

Advocate

NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND RECREATION FOR INDIVIDUALS WITH DISABILITIES

Summer 1993

NCPERID

Vol. 21 Issue 4

Preconference Symposium

July 14, 1993 LaPosada de Albuquerque

For overnight reservations call (800) 777-5732 or 242-9090 before 6/10/93

8:00- 9:00 a.m.	Registration (\$30.00 includes conference and a one year membership to NCPERID) Location: Table immediately outside of Gallery room. Coffee and tea will be available.	3:00- 5:00 p.m.	Adapted Physical Activity Sharing Everyone participates by preparing a one page activity to be shared and demonstrated. A book of activities will be compiled and sent to participants. <i>Organized by Brenda Loudermilk, Albuquerque Public Schools</i> Location: Eulalia's, arranged with an open center for demonstration and participation.
9:00-10:45 a.m.	National Consortium: What It Can Do For You National Standards for Special (adapted) Physical Education: An Issue for Discussion Location: Gallery, arranged classroom style <i>Presenter: Dr. Luke Kelly, University of Virginia</i>	8:30-11:30 p.m.	Welcome to Consortium Members Israeli Folk Dancing <i>Presenters: 42 Israeli teachers attending PE & REC classes during UNM Summer Session.</i> Participation will be encouraged, dress comfortably. Location: La Posada de Albuquerque, Ballroom - Cash Bar and water station available.
11:00 a.m. -12:00 p.m.	Managing Behavioral Problems In The Full Inclusion Physical Activity Setting Location: Gallery, arranged classroom style <i>Presenter: Dr. Barry Lavay, Long Beach State University</i>		
12:00- 1:00 p.m.	Lunch on your own (refer to the list of choices in the area available at registration)		
1:15- 2:30 p.m.	Assistive Technology Motor Assessment <i>Presenters: Dr. Gary Adamson, Sue Ciccaglione, Nick Draper and Dr. Jim DePaepe, University of New Mexico</i> Location: Gallery, arranged classroom style		

For further information contact: **Dr. Jim DePaepe, Associate Dean, Office of the Dean, College of Education, University of New Mexico, Albuquerque, NM 87131 or call (505) 277-3639.**

1993 NCPERID Annual Meeting Program

Albuquerque, New Mexico

THURSDAY, JULY 15, 1993

7:30- 8:30 a.m.	Past President's Breakfast
8:30-10:00 a.m.	NCPERID Board Meeting
8:30-10:30 a.m.	Grant Writing Workshop <i>Ron French, Texas Woman's University Recreation Professional</i>
10:30-11:30 a.m.	Funding Alternatives — Private Foundations <i>Garth Tymeson, University of Wisconsin - LaCrosse</i>
11:30 a.m.- 1:00 p.m.	LUNCH ON YOUR OWN
1:00- 2:30 p.m.	Qualitative Research Techniques <i>Gayle Hutchinson, Cal State - Chico</i>
2:30- 2:45 p.m.	BREAK
2:45- 4:15 p.m.	Inclusion in Physical Education and Recreation <i>Deb Smith, Regents Professor, University of New Mexico, College of Education - Special Education; Project Director: Alliance 2000</i>
4:15- 5:15 p.m.	Strategic Planning <i>Jeff McCubbin, Oregon State University</i>
5:30 p.m.	Golf Tournament/Recreational Opportunities University of New Mexico South Course DINNER ON YOUR OWN

FRIDAY, JULY 16, 1993

8:00- 9:15 a.m.	Developmentally Appropriate Preschool Adapted/ Special Physical Education <i>Bobby Eason, University of New Orleans</i>
8:00- 9:15 a.m.	Israeli Perspective on Recreation for Persons with Disabilities <i>Visiting Israeli Physical Education/Recreation Professionals</i>
9:15-10:15 a.m.	Federal Update <i>Martha Bokee, Office of Special Education Programs, Washington, D.C.</i>

10:15-10:30 a.m.	BREAK
10:30 a.m.-Noon	National Standards Project in Adapted Physical Education <i>Luke Kelly, University of Virginia</i>
Noon- 1:00 p.m.	LUNCH ON YOUR OWN
1:00- 2:15 p.m.	Infusion of Knowledge of Disability Throughout the Physical Education and Recreation Curricula <i>Karen DePauw, Washington State University</i>
2:15- 3:30 p.m.	Standards of Program Quality and Effectiveness for the Evaluation on APE Specialist Programs in California <i>Barry Lavay, Cal State - Long Beach</i> <i>Perky Stromer, Cal Poly Pomona</i>
2:15- 3:30 p.m.	Challenge Programs in a Psychiatric Setting <i>Margo Rivera, C.T.R.S., Fitness Adventure Coordinator, Memorial Psychiatric Hospital</i>
3:30- 3:45 p.m.	BREAK
3:45- 5:00 p.m.	United States Association of Blind Athletes: Your Role <i>USABA Executive Director or Board Member</i>
5:00- 6:00 p.m.	Cracker Barrel Discussion of Thursday/Friday Programs
6:00- 7:30 p.m.	Posters on Research and Programs/SOCIAL
7:30 p.m.	DINNER AND RECREATION ON YOUR OWN

SATURDAY, JULY 17, 1993

8:00- 9:15 a.m.	Teaching Strategies in Undergraduate APE/SPE Courses <i>Joe Winnick, State University College at Brockport</i>
9:15-10:15 a.m.	The Paralympic Experience <i>Ron Davis, Ball State University</i> <i>Mike Paciorek, Eastern Michigan University</i> <i>Claudine Sherrill, Texas Woman's University</i>
10:15-10:30 a.m.	BREAK
10:30 a.m.-12:30 p.m.	Business Meeting
1:00- 3:00 p.m.	Luncheon — Awards • Speaker
3:00- 5:00 p.m.	New Board Meeting

Let's Discuss Infusion

Monica Lepore, Ed.D.

With increasing frequency, individuals with disabilities are found in regular physical education classes, mainstreamed sport programs and integrated health clubs. Despite this increased involvement, our universities have continued with the 1970's trend of requiring one adapted physical education (APE) course in the preparation of physical education professionals. By presenting physical education for individuals with disabilities as a separate and isolated class, with no follow-up or connection to other classes, the idea that segregation is the most appropriate means of providing services for individuals with disabilities is perpetuated. Due to the fact that more individuals with disabilities are being included in regular education, sports, and recreation in the 1990s, more of our physical education majors will work with a greater number of people with varying abilities. These majors need more information than our one introductory APE course can provide. They need the benefit of curricula which infuse information about individuals with disabilities in every physical education class.

This concept of infusion was the focus of an ad hoc meeting at the NCPERD Annual Meeting on July 17, 1992. Twelve members congregated to discuss the issue of infusion, what is being done at various universities, and most importantly, what should we be doing to foster this idea.

Universities that were identified as developing or using various approaches to infusion were Washington State University (K. DePauw), Adelphi University (E. Kowalski), West Chester University (M. Lepore), and University of Kentucky (J. Hall). Other universities such as Texas Woman's University and Oregon State University do not have a planned infusion model but due to the large number of students in their APE graduate programs, their students naturally infuse information by asking questions and making presentations in their non-APE classes. The group brainstormed to determine what paths would encourage other colleagues to advocate infusion. Ideas included networking, publishing, presenting, and researching.

The issues that surround infusion seem to include the following questions:

1. If professional preparation faculty get rolling with this idea, will it threaten the jobs of university APE specialists?
2. How will university APE specialists convince their colleagues to infuse this material into their courses and to take ownership?
3. How should infusion be evaluated in university curricula for effectiveness (or does it need to be evaluated)?
4. How can infusion be devised as a permanent and systematic part of the PE curricula and not just a whim of each faculty member?

The meeting was needed to ignite an idea that has lay dormant for more than 15 years. The concept is exciting to many of us and it is hoped that more of the members of NCPERD will lead with us, follow us, or provide necessary constructive feedback to reintroduce this idea into professional preparation of physical educators.

For minutes of this meeting contact Monica Lepore at West Chester University, H & PE Center, West Chester, PA 19383. To network about this topic, the following roster of individuals in attendance at the infusion meeting is provided.

Karen DePauw, Washington State University

Claudine Sherrill, Texas Woman's University

Diane Craft, SUNY-Cortland, NY

Monica Lepore, West Chester University

Carol Pope, Texas Christian University

Ron French, Texas Woman's University

Hester Henderson, University of Utah

Jeff McCubbin, Oregon State University

Ann Graziadei, Gallaudet University

Julian Stein, George Mason University (Retired)

Willie Gayle, Wright State University

**Plan to attend the
1993 NCPERD Annual Meeting,
July 15-17 in
Albuquerque, New Mexico**

Minnesota High School League Incorporates Minnesota Association for Adapted Athletics Into League Structure

In an emotional and unanimous vote on November 19, 1992, Minnesota became the first state to welcome athletes with disabilities into its state high school association. As such, the Minnesota High School League (MHSL) has become the first high school league in the nation to sanction interscholastic sports for junior and senior high school students with disabilities.

Dave Stead, MHSL executive director and a strong advocate for bringing students with disabilities under the league's wing, said emphatically, "These are kids who go through the school doors like everyone else. They might not walk in, they might roll in, but they are student-athletes. They deserve the visibility, the recognition."

The Minnesota Association for Adapted Athletics (MAAA) has provided interscholastic competition for students with disabilities for well over a dozen years. From the outset, the goal was for the Minnesota High School League to embrace MAAA as an integral part of MHSL programs, activities, and services.

While most MAAA athletes have received letters from their schools, just like other varsity athletes, they have not received medals from the state high school league for winning titles. They have been "second-class citizens" said Cathy Peterson, athletic director at Minneapolis South.

The MAAA has sponsored indoor soccer, floor hockey, and indoor softball for about 220 athletes with disabilities in 23 school districts. Participants in wheelchairs play side-by-side with individuals who can walk. Adapted sports are co-ed; they will become the only sports sponsored by the high school league that are co-ed.

Stead believes a survey will be necessary to determine student and school district needs. No school district will be required to field teams; most districts will need to link up with nearby districts to accommodate the handful of athletes with disabilities in each town. MHSL recognition should encourage schools, especially in rural areas, to create new programs for the 5,000 students with disabilities throughout Minnesota.

George Hanson, health and physical education specialist in the Minnesota State Department of Education and one of the pioneer leaders in this movement, envisions a rise in individual sports for athletes with disabilities, especially in remote areas. There is already talk of incorporating wheelchair events into the ablebodied state track and field championships. Bowling and table tennis are additional possibilities.

The goal is to have the program up and running by the fall 1993 season. The Minnesota High School League has assigned a staff member to begin the process of incorporating the MAAA into the league structure. MHSL is to conduct events for athletes with disabilities, complete with medals, banners, and credibility. Peterson succinctly summarized this latest happening — "This is the third child in the family. You know, just a few short years ago we only sponsored boys sports. Then we added girls. Now we need to provide for this third kid in our family." Minnesota with this long over-due and forward step is allowing the third child to come out and play.

For additional information contact: Julian U. Stein, USABA Board of Directors, Route 3, Box 317-A, Oliver Springs, TN 37840, phone (615) 435-7249, fax (615) 483-7494.

NCPERID Legislative Committee Congressional Testimony

The NCPERID legislative committee developed testimony that was presented to the Appropriation Sub Committee of Labor, HHS, and Education for increased funding for Special Recreation Programs of Section 316 of the Rehabilitation Act of 1973 and Research in Physical Education and Recreation Section 642 of the Individuals with Disabilities Education Act. The theme of the testimony was the need for research and replicable model programs to address the present public policy concerns for transition of skills learned in school based physical education programs to community recreation. Another current public policy concern that was addressed in the testimony was

the need for research that provides models that promote health through social and physically active recreational lifestyles. Eight other organizations signed on to this testimony. Copies of the testimony can be obtained from David Auxter, 1645 Old Town Road, Edgewater, MD 21037.

Regional Resource Centers

The technical assistance committee was charged with the responsibility to investigate the extent to which Federal Regional Resource Centers contributed to dissemination of materials on Physical Education and Recreation for the persons with disabilities. Six regional resource centers were surveyed to determine the comprehensiveness of data sources and the extent to which information on physical education and recreation was circulated to the field. The results of the survey indicated that there were few additional sources to those compiled by the NCPERID membership and that there were few requests for materials on Physical Education and Recreation to assist professionals who serve persons with disabilities. There is a discussion of the results of the study. A rough draft of the report is available from David Auxter, 1645 Old Town Road, Edgewater, MD 21037.

School Reform: Implication for Physical Education and Recreation for Persons with Disability

There are two legislative initiatives of the Clinton Administration that have relevance to Physical Education and Recreation for the persons with disability. One is the Goals 2000: Educate America Act and the other is health care reform, which at present, is in the process of formulation. Physical Education and recreation is promoted in health reform as the "self empowerment of persons with disability to promote their own health and recreation in the community." The theme that is missing in the Educate America Act is that of transition of skills and knowledges learned in school based health and physical education to healthful, social, physically active lifestyles in the community. These themes have been developed by a coalition of organizations of Physical Education, Recreation for persons with disabilities.

Survey of Funded Research in Physical Education and Recreation for Persons with Disability

A survey of over 200 Field Initiated research projects funded by the U.S. office of Special Education Programs revealed that for the years 1991-1992 there was only one recreation award and none in adapted physical education. If Physical Education and Recreation are to receive funding in OSEP field initiated research competition, it is necessary that 10 proposals be submitted in December, 1993 so a panel can be formed. When there is formation of a panel, projects are usually funded. The number of proposals submitted usually bears a relationship to the number funded. Therefore, persons who have submitted a proposal in the past, if possible, please revise it based on prior evaluation and resubmit this year. If old proposals are resubmitted and new ones are forthcoming, it is likely that a panel will be formed where proposals will be evaluated by members of our professions which will result in funded projects.

For additional information contact Dave Auxter at 1-800-695-1448.

National Parent Network on Disabilities

The NCPERID has joined as an affiliate organization with the National Parent Network on Disabilities (NPND). The NPND has taken legislative initiatives to promote as an outcome of education "preparation of...skills to participate in leisure activities." This is significant because the U.S. Congress is attempting to codify Goals 2000 curricula which is void of leisure and health as a result of physical activity as a national outcome of education. The National Parent Network on Disabilities has the potential of assisting the NCPERID in the following ways.

- provide a system of sharing experiences which can be used to develop public policy recommendations of mutual benefit
- provide a strong advocacy voice to communicate the need for physical education and recreation services

- provide a link between parent organizations to share information of mutual benefit concerning physical education and recreation services
- assist with more effective physical education and recreation services at the local level
- incorporate in the *Advocate* the concerns of parents across the country about physical education and recreation services
- assist with surveys that determine the needs and status of physical education and recreation programs for persons with disability

If there are questions about the National Parent Network on Disabilities contact David Auxter, 1645 Old Town Road, Edgewater, MD 21037 or Patricia Smith, NPND, 1600 Prince Street, Alexandria, VA 22314.

A Screening Test for Evaluating Stability, Locomotion, Manipulation, and Spatial Awareness by Kindergarten Children

*Stephen A. Butterfield, University of Maine
Jayne Chase, Bangor Public Schools*

Introduction

The Maine Kindergarten Motor Screening Survey (MKMSS) was designed as an initial means of identifying motor delays by children as they enter kindergarten. The overall purpose of this tool is to ensure that children with special psychomotor needs are identified at a young age so that appropriate interventions can be designed and implemented as soon as feasible. This tool was developed for use by physical educators and others who have knowledge of children's psychomotor development.

The MKMSS consists of four basic components: stability, locomotion, manipulation, and spatial organization. Within each basic component, subtasks are arranged from easy to difficult. Performance scores are assigned to each subtask. All components and subtasks were selected on the basis of a thorough review of the motor development literature and what experts believe constitute important motor behavior in kindergarten-age children (Gallahue, 1982; Loovis & Erasing, 1979; Payne, G.V. & Isaacs, 1991; Roach & Kephart, 1966).

Construction of the MKMSS

Based on analysis of children's motor behavior, subtest items were selected, arranged in developmental sequences, and assigned an appropriate point value. Procedures and specific instructions were designed for clarity and ease of administration. These procedures were reviewed by a team of four elementary psychological education specialists and one university professor. Subsequent revisions were made and the tool was pilot tested on 360 kindergarten children in the Bangor school system. Feedback on the pilot test was solicited from teachers and provided a basis for revisions. The draft document was further reviewed by an outside expert in motor development, Dr. E. Michael Loovis of Cleveland State University.

Training sessions were conducted at the Maine Association for Health, Physical Education, Recreation and Dance (MAHPERD) Conference and the Maine Task Force on Adapted Physical Education Conference. From these meetings, eight physical education teachers volunteered to use the MKMSS with their pupils and to provide the test authors with their results. This process resulted in the screening of 607 children (X age = 5 yr. 8 mo.) whose scores were used to determine cut-off breaks for referral and observation, as well as provide performance frequencies for each subtest.

Conclusion

The MKMSS was designed by and for physical educators who need an efficient, curriculum-based tool to screen kindergarten pupils for motor delays. Teachers who have used the MKMSS comment on its ease of administration and relevance to their physical education programs. It should be emphasized however that this tool was designed for screening/referral purposes, not definitive diagnostic testing. Our data indicate that about 7% of kindergarten children will be screened and referred for comprehensive diagnostic assessment.

References

- Gallahue, D.L. (1982). *Understanding motor development in children*. New York: J. Wiley.
- Loovis, E.M. & Erasing, W.F. (1979). *Assessing and programming gross motor development for children*, 2nd ed. Loudenville, OH: Mohican Textbook.
- Payne, G.V. & Isaacs, L.D. (1991). *Human motor development: A lifespan approach*. Mountain View, CA: Mayfield.
- Roach, E.G. & Kephart, N.C. (1966). *The Purdue perceptual-motor survey*. Columbus, OH: C. Merrill.

* The MKMSS was developed with a grant from the Maine Department of Education, Augusta, Maine 04333.

** This screening tool includes modified items from the Ohio State University Scale of Intra Gross Motor Assessment (Loovis & Erasing, 1979) and the Purdue Perceptual Motor Survey (Roach & Kephart, 1966).

Supervision in Adapted Physical Education: The Ohio State University Adapted Physical Education Intern Evaluation Form

T.J. Wallstrom, M.B. Walsh, P. Jansma and D. Porretta

Research on teaching in physical education has suggested numerous factors associated with effective teaching (Berliner, 1979; Brophy & Good, 1986; Rosenshine, 1979). In this regard, there is an on-going need to evaluate the teaching effectiveness of all preservice interns in adapted physical education. The Ohio State University (OSU) *Adapted Physical Education Intern Evaluation Form* was developed in an attempt to address this need.

The OSU form consists of two parts. Part A represents an effort to subjectively code specific intern teaching behaviors, while Part B uses an objective system to evaluate the intern's instructional strategies through observation and coding of exhibited pupil behaviors during the class. More specifically, Part A is an attempt to evaluate and quantify intern performance across 24 selected factors. Operational definitions have been developed which clarify target behaviors associated with each factor so that accuracy of factor scoring may be facilitated. The 24 factors included within Part A are grouped under the headings (a) *Preparation*, (b) *Instruction*, (c) *Management*, and (d) *Professionalism*. The individual factors are rated along a five point Likert Scale, ranging from poor (0) to superior (4). The recorded scores of the rated factors are averaged and this number represents the intern's evaluation score for Part A. Space is provided for additional feedback, if desired, by the evaluator.

Part B of the form is an adaptation of the Basic-Academic Learning Time-Physical Education (B-ALT-PE) system developed by the Teacher Education Section in Physical Education at the Ohio State University (Siedentop, Tousignant, & Parker, 1982; Wilkinson & Taggart, 1987). Part B is a systematic observation form which incorporates partial-interval recording of pupil behavior with noncontinuous observational control (Tawney & Gast, 1984), similar to that used with B-ALT-PE. The format of the recording schedule incorporates five seconds of observation followed by five seconds of data recording, repeated for up to 25 minutes per session. Behaviors have been categorized within seven headings. The seven headings have been identified as (a) *Activity*, (b) *Knowledge*, (c) *Transition*, (d) *Noninstructional Management*, (e) *Waiting*, (f) *Behavior Management*, and (g) *Off-Task*. Recorded pupil behavior data are summarized into percentage of class session for each key behavior. Through the identification and coding of the seven key behaviors, this data-based approach enables the supervisor to evaluate the intern with the use of an objective system. The data gathered facilitates interaction between the supervisor and intern when discussing observations made during teaching, enabling specific and timely feedback. A section for specific comments directly related to recorded data is provided for the evaluator.

Combined, the two parts of this instrument have the potential of offering the supervisor a reliable and accurate representation of the intern's effectiveness and efficiency while teaching adapted physical education. This form also permits documentation of the intern's progress toward becoming an exemplary teacher. The Ohio State

University Adapted Physical Education Intern Evaluation Form continues to be field tested at the Ohio State University.

References

- Berliner, D. (1979). Tempus educare. In P. Peterson & H. Walberg (Eds.), *Research on teaching: Concepts, findings and implications*. Berkeley: McCutchan.
- Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-375). New York: Macmillan.
- Rosenshine, B. (1979). Content, time, and direct instruction. In P. Peterson & H. Walberg (Eds.), *Research on teaching* (pp. 28-56). Berkeley: McCutchan.
- Siedentop, D., Tousignant, M., & Parker, M. (1982). *Academic learning time - physical education 1982 revision coding manual*. Columbus, OH: The Ohio State University.
- Tawney, J., & Gast, D. (1984). *Single subject research in special education*. Columbus, OH: Charles E. Merrill.
- Wilkinson, S., & Taggart, A. (1987). *Physical education and sport observation coding manual for basic ALT - PE (secondary)*. Columbus, OH: The Ohio State University.

Informational Meeting at the 1993 AAHPERD Convention March 26, 1993

Patrick DiRocco, Secretary

The following are the minutes from the informational meeting which was conducted by Jeff McCubbin.

- McCubbin welcomed the people attending the meeting and provided the NCPERID telephone number and p. o. box number that was established in Washington, D.C. The information gathered through these sources is monitored by Dave Auxter.
 - TELEPHONE NUMBER: 1-800-695-1448
 - POST OFFICE BOX: P. O. Box 91093, Washington, D.C. 20016
- Bill Vogler reported on membership.
 - There are currently 116 paid members
 - If individuals are not receiving correspondence please write Bill to give him your address
 - July 1, 1993 starts new membership year
 - Bill's address is currently: Physical Education Department, Illinois State University, Normal, IL 61761
- Henderson gave the Treasurer's Report.

a) Share Savings	\$ 476.18
b) Money Fund	10,416.83
c) Checking	<u>4,023.62</u>
	\$14,916.63
- Webster reported on 1993 Annual Meeting.
 - Dates: July 15, 16, 17
 - Place: LaPosada de Albuquerque
— To receive conference rates must register with hotel by June 14th.
— Telephone: 1-800-777-5732
 - June 14th is deadline for preregistration
— send money to Hester Henderson
— \$45 for conference (\$55 on site)
— \$30 for dues (July 1, 1993 to June 30, 1994)
 - Will have a preconference workshop on July 14th.
— call Jim DePaepe if interested in presenting.
- Auxter gave an update of the Legislative Committee actions.
 - As regards the technical assistance center for APE/TR, Auxter reported that recent discussions with various individuals indicated that the possibility for funding in the near future was very bleak.
 - There is no research money earmarked for APE/TR in the Department of Education. The committee will continue to lobby for this.

1993 NCPERID Award Recipients

Barry Lavay

Congratulations to all of the 1993 NCPERID Recognition Award Recipients as this is quite an honor. This years recipients include:

- c) There is a need to collaborate with other professional groups in pushing the concept that an active life style contributes to a person's wellness and individuals with disabilities should be included in this movement.
6. McCubbin announced that the representatives on the Board serve as liaisons to other professional organizations.
 - a) Ron Davis is liaison for AAHPERD
 - b) Carol Pope is liaison for CEC
 - c) Dave Compton is liaison for NRPA and ATRA
7. Luke Kelly (Univ. of Virginia) gave an update on the APE Standards Project.
 - a) stated that the Executive Committee and Steering Committee were in place.
 - b) looking for involvement (higher ed. and K-12 personnel) for the standards and the evaluation committees
 - c) individuals interested in participating should contact Luke Kelly for information.
8. McCubbin stated that if you are an active member and you are not receiving the Advocate on a regular basis you should contact Willie Gayle (Wright State Univ.) or Steve Butterfield (Univ. of Maine) to correct this situation.
9. Dates of the 1994 Annual Meeting are July 14-16, 1994
 - a) meeting will be held in Washington, D.C. area.
 - b) the Board will finalize arrangements with a hotel.
10. Churton announced that the next TED meeting will be in Orlando, Florida on November 10-13, 1993.
 - a) urged members to consider submitting presentations.
11. McCubbin announced that this year's elections would include the President, Vice President, Treasurer, Secretary, 1 P.E. Rep. and 2 Rec. Reps.
 - a) nomination should be sent to Ron Davis, Ball State University.

The Hollis Fait Scholarly Contribution Award

Dr. David Austin, Professor, Indiana University

Dr. Austin received the Hollis Fait Scholarly Contribution Award for his exemplary record of scholarship in therapeutic recreation which spans 30 years. Dr. Austin's scholarly contributions include 5 textbooks and over 60 published articles that are widely used and frequently cited in the adapted physical activity literature. Dr. Austin serves on several professional organizations and editorial boards. He is perhaps best recognized for his work as coauthor of the textbook *Special Recreation: Opportunities for Persons with Disabilities*.

The William A. Hillman Jr. Distinguished Service Award

Dr. David Auxter, Professor Emeritus, Slippery Rock

Dr. Auxter receives the William A. Hillman Jr. Distinguished Service Award for his long and distinguished record which spans four decades working to improve the quality of service for individuals with disabilities. Dr. Auxter is best recognized for being a member of the Regulation Input Team for the Individual Education Program for P.L. 94-142 and a coauthor of the textbook *Principles and Methods of Adapted Physical Education and Recreation* which is presently in it's 7th edition. Since retiring, Dr. Auxter continues to serve the NCPERID in a number of capacities. He has chaired the Legislative Committee, chaired a task force to examine the possibility of getting technical assistance for APE/TR, and he oversees an 800 phone line to assist members of the NCPERID

Congressional Award

This year no award was given in this category.

The G. Lawrence Rarick Research Award

Dr. Dale Ulrich, Professor, Indiana University

Dr. Dale Ulrich receives the G. Lawrence Rarick Research Award for his exemplary record of research in the area of motor development and assessment for infants and children with mental retardation. Specific to this topic, Dr. Ulrich has published numerous databased articles and been awarded a number of grants. He is currently an Associate Editor of *Adapted Physical Activity Quarterly*. Dr. Ulrich is perhaps best recognized for developing the *Test of Gross Motor Development*, a nationally standardized assessment instrument which is widely used to measure the fundamental gross motor skills of children 3 to 10 years of age.

NCPERID Upcoming Events

June 21-30, 1993

Developmentally Appropriate Practices in Physical Education: The Movement Approach

Bowling Green, OH

Contact: Sally Sakola, School of HPER, Bowling Green State University, Bowling Green, OH 43403, (419) 372-6901

July 15-17, 1993

National Consortium for Physical Education and Recreation for Individuals with Disabilities Annual Meeting

Albuquerque, NM

Contact: Hester Henderson, Exercise and Sport Science, HPER N-255, University of Utah, Salt Lake City, UT 84112, (801) 581-7694

July 17-22, 1993

American Kinesiotherapy Association Annual Conference

Indianapolis, IN

Contact: Alesia Williams, 1735 North Kessler Blvd., Indianapolis, IN 46222, (317) 635-7401 ext. 2404

August 4-7, 1993

9th International Symposium on Adapted Physical Activity

Yokohama City, Japan

Contact: 9th ISAPA Secretariat, Yokohama Convention Service Inc., Yokohama Excellent III 2F, 3-35 Minami, Nakadori, Naka-ku, Yokohama 231 Japan Telephone + (81) 45-201-7844

Theme: "Stepping Forward Beyond Barriers Through Physical Activity"

September 10-12, 1993

The National Conference on Rehabilitation Management and Technology

Fort Lauderdale, FL

Contact: Rehab Management Expo 93, CMC 200 Connecticut Ave., Norwalk, CT 06856-4990, (800) 243-3238

September 16-19, 1993

National Conference on Basic Instruction in Physical Education

Raleigh, NC

Contact: NASPE/Basic Instruction Conference, 1900 Association Drive, Reston, VA 22091-1599, (703) 476-3414