

Advocate

NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND RECREATION FOR INDIVIDUALS WITH DISABILITIES

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A Tribute to a Beloved Professor: Dr. Allen W. Burton

Professor Allen W. Burton had a jaunty gait accompanied by a consummate positive attitude that shown when he turned his attention to his colleagues, his students, and his family. His death has stunned us all.

Colleagues across the United States, Canada, Europe and the Far East can attest to his legacy: innovative scholarly thought. It was a bright and good day when Allen was working with us. What couldn't you discuss? His mind was filled with data and resources to produce more data and resources! He often said, "Isn't it great to be in academics!" His tales of developing the notion of Ecological Task Analysis (ETA) with Walter Davis raised his voice to an excited pitch, broadened his smile, and rapidly produced this picture of two academics meeting for the first time and doing an intense CLICK! Before the night was done, ETA had been conceived and they talked long into the next months birthing the notion in a seminal manuscript for the field. From then on, no student of adapted physical education failed to read and discuss the relevance of ETA. Allen went on to present research employing dynamic systems theory in accounting for fundamental movement skill performance. In this work and in other endeavors, Allen's colleagues around the world always listened. As associate editor of *Adapted Physical Activity Quarterly* he contributed to the field both nationally and internationally with a particular devotion to the North American Federation of Adapted Physical Activity (which will honor him at their 2002 symposium). Academics, students and professionals valued his publications (25 in refereed journals; 8 non-refereed), his text *Movement Skill Assessment* (1998), his professional presentations (39), and his extensive manuscript reviews (85 alone for *Adapted Physical Activity Quarterly*).

At the University of Minnesota, Professor Burton was known as teacher par excellence. Officially, he received the Award for Distinguished Teaching in the College of Education and unofficially his students and colleagues experienced as Jeff McCubbin recently stated, "Allen had a tremendous passion as a teacher, bringing all sorts of literature to his classes to make a point about the importance of movement." Yes, we observed him heading into a lecture space with sunglasses slung around his neck and a bulging canvas briefcase housing the outline for the lecture and any assortment of props. This was exactly why attendance in a large undergraduate motor development course, in the dead cold of a Minnesota winter, at 8:00 in the morning on Tuesday and Thursday stayed near 100% for 15 semester weeks! One student recently commented, "He didn't just give you the lecture and leave for his office. He was your friend." His former

students knew that his eyes gleamed when the *real talk* was the *real jobs* of adapted physical educators and their charges. His list of ongoing presentations in the state attests to his devotion to their work in motor development and with their students with disabilities.

Dr. Allen W. Burton was a Californian who loved Minnesota. He received his bachelor's and master's degrees at UCLA. His doctorate was completed at the University of Oregon and 17 years ago he arrived at the University of Minnesota. Here he was devoted to the activities of professor in the Land of 10,000 Lakes and plenty of cold, crisp days. In the fall semester with the reds, oranges and yellows appearing in the trees along the Mississippi, Allen looked forward to: the state Developmental and Adapted Physical Education (DAPE) conference annual gathering of adapted physical educators at Camp Courage (he never missed a conference in a full 15 years), the graduate and undergraduate students rolling back onto campus, his hordes of advisees clamoring for project supervision and guidance in their licensure for DAPE (he authored the licensure program with the Minnesota Board of Teaching), his motor development course filled to the brim, his second book waiting for his fingers to grace the keyboard, his doctoral students planning another year of research and writing and Deans waiting for input on projects near and dear to their hearts. It was on days like this that Allen's colleagues and students in Cooke Hall waited for his profile to round the corner and start another day of work with them. Yes, he was easily sighted. He wore tennis shoes and shorts as long as a Minnesota winter would allow!

On September 5th, 2001 this beloved servant of the University of Minnesota and our colleague, our teacher, our friend, the devoted dad of Eric and Mark and husband of Joanne, died at the age of 47. We continue to say to one another "Wasn't he just the best." We know his legacy will continue because what Allen W. Burton gave was rich, full and precise in its scholarly attributes. His positive nature and generous heart suffused the work. We will recognize his legacy as propelling the discipline of motor development further and enhancing the active lives of people with disabilities. This is what our beloved Professor Allen W. Burton loved and what he gave us the tools to do.

Carol A. Leitschuh, Ph.D.
Colleague of Dr. Allen W. Burton
School of Kinesiology and Leisure Studies
University of Minnesota

Self-Control for Children with SED and ADHD?

Prescriptive teaching in Physical Education can help!

Do you think it would be fair to say that children with Serious Emotional Disturbance (SED) and Attention Deficit Hyperactivity Disorder (ADHD) need to develop self-control? Having spent the first twenty-five years of my teaching career working with this population I know **I believe** they do. The question is though, how do kids learn self-control? How can a physical educator contribute to this life skill so necessary for success? I think I learned it by being hollered at to 'control yourself, sit still, and stop that!' I also know I used to think it was a skill kids just came to school with. If they didn't have self-control then by golly, 'they would sit still until they did.' Kind of crazy thinking isn't it? It creates quite a negative classroom environment with kids responding to a consequence rather than participating in the growth producing, positive environment of play.

Marianne Torbert has spent a great amount of time developing a Humanistic Philosophy for teaching physical education for any child, no matter what their social, emotional, cognitive, physical (or self-control) level. This philosophy is firmly based on Jesse Feiring Williams' belief that "physical education is the education of the potentials of the whole person through physical activities, rather than an exclusive education of the physical." It also is driven by Carl Rogers' "client (student) centered" therapy, Abraham Maslow's idea of meeting children's needs to allow for further growth, Muska Mosston's "Slanty Rope" concept allowing for multiple levels of participation (**HOW** we should develop games), Mihaly Csikszentmihalyi's concept of "flow" a euphoric feeling which occurs when a participant's level of ability is equal to the level of challenge (**WHY** we should use Mosston's approach to games), Robert White's study of motivation finding "we are born with a motivation to be competent in our environment" or to be the best we can be, and Paulo Freire and Don Hellison who urge us to use a cycle of observation, planning, acting, reflecting, re-plan, and so on. This philosophical approach would have us view our children as human beings with needs in their social, emotional, cognitive and physical domains. These domains are interactive. Growth or loss in one area affects growth or loss in the others. Our goal, through physical education, is to determine the children's needs in order to help in the development of the whole child.

With this philosophy in mind I use a teaching strategy with children with SED and ADHD (in reality, **ALL** children) that:

1. Identifies a need

It often seems that the priority need for my students with SED and ADHD is self-control, a life skill, not simply the development of a sport skill, although self-control would seem to be a great need supporting the development of a sport skill. These kids like all kids, love to move. How can they move and still learn to be self-controlled?

2. Determines the supporting social, emotional, cognitive, and physical factors

We need to determine what Social (S), Emotional (E), Cognitive (C), and Physical (P) needs support the development of self-control. The following list of SECP needs or necessary skills is a place to start. Self-control seems to be supported by the development of certain SECP factors:

- Allow a child to establish a personal, positive identity as an

important member of the group (S, E)

- Encourage social growth and responsibility (S, E)
- Release energy and reduce built up tensions (P, E)
- Increase focus, attention span and concentration (C, P)
- Promote and improve listening skills (C, P)
- Allow practice in being in control (S, E, C)
- Involve directing and controlling oneself independently (S, E, C, P)
- Require following directions to be successful (C, P, E, S)
- Practice changing emotional levels within an activity (E, C, P, S)
- Practice functioning (effectively) under stress (especially trying to handle stress in a SAFE environment and chances to generate alternatives) (S, E, C, P)
- Encouraging a child to persevere and deal with frustration (strong belief in the humanistic philosophy helps here, remember they don't have the skills, yet!) (S, E, C, P)
- Support a sense of growth and competence through successful interactions with one's environment (according to Robert White we are born with this drive) (S, E, C, P)
- Lots of turns and opportunities in the game, or as we should now view it, the developmental activity (S, E, C, P)

3. Choose activities prescriptively

Then look in the resources listed below and select your activities **prescriptively** to allow the children to develop or practice the self-control supporting skills in the activity

- Follow Me by Marianne Torbert
- Silver Bullets and Cowtails and Cobras II by Karl Rohnke
- Adventure Therapy: Therapeutic Applications of Adventure Programming by Michael A. Gass, Ph.D.
- Team Building Through Physical Challenges and More Team Building Challenges by Daniel W. Midura and Ronald R. Glover

4. STAY POSITIVE

Then you must **stay positive!** The activity should not go perfectly. We already know the kids don't have the skills necessary to participate perfectly in the game. **We must allow the children time to participate in these developmental activities so the skills will improve and self-control can be developed!** If the game is not challenging is it the "best" choice? If the game is being played perfectly, is it providing growth and development possibilities?

"When play is used as a developmental tool, the process of playing becomes the means by which players grow. This process may need to be carefully evaluated by adults. Is it a growth producing experience for every participant? Within the process, there must be the opportunity for each player to find that s/he can overcome a challenge through effort. This may involve fumbling, generating some ineffective alternatives, self-evaluating, and adjusting. When play is used as a developmental tool, this process of struggle is the means through which an individual grows" (Torbert, 1999).

Gene D. White, Jr., Ph.D.

Assistant Professor, East Stroudsburg University

Director of Physical Education and Recreation, Wordsworth

gwhite@po-box.esu.edu

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 **January 19, 2002**.

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,
Hester Henderson, Ph.D.

NCPERID AWARD GUIDELINES

THE 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.

THE 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.

See Award Guidelines, page 4

Award Guidelines, continued from page 3

2. Leadership for legislative actions that enhance and/or protect the quality and quantity of physical education/recreation services for individuals with disabilities.

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:

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.*

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 roles, to adapted physical activity for individuals with disabilities.

Congressional Award

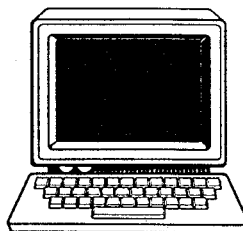
A written statement needs to be provided that documents to what extent the nominee has contributed to enhance education, adapted physical activity for individuals with disabilities.

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.

2002 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:
Hester Henderson
Department of Exercise and Sport Science
1850 East 250 South, Room 250
University of Utah
Salt Lake City, UT 84112-0920
801-585-3992 (fax)
hester.henderson@health.utah.edu
5. The nomination deadline is January 19, 2002. Because of the time lines we must follow, no nominations will be accepted after this date.



Check out the recently remodeled NCPERID website at <http://ncperid.usf.edu/>

Many thanks to Pete Ellery who has spent many hours developing and maintaining the website. Thanks also to the University of South Florida for the use of their server to house our website.

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
John Dunn	1990
Jay Shivers	1990
Gary Robb	1991
David Austin	1993
Martin Block	1996
Ron Davis	1997
David Porretta	1999
Stephen Klesius	2000
No Awards Given	1987, 92, 94, 95, 98, 2001

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 (Posthumously)	1988
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 Award Given	2000

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.

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
John Shank	1988
David Auxter	1991
Martha Bokee	1996
L.D. "Smokey" Davis	1998
Robert Arnhold	1999
No Awards Given	1986, 87, 89, 90, 92, 93, 94, 95, 97, 2000, 01

The G. Lawrence Rarick Research Award (instituted 1982) 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

NCPERID Board of Directors 2001-2002

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Further information for the BOD is available on the NCPERID website.

2002 John K. Williams, Jr. International Adapted Aquatics Award Honoring an Individual Serving Persons with Disabilities

Nominations can now be submitted for the 2002 John K. 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, Fort Lauderdale, Florida), will be presented some time during mid-to-late 2002.

Male and female nominees from throughout the world must be at least 18 years of age by January 1, 2002, be outstanding and excel in meeting criteria for this international award, shall have made significant contributions in and to ADAPTED AQUATICS, be of good moral character and high integrity, and must exemplify the ideals of highest quality adapted aquatics activities and programs.

Submit (a) letter of nomination of no more than two pages, (b) a second letter of support of no more than two pages, (c) a statement of nomination of no more than three double spaced pages that does not merely duplicate content of the two letters. Include a good quality black and white head-and-shoulders photograph (5" x 7" preferred) as part of the nomination packet. 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. Nomination packets are to be sent to Julian U. Stein, 283 Mahoney Road, Oliver Springs, Tennessee 37840-1826 [USA]. All nomination packets must be postmarked no later than February 1, 2002.

Additional information can be obtained from Julian U. Stein at the listed address, by telephone or Fax (865) 435-7249 between 9:00 a.m. and 9:00 p.m. Eastern Time, or by email (jstein@webtv.net).

Julian U. Stein

PREVIOUS WINNERS HAVE BEEN

1994	John Williams (San Diego, California)
1995	Grace Reynolds (Longview, Washington)
1996	Louise Priest (Indianapolis, Indiana)
1997	Ruth Sova (Port Washington, Wisconsin)
1998	Mary Essert (El Cerrito, California)
1999	Julian Stein (Oliver Springs, Tennessee)
2000	Uri Bergman (Israel)
2001	Monica Lepore (Wilmington, Delaware).