

Advocate

NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND
RECREATION FOR INDIVIDUALS WITH DISABILITIES

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Professional Enhancement Program for Adapted Physical Education: The Physical Activity For All Digital Video Disc

In adapted physical education, there has been need for a comprehensive, coordinated, and easy to use set of audio-visual materials to supplement and illustrate instructional presentations. Typically, an instructor used a variety of videotapes, either produced specifically to provide instruction or copied from a television broadcast, 35 mm slides and photographs collected over a period of time. One comprehensive and coordinated series of videotapes was the I'm Special Instructional Modules (Bowers & Klesius, 1982). While much of the content of these videotapes remains appropriate, the videotapes are dated due to the language used in the narration and dress style of the participants. Additionally, the use of these videotapes, as is the usual use of most videotapes, is to show one videotape from beginning to end without interruption. Typically, the outcome for the viewer is to acquire general awareness of many topics without immediate expansion, reflection, or discussion of any single topic.

The advancement of multi-media technology has made available a presentation source that can accommodate a comprehensive and coordinated set of visual images in a user-friendly manner. These images can be full motion video, still images, drawings, or text screens programmed as a series of clips. These clips, or pages, can be viewed in sequential order or as selected by the user. This presentation source is the digital video disc (DVD-ROM). A DVD-ROM is like a compact disc (CD) in that a laser beam is used to read encoded digital information, which is converted to a picture and/or sound. However, a DVD-ROM has the capacity of seven CDs (4.3 gigabytes). The result is that a DVD can present 180 minutes of windowed video with sound at a higher quality than a VHS videotape. Another feature of DVD-ROM is that a DVD-ROM drive can be easily and inexpensively added to a multi-media computer and is backward compatible with different types of CDs.

In 1993, Klesius and Bowers had the foresight to recognize the potential of DVD for multi-media presentations and submitted a project proposal to the Office of Special Education and Rehabilitation Services. The project was accepted and during 1994 to 1999 they received a grant to produce the Physical Activity for All: Professional Enhancement Program (PAFA) (1999). The PAFA program is designed to enhance professional preparation for teaching adapted physical education. The PAFA program can be used with students enrolled in an undergraduate or beginning level graduate course addressing adapted physical education, or to assist a teacher responsible for providing a physical education program for all students, especially students with disabilities. The PAFA program can be used by an instructor to supple-

ment on-campus or distance learning presentations, as well as by an individual for self-paced learning.

The PAFA program is organized using twelve modules [see figure 1]. Each module consists of video clips arranged according to topics and subtopics. The viewer browses through the modules by selecting a "page," which has a descriptive title to view. When viewing the contents of a module, the user can proceed from one page to the next in the linear sequence of the "module table of contents." In doing so, the viewer follows the "module table of contents" as arranged by the author ~~module~~. An option is for the user to view selected pages of a module using the "module index." In this approach, the user accesses the "module index" and scrolls to a particular page title. To view the selected page, the user "clicks on" the page title and the associated content (text, screen, drawing, still image, or video clip) is presented. In either the "table of contents" or "module index" approaches, the text screen, drawing, still image or last image of a video clip remains on the screen so the instructor can discuss, elucidate, or ask questions about the content of the page just viewed. In addition, the user can replay the page, go back to play the previous page, or go to the next page. There is also the unique feature of looping, where the current video clip can be played without audio. The PAFA program can also be accessed using the "keyword index." The "keyword index" is an alphabetical listing of all content topics across all twelve modules and links the user to all page titles for a common content. The "keyword index" is particularly useful when browsing for information on a particular topic.

*Dr. Stephen Klesius and Dr. Louis Bowers
University of South Florida*

Figure 1

Movement Science Foundations
Legal and Professional Aspects
Family, Community, and School
Uniqueness (unique attributes of learners)
Collaboration
Assessment
Curriculum and Instruction
Principles and Practices of Physical Fitness
Play
Physical Education: Inclusive Settings
Physical Education: Special Settings
Leisure and Sports

1999 Summer Conference Poster Presentation Abstracts

Designing an Adapted Physical Education Activity Area

When designing a facility specifically for adapted physical education, many factors must be considered. Questions to ask may include, deciding the dimensions of the gymnasium, what activities will be played in the gymnasium, whether power doors are a good option for the main entrance, and the type of lighting that is best in the gymnasium and shower area. All of these factors are important in a facility, however, going about finding the answers to these questions can be overwhelming and time consuming if you do not have a plan. Three basic stages are outlined in this article. The first stage is "Getting-Started." Within this stage questions are asked in regard to whom will be using the facility and how it will be used. Questions are also asked regarding activities and equipment needs, and different areas that will be included in the facility. The second stage is "Leg-work." This stage involves completing the research to determine the pros and cons of what has been outlined as important. This stage can be difficult if a multitude of resources is not utilized. These resources may include adapted physical education programs and existing facilities, physical education teachers, exceptional centers, internet, malls, universities, and any other facility that may have accessible areas. The third stage is "Putting it Together" This stage involves organizing all the materials, forming an outline of facility components and justification for each part, and creating a floor plan of your facility. Using various computer programs helps to make this stage easier. The final product is a listing of items along with the pros and cons for each item, a listing of options to use for negotiating purposes, justification for each item, and a floor plan of the final facility. This presentation outlined the three stages and provided examples from a recently completed facility evaluation along with a set of recommendations for the conversion of the facility for use by individuals with disabilities.

Shari Bovell, Grand Cayman, Cayman Islands

Interaction Patterns of Children with Hearing Impairments in Inclusive Physical Education Classes

Research on education in inclusive classroom settings indicates that children with hearing impairments do not receive adequate interaction with the teacher, that teachers are hesitant to work with children who have hearing impairments, and that the interpreter frequently tutors the hearing impaired child. However, little research of this nature has been conducted in the academic area of physical education, and little research has been done to determine if this level of student-teacher interaction is different from the student-teacher interaction experienced by non-disabled students. This study is designed to describe the interaction patterns of children with hearing impairments when in an inclusive physical education setting. Results from this study will determine the level of student-teacher interactions experienced by children with hearing impairments and determine if this level of interaction differs from student-teacher interaction rates experienced by students without disabilities. Data will be collected in this study using observational recording methods. The participants in this study will include 10 elementary level physical education classes that have students with hearing impairments included in them. Recording methods will utilize a coding system to record the interactions between students with hearing impairments, target students, the interpreter, the physical education teacher, and other students. The coding

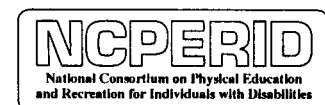
system will identify who initiated the interaction, who the interaction was meant for, who interpreted the interaction (if needed), and if the interaction was completed. Data analysis will include descriptive statistics and paired T-tests to determine if the rates of interaction were different between any of the groups observed.

*Shelley H. Hawkinson, Peter J. Ellery, George Green,
University of South Florida and Michael Stewart, University
of Nebraska at Omaha*

Impact of Disability Awareness Activities on Attitudes of Non-Disabled Students Toward Integrated Physical Education with Students Who Use Wheelchairs.

Current IDEA legislation encourages the inclusion of children with disabilities in regular education settings including physical education. Socially, however, children with disabilities face many problems when interacting and attempting to gain acceptance with their non-disabled counterparts in integrated settings. This is particularly relevant when it comes to children with physical disabilities being included in physical education and not being viewed as physically capable by their non-disabled peers. Current research has focused a great deal on the changing of teacher perspectives so that teachers entering the workforce will have a more realistic appreciation of the physical abilities and attributes of students with disabilities in their classes. Little research has been conducted looking at how instructional approaches might be used to enable students without disabilities to better appreciate the physical attributes of their physically disabled peers and better accept them in integrated physical education classes. This study was designed to determine if non-disabled student's perceptions of integrated physical education with children who have physical disabilities could be changed in a positive way using disability awareness activities like those successfully offered in similar college level studies. The students in this study are 200 elementary students without disabilities between the ages of 10 and 11 years old who have never experienced a physical education class that also had a student with a physical disability included in it. Each student will complete the Children's Attitudes Towards Integrated Physical Education - Revised (CAIPE-R) (for a Child who Uses a Wheelchair) Survey Form. Students will then be exposed to a one week series of disability awareness activities that include (a) participating in a 30-minute physical education class that provides games and simulation activities allowing each student to experience movement while in a wheelchair, (b) viewing a 30-minute video on Paralympic games and sports, and (c) attending a lecture presentation by a wheelchair basketball player on what it is like to have a physical disability. Within five days of completing the disability awareness activities, students will complete the CAIPE-R Survey Form a second time. Results from the two surveys will be analyzed using descriptive statistics and a Dependent T-test to determine if a statistically significant change in the perceptions of the students without disabilities has occurred as a result of the disability awareness activities intervention.

*Peter J. Ellery, Jim Rauschenbach, University of South Florida,
and Michael Stewart, University of Nebraska at Omaha*



Physical Education Sign Language

The physical education sign language program was developed in response to the growing number of children with hearing impairments being placed in physical education classes with teachers who were not trained in sign language. The program is designed to allow the pre and post service physical education teacher to learn basic communication signs that include the alphabet, numbers from one to ten, and some words and terms commonly used in physical education. The program offers 118 signs in eleven easy to follow lessons or units. Each unit has between 10 and 13 words for the user to learn by observing the video demonstration for each of the words in that lesson. Video demonstrations of each sign can be viewed as many times as the user feels they need in order to learn the sign. When all of the words are considered learned by the user a quiz can be utilized which randomly selects 5 of the words from the lesson to test retention. When the user has completed all 11 lessons, they can also take the comprehensive revision test for the program. This test is a 30-item multiple choice test that randomly picks words from any of the lessons as test items. On both lesson quizzes and the comprehensive test, all scores are recorded and the user's success rate is provided at the completion of each test. One final addition to the program is the inclusion of an index of words. This index serves as a reference for looking up a particular sign. Physical Education Sign Language Program was reviewed by 20 colleagues with experience in physical education for individuals with hearing impairments and reviews received to date have been very positive. Revisions have been made and 200 copies of the program have been printed for free distribution through the support of the North Tampa Civitan Club.

Peter J. Ellery, University of South Florida

If you would like to obtain a free copy of the Physical Education Sign Language Program contact Pete Ellery, Ph.D. at the following address:

School of Physical Education, Wellness and Sport Studies
University of South Florida
4202 E. Fowler Ave. - PED 214
Tampa, FL 33620-8600
Phone: (813) 974-3443
FAX: (813) 974-4979
E-mail: ellery@tempest.coedu.usf.edu

Effects of an Integrated Program of Physical Fitness and Sport Activities on Students with Mental Retardation

A university-based fitness and sports program has been conducted for over a decade for students from the community, ages 13 to 22 with mental retardation (MR). Participants with mild to severe MR, in addition to many whom are deaf and/or have mild to moderate physical disabilities, come to the University of Florida twice per week for 55 to 60 min. The first 30 min consists of fitness training with weight machines; the second 25 to 30 min consists of participation in sport activities alongside similar-age peers (college students). Research findings have demonstrated that students with MR have improved significantly ($p < 0.05$) in muscular strength, muscular endurance, and flexibility, with gains similar to those expected of their non-disabled counterparts. Specifically, muscular strength was studied in older individuals (ages 17 to 22) 30 min a day, twice per week for 23 weeks. Significant strength gains were observed in all weight machines tested which included the chest press, leg extension, and the lat pull down, when resistance was expressed both outright, and as a measure of relative strength (resistance/body weight). Muscular strength/endurance improved significantly with the number of sit-ups performed in one minute. When muscular endurance was studied (in the 13 - 17 year

olds), both strength and total work performed increased significantly in chest press and the leg extension tests. Flexibility was improved on the sit-and-reach performance test with gains observed at each session, and over time, with gains recorded at the end of the nine-week session. The fitness and sport skills learned have enhanced the quality of their lives by improving their health and fitness levels, which have in turn, facilitated their abilities to endure vocational demands and explore recreational pursuits. As well, motivation and self-esteem have improved through participation in the program. Possibly the most fascinating affect of the program has been the discovery that the university students benefited at least as much from the program as the participants. University students learned much about themselves and others with disabilities and they gained valuable experience for life. Some of these new insights included appreciating how similar they are to the participants in fitness levels, sport skills, as well as interests, personality, humor, and more. Other benefits observed included understanding the administrative aspects of such a program, learning how to conduct a similar program in the future, and learning how to direct and supervise others. This is clearly a "win-win" situation for all involved. It is no wonder the program is so well received by all associated with it.

*Christine Stopka, Jamie Pomeranz, and Rondal Siders,
University of Florida*

Effects of a Low-Intensity, Pain Free Program of Exercise Training on Individuals with Intermittent Claudication Due to Peripheral Arterial Disease

By the year 2000, 20-25% of the citizens of the U.S. will be classified as senior citizens. Of these, 20% will suffer from peripheral vascular disease, that is, atherosclerosis severe enough to produce enough pain on exertion to limit or cease their normal activities of daily living. Treatments to reduce this pain and thus improve functional ability are needed. Surgery on larger vessels provides good results, but these results last only six months to five years at best. Also, surgery is often contraindicated due to inoperative small vessel disease and/or other medical conditions. Exercise has been investigated and advocated as a treatment in lieu of, or as an adjunct to surgery to maximize its results. Thus far, exercise has shown much promise, although the type of exercise used today can be frustrating and risky due to its prescription for walking levels of maximal pain tolerance (AMA and ACSM). The purpose of this study was to introduce a new method of exercise training for individuals with intermittent claudication (IC) defined as walking pain, which is secondary to diseases resulting in arterial insufficiency (eg., peripheral vascular disease, atherosclerosis, diabetic angiopathy). Traditional exercise therapy for IC requires that individuals walk as fast as possible, at maximally tolerated pain grades. When their pain becomes intolerable, they rest until it subsides, and then resume walking again at the maximally tolerated speeds for elicited pain. Forty-nine participants ages 46 to 82 ($M = 68$ years) completed a low intensity exercise program ($M = 10$ weeks). They trained 2 - 3 times per week walking on a treadmill. Participants were asked to walk as fast as they could, below the threshold of pain. If pain was felt, the speed was decreased until a (walking) pain free recovery was achieved. After the ten weeks, pain free walking distance (420%), duration (164%), and speed (95%) all improved dramatically ($p < .01$). Improvements in these training variables, as well as the motivational benefits of pain free training invite serious consideration of this new approach. Our program is unique from others in that we exercise people at walking speeds *just below those that elicit* pain (instead of speeds at maximal pain). We allow for a gradual warm up period, slowly increasing the treadmill speed. When the ischemic pain is felt, we decrease the treadmill speed until the pain subsides. After recovery, the speed can normally be increased to pain

free speeds that even exceed the original speed that caused the pain a few minutes earlier. Participants experience improvement *during* each training session *and* each day they return to train across the training period. Our participants show an average improvement of over one-mile of pain free walking. This training allows them to return to active lifestyles again, without pain (or fear of imminent limb loss or death). They look forward to coming to a program that does not hurt them and helps them to improve their functional capacity, health and well being.

Christine Stopka, University of Florida

The Search for the Ultra-Stretch: Static Versus PNF Stretching in Adolescents With and Without Mental Retardation

Pilot data on nine participants, adolescents ages 12 to 14, were studied at Howard Bishop Middle School, in Gainesville, Florida. Stretching ability was measured by using the 'sit and reach' test to obtain stretching distance in centimeters. The pilot group revealed a starting mean of 10.33 cm. After the static stretching technique (hold the stretched position) was applied for 10 seconds, the group mean improved to 12 cm at restretch. After the proprioceptive neuromuscular facilitation (PNF) technique (stretch to a comfortable end point, contract the muscles in this stretched position by pulling back isometrically by grasping a towel around the soles of the feet in the piked position and pulling backward) was applied for 10 seconds, the mean improved to 19.11 cm at restretch. Since the techniques appeared to make a difference, and PNF technique appeared to be more effective than static stretching, it was concluded that this procedure should be applied to a larger group of participants to determine if the two techniques were effective, and to also determine if one technique was significantly more effective than the other. To this end, 104 adolescents from North Marion Middle School, in Sparr, Florida, ages 11 to 15, were tested using the above procedure, although with a different measurement instrument (sit and reach box). The means for the starting point, static stretch, and PNF stretch were 27.15, 28.86, and 31.06 respectively. A repeated measures analysis of variance (ANOVA) was applied to determine if these means were statistically different from each other. The ANOVA revealed that all three means were statistically different at the .0001 level. A Scheffe Post-Hoc test helped to conclude that: (1) the static stretching technique resulted in a significant improvement in stretching ability from the starting point ($F = 53.94$); (2) the PNF technique resulted in a significant improvement in stretching distance as compared to the starting point ($F = 283.82$), and (3) the PNF technique resulted in a significant improvement in stretching distance as compared to the static stretching technique ($F = 90.29$).

The next step was to examine age-matched peers with mental retardation, including some with physical/sensory disabilities. Is the PNF technique practical enough to be used with individuals with mental retardation and is it effective? To this end, 18 adolescents with mental retardation from Sidney Lanier Center School, ages 13 to 17 years were tested using the same procedure as outlined above, but again, using a different measurement box. Both techniques appeared to be effective and, similar to the above trials, gains observed using the PNF technique were more dramatic than gains using static stretching. The means for the starting point, static stretch and PNF stretch were 35.83, 33.50, and 31.28 respectively. A repeated measures ANOVA revealed that all three means were statistically significant at the .001 level. A Scheffe Post-Hoc test helped to conclude that: (1) the static stretching technique resulted in a significant improvement in stretching ability from the starting point ($F = 10.38$); (2) the PNF technique resulted in a significant improvement in stretching distance as compared to the starting point ($F = 39.56$); and (3) the PNF technique

resulted in a significant improvement in stretching distance as compared to the static stretching technique ($F = 9.41$). Therefore, across the three studies described here, it can be concluded that even though the traditional static stretching technique was effective in improving stretching distance, the PNF technique appeared to be significantly more effective than the static stretching technique. Since the PNF technique is also painless, whereas the static technique is associated with pain, it seems that further research is recommended with applications to a greater population, including athletes, older more fragile people, and people with disabilities.

*Christine Stopka, Lorilynn Bowie, Jamie Pomeranz,
Ronald Siders, University of Florida and Kathleen Stopka,
Howard Bishop Middle School, Gainesville, FL*

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NCPERID 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 **January 19, 2000**.

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 who, if anyone, 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 by the Awards Committee.

Sincerely,
Paul Bishop, Ed.D.
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 recreational/physical education for individuals with disabilities.

*Award Nomination Format & Previous Award
Recipients are listed on Page 6.*

Awards 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.

2000 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 can not 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 mailed to the following address:
Dr. Paul Bishop
Dept. HPERLS
University of Nebraska at Kearney
Kearney, NE 68849
(308) 865-8604
Fax- (308) 865-8157 e-mail: bishopp@unk.edu
5. The nomination deadline is January 19, 2000. Because of the time lines we must follow, no nominations will be accepted after this date.

Congratulations to 1999 award recipients David Porretta, Michael Paciorek & Robert Arnhold.



Previous Award Recipients

The Hollis Fait Scholarly Contribution Award

(instituted in 1982) past recipients include:

Hollis Fait	1982	Gary Robb	1991
John Nesbit	1983	(No Award Given)	1992
David Auxter	1984	David Austin	1993
Claudine Sherrill	1985	(No Award Given)	1994
Joseph Winnick	1986	(No Award Given)	1995
(No Award Given)	1987	Martin Block	1996
Louis Bowers	1988	Ron Davis	1997
Ronald French	1989	(No Award Given)	1998
John Dunn	1990	David Porretta	1999
Jay Shivers	1990		

The William A. Hillman Distinguished Service Award

(instituted 1981) past recipients include:

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

*Hollis Fait received this award posthumously.

Congressional Award (instituted 1981) 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		
(No Awards Given)	1986, 87		
John Shank	1988		
(No Awards Given)	1989, 90		
David Auxter	1991		
(No Awards Given)	1992, 93, 94, 95		
Martha Bokee	1996		
(No Award Given)	1997		
L.D. "Smokey" Davis	1998		
Robert Arnhold	1999		

The G. Lawrence Rarick Research Award

(instituted 1982) recipients include:

James Horgan	1982	Joseph Winnick	1990
G. Lawrence Rarick	1983	John Dattilo	1991
Dennis Vinton	1984	Claudine Sherrill	1992
(No Award Given)	1985	Dale Ulrich	1993
(No Award Given)	1986	Paul Surburg	1994
Michael Wade	1987	Luke Kelly	1995
Walter Davis	1988	Terry Rizzo	1995
Paul Jansma	1989	(No Award Given)	1996
Robert Cipriano	1989	Greg Reid	1997
David Compton	1990	(No Awards Given)	1998, 99

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 & recreation for persons with disabilities.

2000 John K. Williams Jr. International Adapted Aquatics Award Honoring an Individual Serving Persons with Disabilities

Nominations can now be submitted for the 2000 John Williams Jr. International Adapted Aquatics Award to honor an individual who has made significant and substantial contributions to the field of adapted aquatics/aquatics for individuals with disabilities as participant, athlete, teacher/instructor, coach, organizer, administrator, or media representative. This award, established and administered by the Adapted Aquatics Committee of the International Swimming Hall of Fame (ISHOF, Ft. Lauderdale, FL), will be presented sometime during mid-to-late 2000.

Male and female nominees from throughout the world must:

1. be at least 18 years of age by January 1, 2000,
2. be outstanding and excel in meeting criteria for this international award,
3. have made significant contributions in adapted aquatics,
4. be of good moral character and high integrity, and
5. must exemplify the ideals of the highest quality adapted aquatic activities and programs.

Previous winners have been:

1994	John Williams, Jr. (San Diego, California)
1995	Grace Reynolds (Longview, Washington)
1996	Louise Preist (Indianapolis, Indiana)
1997	Ruth Sova (Port Washington, Wisconsin)
1998	Mary Essert (El Cerrito, California)
1999	Julian Stein (Oliver Springs, Tennessee)

To nominate someone for the award, please submit:

1. A letter of nomination of no more than two pages,
2. A second letter of support of no more than two pages from another individual,
3. A statement of nomination of no more than three double-spaced pages that does not merely duplicate content of the two letters, and
4. A good quality black and white head and shoulders photograph (5" x 7" preferred)

Nominees must sign the nomination statement personally attesting that all facts contained in the nomination packet are true, and giving permission for publication of these facts.

Nominations packets should be postmarked no later than **February 1, 2000** and sent to:

Julian U. Stein
283 Mahoney Road
Oliver Springs, TN 37840-1862
USA

Additional information, including factors and criteria for the award, can be obtained from Julian Stein at the address above, or by telephone or FAX at (865) 435-7249 between 9:00 a.m. and 9:00 p.m. Eastern Standard Time, or by email at justein.webtv.net

NCPERID Board Seeking Nominations

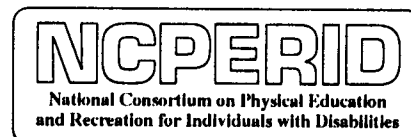
The NCPERID Board of Directors is seeking nominations for the following officers:

- **Vice President**
- **Two At-Large Representatives**
- **Secretary**
- **Two APENS Representatives**

Nominations should include 1) nominee's name, 2) university/professional affiliation, 3) contact information, and 4) officer position nominated for (i.e., Vice President, At-Large Representative, etc.). Also include your own name and university affiliation (nominees can nominate themselves). Once nominations are received nominees will be contacted to provide short resumes for the voting/election process.

Please send all nominations to:

Heidi Stanish
Dept. of Human Kinetics
St. Francis Xavier University
P.O. Box 5000
Antigonish, N.S. Canada B2G-2W5
Or email: hstanish@stfx.ca



Oh Where or Where Have These Members Gone?

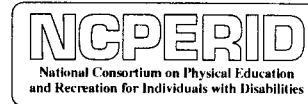


<i>James Bratton</i>	<i>Y-N Michael An</i>
<i>Cynthia Breau</i>	<i>Steve Hannigan-Downs</i>
<i>Catherine Cavuoto</i>	<i>Lisa Hillborn</i>
<i>Jennifer Binger</i>	<i>David Lorenzi</i>

NCPERID Membership Chair, Gail Webster is looking for "lost" members. If you know the address of any of the following former members please contact Gail at

gwebster@kennesaw.edu or
Kennesaw State University
Department of HPS
1000 Chestaint
Kennesaw, GA 30144-5591
770-590-0454.

If you relocate please notify Gail of your change of address so that you continue to receive NCPERID notices and publications and we do not "lose" any more members.



For NCPERID Membership Information, contact:

Dr. Gail Webster
Kennesaw State University
Dept. of Health, PE and Sport Science
1000 Chastain Road
Kennesaw, GA 30144-5591
(770) 423-6544 (Office)
(770) 423-6561 (FAX)
gwebster@ksumail.kennesaw.edu

Advocate

Dr. Deborah J. Buswell, Editor
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