

Advocate

NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION AND
RECREATION FOR INDIVIDUALS WITH DISABILITIES

Spring/Summer 2001

NCPERID

Volume 29, Issue 3

Consortium Board of Directors

Letter to Members from the Board of Directors

Dear Consortium Member,

I am writing to you on behalf of the Board of Directors of the National Consortium for Physical Education and Recreation for Individuals with Disabilities. It is with deep regret that the Board of Directors has had to make the difficult decision to cancel the 2001 annual meeting of the Consortium scheduled for Washington, DC. Many factors have conspired against the process of scheduling the meeting this year. The Board apologizes and regrets any inconvenience that this may cause.

The Board of Directors is already working on the 2002 annual meeting to insure a superior program on timely issues related to the Consortium's mission. Information on the 2002 meeting will be published in the Advocate as soon as it is available. Look for the call for papers in the fall issue. The Board of Directors is committed to developing a strong program. It is our hope that many of you will attend next summer.

Elections for Board Officers will take place this summer through the mail and online to ensure that terms of office are not disrupted. Please note the call for nominations in this issue of the Advocate. Please nominate yourself or other professionals and help us to continue to move the organization in a positive direction. The Board of Directors greatly appreciates your participation in nominating and voting when ballots are sent and online during the next couple of months. Remember to send in your membership renewal when you receive these materials during the next few weeks.

Should you need to contact me, please note I will be unavailable between June 20 – July 16th. I trust you will have an enjoyable summer.

Sincerely,
Heidi Stanish
NCPERID Vice President

Board Seeking Nominations



The NCPERID Board of Directors is seeking nominations for the offices of

President-Elect,

Treasurer, and

At-Large Representative (2).

Nominations should be sent to:

Dr. Rebecca Woodard
School of Physical Education
Ball State University
Muncie, IN 47306
rwoodard@bsu.edu

Nominations should include the nominee's name, brief biography, university/professional affiliation, contact information, and officer position. Closing date for nominations is

August 15, 2001.

The National Adapted Aquatics Summit Held in May

Leading adapted aquatics specialists from across the United States converged May 10-12, on the International Swimming Hall of Fame in Ft. Lauderdale, Florida, for The National Adapted Aquatics Summit. Sponsors of this first ever Summit were Disability International Foundation (Longview, Washington), International Swimming Hall of Fame (Ft. Lauderdale, Florida), and United States Water Fitness Association (Boynton Beach, Florida).

Purposes of this three day Summit were to explore concerns and issues in adapted aquatics—all aquatics activities involving individuals with disabilities (not just swimming); establish a five year plan for promoting and establishing solid adapted aquatic programs at local and national levels; provide local programs with ideas for improving and increasing adapted aquatic programs; and furnish national organizations conducting and/or promoting adapted aquatic programs opportunities to explain, promote, and expand their programs.

A major thrust throughout deliberations of and recommendations from the Summit was importance of cooperation, coordination, collaboration, and networking—truly working together—of all interested and involved organizations and agencies. Emphasis was upon keeping the focus on program participants—shout the cause; whisper the organization! Stressed was importance of following through on what had been introduced during the Summit to insure continued progress and growth of aquatic activities involving individuals with disabilities, whether in regular or special programs.

Factors that must be kept foremost as aquatic activities are planned and implemented for participants with disabilities included total accessibility of all aquatic facilities; appropriate accommodations in approaches and activities so individuals with disabilities can participate fully; positive attitudes toward aquatic programs and activities by individuals with disabilities, including their rights and responsibilities, and by all providers of aquatic services so as to include participants with disabilities in their programs and activities, including their responsibilities and rights; strong advocacy to insure that all aquatic programs include individuals with disabilities, and for self-advocacy by individuals with disabilities themselves; and relevant assimilation into regular aquatic programs in the same environments with non-disabled friends, peers, and families.

Representative of the many important topics introduced and discussed during the Summit were need for greater involvement of individuals with disabilities in all aspects of these programs, including at all leadership, administrative, and decisions and policy-making levels; importance of integrating individuals with disabilities in regular programs, while maintaining special programs for those needing and/or desiring them; greater facility accessibility, including considerations for individuals with hearing or visual disabilities; infusing in training programs for regular teachers and

instructors appropriate information about leading and teaching individuals with disabilities; exploring new, different, and needed roles for adapted aquatic specialists to provide assistance to and serve as resources for regular teachers and instructors.

Other crucial, and in some cases controversial, topics discussed related to breaking away from the medical model, emphasizing how an individuals condition affects ability to learn and perform aquatic activities; seek consistency between theory and practice by individualizing and personalizing instruction; recognize differences between adapted aquatics and aquatic therapy—they are not one and the same, as each has its own unique and specific goals and objectives; determining whether the term adapted aquatics has outlived its usefulness, and if other terminology should be explored.

Two models to promote greater cooperation and coordination among involved organizations and agencies were presented. One, a continuum from rehabilitation to independent community function, includes transitions from therapy in hospitals and clinics to opportunities in the full range of aquatic activities in communities. In this process, hospital and clinic personnel are gradually phased out as community personnel assume primary responsibilities. The second model suggested ways in which agencies in a local community, state, or region could, through regular meetings, develop greater understanding of each other's programs, so true cooperation and working together could be attained.

A follow-up to this second approach is to be scheduled in September at the Children's Hospital Regional Center in

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Seattle, Washington. Representatives will be invited from Oregon, Idaho, Montana, Alaska, and Washington. In addition to results of this gathering, procedures and processes will be made available to others so they can implement similar approaches in their areas.

A demonstration project designed to recognize outstanding aquatic services to individuals with disabilities is to be explored. Through this project, selected programs across the country would be identified as demonstration centers. A demonstration center would be expected to welcome visitors during certain times while it is a demonstration site.

During the Summit questions were raised about so called special instructional aquatic sequences, progressions, and assessment devices designed for individuals with disabilities. How much of these are tried and true practices, simply refined with additional steps providing more exacting procedures?

Four major areas were included in the five year plan—awareness, awards and recognition, resources, and administrative issues. At the end of the year, accomplishments during the first year of the plan will be evaluated, along with the remaining four years. Following this evaluation, the four years will be adjusted accordingly, and a new fifth year added, so there will always be a five-year plan.

For additional information, contact Julian Stein, (865) 435-7249 (telephone or FAX), e-mail justein@webtv.net.

8th Annual John K. Williams, Jr. International Adapted Aquatics Award

Congratulations to NCPERID member Dr. Monica Lepore of West Chester University for winning the John K. Williams, Jr. International Adapted Aquatics Award. The award was presented at the International Swimming Hall of Fame during the National Adapted Aquatics Summit. Monica is the co-author, along with Willie Gayle, and Shawn Stevens of Adapted Aquatics Programming: A Professional Guide, published by Human Kinetics. Dr. Lepore is currently chair of the AAHPERD-AAALF Aquatics Council, Adapted Aquatics Specialty and has been very busy certifying individuals as Master Teachers in Adapted Aquatics. Newest Master Teachers certified during AAHPERD in Cincinnati include Clare Brice from South-west Texas State University, Mary Dolan and Terry Mongenas from the Cincinnati Recreation Commission, and **Ann Graziadei** from Gallaudet University. The John K. Williams, Jr. International Adapted Aquatics Award is presented for outstanding personal and professional contributions in serving people with disabilities in aquatics and Monica Lepore is clearly deserving of this distinction. **Congratulations Monica.**

Grandfathering Options for APENS - 2001 to 2005 ONLY

Would you like to obtain an APENS Certification but don't think you qualify? Are you a professional in higher education, agencies, or organizations, or a general physical educator? If you are interested and you meet the following qualifications you may qualify under these additional options.

Professionals in Higher Education, Agencies, & Organizations

Option #1

Documentation of a major (minimum of 15 hours) in adapted physical education, special education, or related area in doctoral program.

Documentation of a minimum of 2 years teaching adapted physical education in higher education or public/private school environment.

Documentation of a minimum of 9 semester hours of supervising college/university students in practica, internships, and/or student teaching related to the direct instruction of students with disabilities in physical education environments.

Option #2

Documentation of tenure and significant adapted physical education responsibilities since 1993.

General Physical Educator

A general physical educator who is applying under this option must provide verification or documentation of each of the following:

1. Valid or expired general physical education teaching certificate.
2. Minimum of 10 years (full-time) teaching experience in physical education with students with disabilities (this includes experience in integrated and/or segregated environments).
3. Accrued 15 points in the following five categories over the past 7 years:

Category (point value and maximum)

- a. Elected official or board member of one state or national adapted physical education/sport organization for a minimum of 1 year (2 points per year for a maximum of 6 points).
- b. Provided a presentation or inservice at a state or national level related to adapted physical education (1 point per presentation for a maximum of 3 points).
- c. Have taken and successfully passed a 3-credit hour college or university graduate level course in adapted physical education (3 points per course for a maximum of 9 points).

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- d. Possess a valid adapted physical education state licensure/endorsement which required the successful completion of a minimum of 4 semester credit courses in adapted physical education (3 points).
- e. Supervised interns or student teachers in adapted physical education for a minimum of 200 hours (2 points).

Both options also require a \$75.00 application fee. For further information on these options and to obtain an application or other APENS related information visit the website at www.twu.edu/apens, call 1-888-APENS-EXAM or write to APENS, P.O. Box 425647, Texas Woman's University, Denton, TX 76204-5647.

Project INSPIRE Website

Texas Woman's University's Project INSPIRE is continuing its quest to provide educational professionals, parents, students, and other interest groups with key information relating to physical activity and individuals with disabilities through its internet site, www.twu.edu/inspire. Correspondence has been consistent and allowed the web site team to disseminate information, answer questions, and receive feedback. There have been many additions to the site during the past year. These include a page focusing on Play, an Extreme Sport Page, and a Parent's Page. The Disability Fact Sheets have been expanded to include pages on Asperger's Syndrome, Cochlear Implants, Fibromyalgia, Juvenile Diabetes, Lupus, Osteoarthritis, and Osteoporosis. The Aquatic fact sheets have also been expanded to include a page on Aquatics and Sensory Integration and a page with Aquatic Stations and Activities. Finally, an Activities site has been added which includes a Cooperative Games Page and a Teacher-to-Teacher Page.

As it continues to improve the information it provides, Project INSPIRE has fantastic additions to be published August 1, 2001. These include a Coaching Page, a Dance Page, a Disability Sport Page, and a Transition Page. There will also be significant additions to the Aquatics site. As always, the site maintains updated links to pertinent internet sites and contacts. The continued support has been tremendous and the feedback valuable. Hits have reached beyond 26,000 since its initial publication in 1998 and continue to grow. Please visit, enjoy, and become INSPIRE'd.

Kristi Roth

Texas Woman's University

NCPERID

National Consortium on Physical Education
and Recreation for Individuals with Disabilities

Achieving the "Ultra-Stretch": A Method for Increasing Flexibility and Fitness for Everyone

The *Ultra-Stretch* method is specifically designed to be safe, effective, individualized, equipment free, and painless. ANYONE can use this technique. Elite athletes, children, senior citizens, and certainly, *especially*, people with disabilities, all, can realize tremendous benefits from these exercises. As the name suggests, the "ultra-stretch" technique emphasizes an increase in flexibility, however, muscular strength and endurance can also be enhanced by performing the technique over time. (1, 2)

What is the ultra-stretch?

The ultra-stretch is simple. When stretching, hold and then contract the stretched muscle, without moving, for several seconds. When the contraction is released, the muscle automatically relaxes and will be able to stretch more in the next stretch. The act of contracting the muscle in addition to stretching it provides some "built-in" strength and endurance training with each stretch. (1, 3)

When a muscle in a stretched position is held and then contracted, proprioceptors (specifically the golgi tendon organs) are stimulated. Voluntarily contracting a muscle already in a stretched position, causes the muscle tension to alter, and stimulates the GTOs. If a muscle contraction is held for five to ten seconds, the muscle experiences fatigue. The GTOs on that muscle respond to fatigue by causing it to relax. This is known as the inverse myotatic stretch reflex, or more simply, the *stress* reflex. Muscle relaxation is the goal of safe and effective stretching. (1, 3)

The ultra-stretch can be used in nearly any existing stretch position. It is important to note that the ultra-stretch is *not* a position – it is a technique for stretching. Virtually everyone can use the ultra-stretch to gain flexibility. The only requirement is that the participant has at least some neuromuscular connection in the muscles being stretched. Individuals with total paralysis need traditional passive stretching for their affected muscles; however, the ultra-stretch can be used on the unaffected muscles. Even those who have partial neuromuscular function can use the ultra-stretch. (1, 2, 3)

Performing the ultra-stretch

- Carefully assume a gentle stretch position.
- Without moving from the position of the gentle stretch, contract the stretched muscle and hold this contraction for about 5-10 seconds.
- Still without moving, keep the same position, but relax by simply ceasing to contract the muscle.

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- Carefully, perform the gentle stretch again and see how much farther the muscles can stretch.
- Repeat this technique several times, expecting to have an increased range of motion each time. (1, 2, 3)

Applicability

This technique is very useful for countless injuries and conditions. It can be used on virtually any joint of the body. Chronically arthritic finger joints instantly respond with new degrees of motion. Post-surgical joints respond likewise. Individuals with tight muscles, even contractures, associated with cerebral palsy, traumatic brain injury, stroke, multiple sclerosis and debilitating arthritis find the technique to be most helpful. They are often "liberated" on to the next level of accomplishing desired tasks of daily living such as standing, walking, reaching, grasping, and more. Elite athletes, able-bodied or not, find the technique to be most efficient in achieving desired levels of flexibility and most useful in preventing and rehabilitating musculoskeletal injuries. (2)

An injury preventative.

Many common injuries can be avoided or at least minimized through proper stretching. When injuries do occur, regaining flexibility is a key goal for the rehabilitation program. So, as a preventative for injuries, or as a rehabilitation exercise, the "ultra-stretch" technique should be considered. (1, 3)

Treatment for sore muscles.

As an added bonus, the ultra-stretch is very effective in helping to alleviate muscle soreness due to cramping, strains, and overuse. Gently applying the ultra-stretch technique to the sore muscle will reduce the muscle spasm resulting in an increase in range of motion and decrease in pain that will be felt immediately. (1, 3)

To summarize, virtually anyone can gain flexibility with this technique. The only requirement is that there is at least some neuromuscular connection present. It is specifically designed to be safe, effective, individualized, equipment free, and painless. The "ultra-stretch" technique can be applied very easily to established stretch positions, as the "ultra-stretch" is not a stretch position; it is a technique for any (and every) stretch position.

References

1. Stopka, C. (2001). "The Ultra-Stretch." Exceptional Parent Magazine, 31(5), 36-39.
2. Stopka, C. (1996). Managing Common Injuries: The Ultra-Stretch — A Method for Increasing Flexibility, Strength, and Endurance. Palaestra, 12(4), 40-45.
3. Stopka, C. & Follenius, C. (1995). Achieving the Ultra-Stretch. Burgess Co., Minneapolis, MN.

Christine Stopka, Ph.D., ATC/L, CSCS & Kevin Morley, MS, ATC University of Florida, Gainesville, Florida

Invitation From the Editor

All members of the Consortium are invited to submit articles, timely information, calendar events, awards, etc., for publication. The Advocate was developed as an information dissemination tool – if there is no information to disseminate it is a worthless tool. At the APAC Business meeting in Cincinnati one of the concerns regarding the Advocate was the lack of pertinent information for practitioners. If you are a practitioner and you've got information to share about your programs, ways that you accomplish activities, etc., please submit them for publication. If you are not a practitioner but know practitioners, encourage and help them to submit articles – most practitioners have little or no experience writing their ideas down in article form. For those of you in higher education submit articles yourself and suggest to your students that they submit articles of either a research or practical nature. We can only learn from each other when we know what there is to learn from each other. I look forward to hearing from many people in the future with their ideas and submissions. The next submission deadline is August 31, 2001 for the Fall edition.

Sincerely,
Deborah Buswell
Advocate Editor

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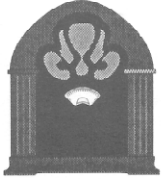
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AT-LARGE: Rebecca Woodard, Ph.D.

Ball State University, Muncie, IN 47306

Stay Tuned ... 
for Updates on
the 2001 Annual Meeting

There is a possibility that the NCPERID Annual meeting will be held in conjunction with the World Congress and Exposition on Disability in Atlanta, GA on September 28-30, 2001. Watch for updates on the internet, by email, and in the mail.