ensure that the activities funded under Part D further the long-term program goals and benefit children of all ages with the full range of disabilities. The Department's Office of Special Education and Rehabilitative Services (OSERS) placed a notice of its proposed Comprehensive Plan for National Activities in the Federal Register, November 27, 2007,

<http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/pdf/06-9404.pdf> (PDF Format)

This presentation will describe aspects of the participatory planning process and identify the IDEA Part D programs addressed in the proposed Comprehensive Plan. An overview of each of the seven program outcomes that OSEP has identified as important for improving results for children with disabilities and the Department's proposed investment plans for the next 5 to 10 years will be provided.

## More Information

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