

Advocate

NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND
RECREATION FOR INDIVIDUALS WITH DISABILITIES

Summer 1996

NCPERID

Volume 24, Issue 4

Message from the Incoming NCPERID President

David Poretta

As I prepare to assume the presidency of this organization, I would like to share with the membership a number of thoughts I have relative to the current status and possible future directions of NCPERID as we approach the 21st century. Overall, the Consortium has served us well over the past decades. From its inception, the Consortium has and continues to shape the profession in significant ways. Over the years, for example, the Consortium has successfully advocated for physical education and recreation in state and federal legislation, as well as helping to create a much needed base of knowledge. With significant changes taking place within and across government, professional organizations, institutions of higher education, and public education we must continue to play a proactive role by communicating the positive benefits of physical education and recreation for people with disabilities. However, this role must be 'played-out' in a timely and thoughtful manner, and based on the Consortium's mission (promoting research, professional preparation, service delivery, and advocacy).

As soon as I assume the presidency, I will begin dialogue with the Board of Directors and the membership as to how we can best position the Consortium so that it plays a pivotal role relative to physical education and recreation for people with disabilities for the immediate and more distant future. This will be no small task. When compared to other national professional organizations, we are an extremely small entity (over the past 4 years we have averaged approximately 110 members) and, as such, have limited financial resources. This is not a new revelation. Many of us know and understand this current situation quite well. While honest attempts have been made in past years to increase membership, these attempts have been sporadic at best. Although we are a small organization, the members we have are committed, and creative. Thus, our current membership forms a nucleus from which to move us forward. However, the current membership cannot do it alone. In order to ensure the long term health of this organization we must be able to attract a significant number of new members.

Therefore, one of my first initiatives will be to identify substantive strategies by which to begin increasing membership in a planned and systematic way. Increased membership means increased revenue and, increased revenue means increased services and benefits to members. But, in order for increased membership to become a reality, we must ask ourselves why would professionals want/need to be members of the Consortium? What does (or can) the Consortium offer that other professional organizations do not? The bottom line

is "what are the tangible benefits of belonging to our organization? As a national organization we must be able to articulate salient reasons for professionals to become members. Being a consumer-oriented society, we must be able to effectively market the benefits of the Consortium. In order to effectively market the Consortium, we must be able to clearly define 'a unique set' of services/benefits.

Secondly, (and just as important as increased membership) we must be able to develop and maintain an efficient and effective mechanism by which to administer the Adapted Physical Education National Certification Examination. Being able to manage the overall operation of the National Certification Examination has a number of distinct (short and long term) advantages for the Consortium. These advantages consist of (among others): 1) an increased number of nationally certified adapted physical education specialists in schools/agencies across the country; 2) increased visibility of NCPERID at all levels (local, state, national); 3) increased recognition of the importance of physical education and recreation for individuals with disabilities, and; 4) increased financial resources. In addition, the certification examination could also serve as a means by which we could attract new members. People, who otherwise are not members of the Consortium should be encouraged to become members. The new board and I will be working closely with the APENS Project over the next year in order for the Consortium to hopefully manage such a venture.

Finally, a number of related professional organizations (e.g., American Kinesiology Association, National Athletic Trainer's Association) administering national certification examinations also have mechanisms by which they formally recognize (endorse/accredit) quality educational programs within their discipline. It seems reasonable then to begin discussing whether or not the Consortium should develop a means by which it formally identifies minimum program standards across the country. I will be bringing this issue before the membership in the not too distant future, and I fully expect, and indeed would like a considerable amount of discussion on this important issue.

I encourage and welcome anyone who has similar/different ideas as to how to best position the Consortium for the 21st Century to share them with me and/or the Board at the August meeting in Atlanta. We need support/ideas from the entire membership in order for us to enhance the presence of the Consortium at local, state, and national levels.

2 Adapted Physical Education National Standards Call to Action

Luke Kelly

The Adapted Physical Education National Standards (APENS) project is rapidly approaching the achievement of its second goal to develop and administer a national certification examination. The first administration of the national examination is scheduled for May 10, 1997. The exam will be administered at approximately 40 institutions of higher education across the United States. The actual testing sites will be determined based on the location and preferences of teachers that register to take the exam. The following materials are available to NCPERID members from the APENS Project to assist them in advertising and recruiting teachers to take the APENS certification examination:

APENS Examination Information Brochure - this 14 page pamphlet provides all the pertinent information an applicant needs to know about the APENS exam such as: eligibility requirements, application procedures, important deadlines, and review and appeal processes.

APENS Flier - this is a one page multi-color flier that highlights the national standards and the national certification examination. The flier contains a tear-off panel that can be used to request additional information on various aspects of the project.

Adapted Physical Education Standards Manual is available from Human Kinetics for a cost of \$28.50. Ordering information can be obtained by calling 1-800-747-4457.

The creation of the national standards and the national certification examination are the product of countless hours of work by hundreds of professionals in the field. With these products in place, the NCPERID is now in position to begin the last two critical phases of this project: 1. Recruiting teachers to take the examination; and 2. Educating and lobbying state education department decision-makers.

1. Recruiting Teachers to Take the APENS Examination

Since no one will be required to take the APENS examination for the first few years, it is the responsibility of the NCPERID membership to accept the challenge of recruiting teachers to make the examination. It takes a budget of approximately \$24,000 to create, administer and score a national certification examination. This translates into needing approximately 400 teachers each paying an exam application fee of \$60. One strategy that could be adopted by the NCPERID to ensure that at least 400 teachers apply and take the examination each year for the first few years would be to ask each member of the NCPERID to commit to personally recruiting at least five teachers each year.

2. Educating and Lobbying Key Decision-Makers

The ultimate solution to recruiting teachers to take the APENS examination is to get states to require and/or endorse the examination. To this end, the NCPERID members must take the initiative to contact and educate their state decision-makers. Although the APENS project has and will continue to send these decision makers materials (manuals, brochures, etc.) on the project, the message in most cases will not reach these individuals unless it is delivered in a face-to-face meeting with a NCPERID professional who can explain the purpose and value of the state adopting the APENS examination. Like most changes in education, adopting of the APENS by states will most likely be a slow and frustrating process. Given the national trend

to down size state departments of education and reduce the number of certifications managed by states, our timing may be fortuitous. The argument could be presented that states do not have to spend the time and money normally needed to create, implement and monitor a certification in adapted physical education. By adopting the NCPERID APENS national certification examination, the NCPERID would be responsible for administering, monitoring and updating both the standards and the examination. All the states would need to do is pass the appropriate policy/regulations that would indicate that to be qualified to provide adapted physical education, teachers in their state would need to pass APENS national certification examination.

This is an exciting time for the NCPERID. The APENS can provide the NCPERID with a unique vehicle to expand its image, increase its advocacy role, expand its membership and increase its liaisons with other professional organizations. However, these gains will require increased involvement of the membership. Many important decisions and action plans need to be developed by the NCPERID at the year's and future NCPERID annual meetings pertaining to the APENS. Please plan to attend these meetings and contribute your ideas. If you can not make this year's meeting in Atlanta, send your suggestions to Luke E. Kelly, APENS Project Director, Dept. of Human Services, University of Virginia, 405 Emmet Street, Charlottesville, VA 22903 or e-mail: lek@virginia.edu.

CLARIFICATION

The position statement on inclusion that appeared in the Spring, 1996 *ADVOCATE* was previously adopted by COPEC/APAC.

NCPERID has not yet accepted a position statement on inclusion. (ed.)

The NCPERID *Advocate* is the official publication of the National Consortium on Physical Education and Recreation for Individuals with Disabilities. The *Advocate* is published quarterly. Submissions are welcome and are subject to editorial review. Submit articles to:

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Division of HPER
5740 Lengyel Hall
University of Maine
Orono, ME 04469-5740
(207) 581-2466
Fax: (207) 581-1206

1996 NCPERID CONFERENCE

August 16-17, 1996

Atlanta Marriott Marquis-Copenhagen Room

August 16, 1996

- 10:30-11:45AM NCPERID Current Board Meeting
- 1:00-4:00PM Registration
- 2:30-2:45PM Welcome and Announcements
Gail Webster, NCPERID President
- 2:45-3:30PM Legislative Alert/Advocacy for PE and Recreation
Robert Amhold, Slippery Rock University
- 3:30-4:00PM Conference Call/
Panel Inquiry on New Competition Criteria for Division of Personnel Preparation Office of Special Education Programs
Martha Bokee, Competition Manager, DPP-OESERS, Washington, D.C./ NCPERID Panel
- 4:00-5:00PM Responses/Reactions/Implications to the future trends in APA and TR professional training
NCPERID Panel
- 5:00-5:30PM Break
- 5:30-7:00PM NCPERID Cash Bar/Social & Poster presentations of APA and TR-related topics
Manny Felix, University of Wisconsin-LaCrosse, Organizer

August 17, 1996

- 7:00-8:00AM NCPERID Past President Breakfast
- 7:30-10:30AM Registration
- 8:00-8:45AM APENS Project: Year Five status and future directions
Luke Kelly, University of Virginia
- 8:45-9:30AM Pediatric fitness
Jo Cowden/Kristi Sayers, University of New Orleans
- 9:30-10:15AM Exercise Therapy for Individuals with Disabilities
Christine Stopka, University of Florida
- 10:30-11:15AM Approaches to training: Relevance of APA training programs
Claudine Sherrill, Linda Hilgenbrinck, Cynthia Piletic, Christoff Leonard, Texas Women's University
- 11:15-12 Noon Public Schools vs. University Practicum Settings for APE training
Steve Skagg, University of Texas-Pan American
- 12:00-1:00PM Lunch (on your own)
- 1:00-2:00PM Technology and APA/TR
Peter Ellery, University of Omaha, William Forbus, Augusta College
- 2:00-3:00PM Recreation for individuals with disabilities: New horizons for local, state and federal applications (tentative)
TBA
- 3:15-4:00PM Standards for Health-Related Criterion-Referenced Physical Fitness Test for Adolescents with Spinal Cord Injuries
Joe Winnick and Frank Short, SUNY College of Brockport
- 4:00-5:00PM NCPERID General Membership Meeting
- 6:00-8:00PM NCPERID Farewell Banquet/New Officers Induction and Awards Ceremony
- 8:30-10:00PM NCPERID Newly-Elected Board Meeting

Conference Hotel

Hotel rooms now available at the Paralympic Congress Rates!
August 16 & 17
Atlanta Marriott Marquis
265 Peachtree Center Ave.
\$138 (single/double/triple/quad)

Third Paralympic Congress - A Final Call

Registration Deadlines Extended, International Agenda Set

From the provocative opening to a cataclysmic closing session, the Third Paralympic congress promises participants a thoughtful, educational and professionally beneficial experience -- all in the setting of the world's second largest sporting event, the 1996 Paralympic Games. International advocates Deng Pufang of China, Joshua T. Malinga of Zimbabwe and Marilyn Hamilton of Sunrise Medical and Judith Heumann, assistant secretary of education for the U.S., have joined the roster of participants, giving the program an international context for a discussion of the global future of disability. The Third Paralympic Congress will be held August 12-16, 1996, in Atlanta.

"This is the most significant gathering in the history of the disability movement," said Third Paralympic Congress Chair Justin Dart. "The agenda is being shaped by the world's neediest and wealthiest countries, who are working together to forge international policy on key issues: human rights, economic opportunity and the future of disability sport." It is estimated that at least 15 percent of the world's population is disabled, and as of this date, more than 50 countries are represented in Congress preregistration.

Far from focusing exclusively on the human rights aspect of disability, the Third Paralympic Congress has been designed to offer a broad array of educational opportunities, a research institute, a film festival and local Atlanta tours. Attendees run the gamut from health and rehabilitation professionals and foreign ministers of health to youth sports administration and disability rights advocates.

"The Third Paralympic Congress is designed not only to offer unparalleled educational opportunities, but also to expose these audiences to one another and engage them in a dialogue in a setting where sports -- the great equalizer -- will help bring about needed change around the world," explained Dart. "By touching on business,

social and recreational topics, we will touch every aspect of life." Along with policy and advocacy sessions, demonstrations of new and emerging technology and equipment will be showcased. Additionally, networking opportunities including chat groups and on-the-spot roundtables will be available to all participants, as will demonstrations of several adapted sports, including water skiing, wheelchair dance and golf.

Other highlights of the Congress include participation by Carol Hampton Rasco, assistant to President Clinton for domestic policy; and Johann Olav Koss, Olympic speedskating gold medalist and UNICEF advocate for children. Topics for educational sessions include sports medicine, technology in life and leisure, children's programs, outdoor recreation, universal design, community advocacy and disability in the community. The Third paralympic Congress is funded in part by grants from 15 corporate members of the Olympic family, and from the Centers for disease Control and Prevention, U.S. Department of Health and Human Services, and U.S. Department of Education.

Registration fees (including on-site registration) are \$315. Special lodging and discounted paralympic games ticket packages are available. For more information, contact:

*Atlanta Paralympic Committee
Third Paralympic Congress
1201 West Peachtree Street, NE
Suite 2500*

*Atlanta, Georgia 30309 USA
Phone: 404-875-9380
Fax: 770-509-9234
E-mail: apoc96@ibm.net*

Special Olympics Research Agenda Being Developed

Special Olympics International Headquarters has just reorganized. The Senior Vice-President of the organization, Dr. Thomas Songster, now heads up a new Sports Policy and Research Department. SOI has always been involved in doing research, and an article was recently published by Dykens and Cohen of Yale Child Study Center which documented that participation in Special Olympics contributed to the social competence of athletes. The initial data from a follow-up study conducted in four countries confirmed these findings.

The major focus of the new Sports Policy and Research Department will be toward expanding and coordinating research on the participation of persons with mental retardation in sport, and their research agenda is currently being developed. National Consortium for Physical Education and Recreation for Individuals with Disabilities members are urged to give their input into this process by contacting the Senior Research Manager, Dr. Timothy Baker. He can be reached at 1325 G St., NW, Suite 500, Washington, DC 20005, (202) 824-0286, FAX (202) 824-0200 or Email timbaker@uno.com



ADAPTED AQUATICS

A Position Paper of the Aquatic Council

American Association for Active Lifestyles and Fitness
American Alliance for Health, Physical Education, Recreation,
and Dance

Adapted aquatics constitutes aquatic instruction and recreation for individuals with disabilities, individuals of all ages with various physical, sensory, or mental disabilities want, need, and possess the legal right to have opportunities in the same aquatic activities, in the same environments, in the same ways as non-disabled persons. Individuals with disabilities participate in aquatic instruction and recreation for the same reasons as non-disabled persons--learning specific aquatic skills, taking part in leisure recreational activities, developing and maintaining appropriate levels of personal fitness and wellness, responding to individual challenges, having opportunities to socialize with families and friends, taking part in competitive aquatic activities, and having FUN by enjoying life through the aquatic medium. This position paper delineates the scope of aquatics for individuals with disabilities within the broader frame of aquatic organization, administration and participation.

Adapted aquatics is a broadly encompassing concept including belief that--

*Aquatic activities of all types--instructional to competitive swimming, water aerobics, fitness and wellness, water games, crew, diving, small craft, skin and scuba diving, water parks, sailing, motorized water ventures, and surfing--provide opportunities for individuals with disabilities to improve qualities of their lives through active participation, particularly with families and friends.

*Individuals with disabilities have a right to participate regardless of where they live--inner city, suburbia, or rural communities.

*Aquatics for individuals with disabilities is a total life span activity and should be approached as such.

Aquatic instruction and recreation involving individuals with disabilities should not be confused with aquatic or hydrotherapy, an extremely important part of rehabilitation processes.

*The two are not synonymous--each has it's own distinct goals and specific objectives.

*This distinction does not negate therapeutic contributions from educational and recreational aquatic programs, or educational and recreational values of therapeutic programs.

*Focus must be kept on primary goals and objectives, either instructional or therapeutic, when involved in each of these programs.

Most aquatic instructional sequences and progressions are appropriate and applicable for use with individuals with disabilities, regardless of type or severity of disability. Creativity, innovation, and resourcefulness are keys to successful uses of these progressions and sequences. This might include, but is not limited to...

- ...being sure activities and approaches are age appropriate;
- ...entering into a sequence at appropriate points for the individuals, rather than at predetermined group objectives;
- ...introducing more basic steps in progressions (starting at lower levels);
- ...breaking skills down into smaller and more manageable steps;
- ...basing approaches on functional aquatic skills, not upon medical diagnosis--recognize how an individual's disability affects ability to learn and perform aquatic skills and activities;

...personalizing and individualizing instruction, addressing each individual's ability to perform applicable skills, with or without flotation or assistive devices; and

...introducing accommodations to meet needs of each individual student.

Safety is a critical component. Safety instruction must be a part of all aquatic activities. Therefore--

*Flotation devices should only be used under direct supervision of an instructor; should not be a substitute for lifeguard surveillance or instruction in skills; and only be used until independence and/or appropriate skills can be developed.

*Swimming--competitive, instructional, or recreational--should take place under supervision of a lifeguard whose sole responsibility is surveillance of participants.

*All aquatic instruction should be provided by an individual credentialed by a national aquatic agency.

*All safety rules/participation safeguards applicable in regular programs apply to adapted aquatics.

*Water safety education and skills must be integrated with all aquatic activities, regardless of the type of aquatic activity or functional level of the participation.

Individuals with temporary or permanent disabilities should participate in regular aquatic activities whenever possible, and only be placed in special programs when absolutely necessary. These special programs should be reserved for students who cannot, for whatever reasons (physical, mental, social, emotional) safely, successfully, and with personal satisfaction take part in regular aquatic programs. Participants in special programs should work toward the same basic goals as peers in regular programs. Instructors should always focus on individualized goals and personalized objectives. Emphasis in special classes and activities should be on preparing an individual for active participation in appropriate regular programs. Regardless of setting the total aquatic facility must be accessible--parking entrances, locker rooms, showers, rest rooms, and the pool itself.

There is a need for aquatic specialists with specific training and competence relating to individuals with disabilities. Their roles include...

- ...teaching and leading individuals with disabilities within special programs;
- ...serving as resources for aquatic generalists--doing demonstration and/or team teaching and conducting various aquatic activities in integrated settings;
- ...assessing participants with disabilities;
- ...recommending and providing appropriate flotation and assistive devices;
- ...suggesting instructional progression and sequence accommodation for individual aquatic needs;
- ...furnishing professional resources on adapted aquatics and aquatic recreation for individuals with disabilities; and
- ...conducting inservice training activities for generalist instructors

Continued on page 6

or program leaders, volunteers and others involved in any way in the program.

Whether generalist or specialist, instructors must be highly committed and dedicated to fulfilling their moral and ethical responsibilities, of meeting the challenges of including participants with disabilities in aquatic activities. They must also be strong advocates for equality of opportunities through aquatics. Instructors must possess empathy for individuals with disabilities and be strong proponents for equality of opportunity through aquatics. Teamwork through communication, cooperation, and coordination with other individuals and agencies is a must for success. General ratio of students to teachers will be less where individuals with disabilities are served. This ratio will be reduced even further when students have more severe conditions.

Adapted aquatics is a service delivery system providing appropriate aquatic instruction and recreation for participants with disabilities. This system includes identifying, assessing, planning, instructing, leading, and coaching individuals with disabilities who desire to participate in aquatic instruction and recreational activities. It also includes education, consultation, and assistance to general aquatic professionals, family members, health professionals, and the community in providing equal opportunities to participants with disabilities, and on successfully including them in aquatic programs to fulfill and reaffirm the potential of aquatics to contribute to the quality of their lives.

Aquatics Council, AALF/AAHPERD, 1900 Association Drive, Reston, VA 22091

25th National Conference on Physical Activity for the Exceptional Individual

October 31, November 1, 2, 1996
Los Angeles Airport Marriott Hotel
Special Events

Thursday, October 31st

Halloween Harvest Festival - All Conference Social
 Jazz performed by Rudy Costa of "Taj Mahal"
 Add to the fun by wearing your favorite mask and/or hat

Friday, November 1st

General Session
 Martin Block - National expert on inclusion
 Cracker Barrel Lunch Session
 Professional interchange on current topics
 "As the Years Fly By" Dinner Extravaganza
 DJ Paul Peterson - back by popular demand
 Try your skills - Limbo, Hoola Hoop and Twister!
 (no dinner ticket requires)

Saturday, November 2

Luncheon & Award Presentations
 Keynote Speaker - Jim Knaub
 Former Marathon World Record Holder

Featured Speakers

David Beaver	Nancy Megginson
Martin Block	Kim Morton
Bob Campbell	Bob Roice
Bryant Cratty	Jan Seaman
Ron Davis	Julian Stein
John Dunn	Dale Ulrich
Barry Lavay	

From: Arizona, California, Colorado, Illinois, Indiana,
 Oregon, Tennessee, Texas, Utah, Virginia & Washington

Credit & Certification

College Credit Available - One Unit (\$65)
 California State University, Northridge
 M.O.V.E. Curriculum Certification
 Six Hour Training: Friday, 7:30-10:30
 Saturday, 7:30-10:30

Selected Session Topics

CBI Programs	Preschool Creative Dance
Wheelchair Activities	Inclusion Teaching Strategies
Inclusion Attitudes	Inclusion Pro's
Project Move	Adult Adopted Assessment
Past & Future APE	Adapted Aquatics
Curriculum Models	Computer Assessment
Wheelchair Selection	A Precise Look Ahead
Wheelchair Injuries	Students with Dwarfism
Junior Paralympics	Racket Sports
Behavior in Recreation	Kiniesotherapy
Language Movement	Flying Disc Activities
Young at Risk Kids	Gymnastics for All
Hi 5 Sports	Sports Programs in Schools
National Standards	Education Through Music
Activities for SH	Gross Motor Assessment
Dance/Cultures	Positive Behavioral Support
OT/PT New Model	A Developmental Camp
Hughes Bill	Autism Update
Reinforce Classroom Concepts	504 Regulations
Preschool Play	APE/Infant Toddler Model
Physical Best Assessment	Dance & APE
Special Olympics Motor Activity	Wheelchair Competition
Health & Wellness	Past, Present, Future
Treadmill Work: Down Syndrome	Secondary SH
Preschool Service Delivery	Rockport Fitness Test
Implications for FES	Transition & Active Life
Infants with Down's	

Hotel Reservations: Los Angeles Airport Marriott

5855 W Century Blvd., Los Angeles, CA 90045
 Res. Ctr: 800/228-9290, Direct: 310/641-5700
 Room Rate: \$80/single or double
 Cut off date - October 10, 1996

Make check or money order payable to Los Angeles Airport Marriott
 Reservation request must be received by hotel three weeks prior to
 arrival date. Reservations received after that time are accepted on
 a space and rate available basis. Reservations held until 6:00p.m.
 unless accompanied by credit card, company guarantee, or first nights
 deposit.

MEMBERSHIP APPLICATION

Last, First Name, Middle Initial _____

Business Address _____

Department _____

Address _____

City, State, Zip _____

Business Phone _____ Fax# _____ e-mail# _____

Resident Address _____

Street _____

City, State, Zip _____

Professional Service Data (Please check primary role)

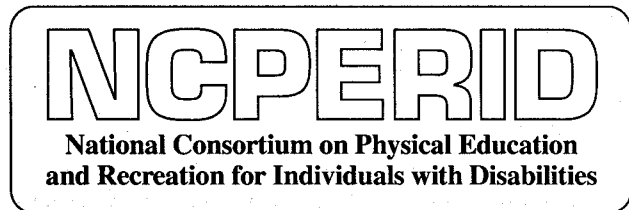
- College/Univ. Teacher Preparation Research
 P.E.
 Rec.
 Special Education
 Corrective Therapy
 Other: _____
 LEA (List): _____
 Recreation:
 Community
 Residential
 Project Administrator
 SEA (List): _____
 Agency/Organization Representative (List): _____

Committee Preference:

- Membership
 Legislative
 Awards
 Program
 Newsletter

Membership Category

- Full Status \$ 30.00
 Fulltime Student \$ 10.00
 Lifetime \$300.00
 Retired \$ 00.00



Educational Data

- Bachelor degree
 Masters degree
 Doctorate degree
 Other: _____

Return Application and Check to:

NCPERID Treasurer, Laurie Zittel
Northern Illinois Univ.
P.E. Dept., 232 Anderson Hall,
Dekalb, IL 60115-2854

Calendar of Events

August 27-31, 1996

4th International Congress: Healthy Aging, Activity and Sports, Heidelberg, Germany. This congress is organized by the University of Heidelberg and cosponsored by the World Health Organization. Contact: G. Conrad, Uissigheimer Strasse 10, D-97956 Gamburg, Germany, Phone: +49-9348-1381, Fax: +49-9348-1360. E-mail: paas@urz.uni-heidelberg.de

September 21-24, 1996

North American Federation of Adapted Physical Activity (NAFAPA) Symposium, Banff, Alberta, Canada. Symposium Theme: Questioning Our Research Assumptions, Contact: Dr. Jane Watkinson, Faculty of Physical Education and Research, University of Alberta, Edmonton, AB, Canada T6G 2H9, (403) 492-0770, FAX: (403) 492-2364. E-mail: JWATKINSON@PERUALBERTA.CA

May 13-17, 1997

1997 IFAPA Biennial Symposium. Contact: Dr. Claude Lepine, Coordinator, 11th ISAPA, Physical Education Department, P.E.P.S., Laval University, Quebec City, PQ, Canada

NCPERID

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

FOR INFORMATION CONCERNING
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Dr. Manny Felix

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The purpose of the National Consortium for Physical Education and Recreation for Individuals with Disabilities is to promote, stimulate, and encourage the conduct of service delivery, professional preparation, and research in physical education and recreation for individuals with disabilities. The Consortium provides public information and education, promotes the development of programs and services, and disseminates professional and technical information.