

## **SECTION III**

# **R**ESOURCES



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# MOTOR ABILITY, PERCEPTUAL-MOTOR DEVELOPMENT, AND PSYCHOMOTOR TEST ITEMS

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These items and activities can be used in assessing motor performance, including fine motor and perceptual motor.

## **Balance Dynamic/Static**

- Balance board activities
- Beam/Rail/Bench walks
- Bounce board activities
- Locomotor activities
- Stepping stones
- Stunts/Self-testing activities

## **Balance Object**

- Carry object
- Finger/Band activities
- Stick activities

## **Fine Motor Coordination**

- Grasping
- Gripping
- Manipulating

## **Gross Motor Coordination**

### **Eye-Foot**

- Climbing
- Kicking activities
- Motor planning/sequencing
- Rope jumping

## **Gross Motor Coordination**

### **Eye-Hand**

- Ball/Bean bag activities
- Catching/throwing activities
- Manipulative/Manual activities
- Motor planning/sequencing
- Target activities

## **Gross Motor Coordination**

### **General**

- Calisthenic activities
- Tumbling/Apparatus activities

## **Gross/Motor Fundamental Movements**

- Balancing
- Batting
- Bouncing
- Catching
- Climbing
- Crawling
- Dancing
- Galloping
- Hopping
- Jumping
- Kicking
- Landing
- Leaping
- Lifting
- Marching
- Pulling
- Pushing
- Rolling
- Running
- Sliding
- Skipping
- Standing
- Striking
- Swinging
- Throwing
- Tossing
- Walking

## **Miscellaneous**

- Agility
- Conceptual activities
- Endurance (Cardiovascular and muscular)
- Rhythm
- Speed
- Strength

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# ASSESSMENT TOOLS

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The following instruments are examples of assessment tools commonly used.

<b>Test Name</b>	<b>Population</b>	<b>Measurement</b>	<b>Publisher</b>
Brigance Diagnostic Inventory	0 - 7 years	Psychomotor, gross, fine, gen. knowledge, speech and language, early academic skills, perambulatory motor skills	Curriculum Association, Inc. 5 Esquire Road No. Billerica, MA 01862
Ohio State University Scale of Intra Gross Motor Assessment (OSU-Sigma)	Pre-14 years	Gross motor	Mohican Publishing Co. PO Box 295 Loudonville, OH 44842
Bruininks-Oseretsky Test of Motor Proficiency	4 1/2 - 14 1/2 years	Gross & fine motor	Publishers Building Circle Pines, MN 55014
I Can Program I Can Fundamental Skills Test	Elementary	Gross, locomotor, rhythm, object control, and projection	Hubbard Scientific Co. PO Box 104 Northbrook, IL 66065
Test of Gross Motor Development (TGMD)	3 -10 years normal and delayed	Gross, locomotor, and manipulative	Pro-Ed Publishing Co. 5341 Industrial Oaks Blvd. Austin, TX 78757
Movement Patterns Achievement Profile (MPAP)	2 1/2 - 5 years with physical handicap	Gross, developmental, balance, locomotor, manipulative, body image	AAHPERD Publications 1900 Association Drive Reston, VA 22091
Peabody Motor Development Scales	0 - 7 years	Gross/fine motor, object control	Institute on School Learning and Individual Differences George Peabody College Nashville, TN 37203
Body Skills		Gross and locomotor	American Guidance Service Circle Pines, MN 55014
Prudential Fitness Gram	5 - 17+ all years	Health-related fitness	Cooper Institute for Aerobic Research 12330 Preston Road Dallas, TX 75230
New York State Health-Related Physical Fitness Test	5 - 18 years	Health-related fitness	NYS Education Department Office of State Assessment Room 771 EBA Washington Avenue Albany, NY 12234
Project Unique: Physical Fitness Test	10 - 17 years sensory, orthopedically impaired	Physical fitness	Human Kinetics Publishers, Inc. Box 5076 Champaign, IL 61820

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# PHYSICAL EDUCATION MEDICAL RECOMMENDATION FORM

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TO DR. \_\_\_\_\_

DATE: \_\_\_\_\_

All students registered in the schools of New York State are required by New York State Education Law and Commissioner's Regulations to attend courses of instruction in physical education. These courses must be adapted to meet individual student needs if the student has medical limitations. This means that a student who is unable to participate fully in their physical education program must have activities modified to meet his/her individual needs.

Your patient, \_\_\_\_\_, is registered in this school district and has indicated an inability to participate fully in the physical education program. To assist us in designing a program adapted to meet his/her individual needs, would you kindly complete this form and return it to his/her school. Thank you for your cooperation!

Indicate with an **M** where a modification is recommended. Indicate with an **N** where no participation is recommended:

<input type="checkbox"/> Throwing	<input type="checkbox"/> Bending	<input type="checkbox"/> Pushing
<input type="checkbox"/> Catching	<input type="checkbox"/> Twisting	<input type="checkbox"/> Pulling
<input type="checkbox"/> Kicking	<input type="checkbox"/> Hitting	<input type="checkbox"/> Body contact
<input type="checkbox"/> Running	<input type="checkbox"/> Walking	<input type="checkbox"/> Water activities
<input type="checkbox"/> Lifting	<input type="checkbox"/> Jumping	<input type="checkbox"/> Out of doors activities
<input type="checkbox"/> Tumbling	<input type="checkbox"/> Stretching	<input type="checkbox"/> Other (Specify)

Modifications recommended: \_\_\_\_\_

This is to certify that I have examined the above patient and recommend that his/her physical education program be modified according to the above until \_\_\_\_\_  
(Date)

Are there any exercises or activities you feel would be beneficial to the student in the recovery process?

Yes \_\_\_\_ No \_\_\_\_ If so,what? \_\_\_\_\_

\_\_\_\_\_  
Additional Physician's Remarks (on back)

\_\_\_\_\_  
(Physician's Signature)

\_\_\_\_\_  
(Date)

NOTE: This report will be attached to the student's health record with duplicates sent to the parent/guardian, physical education teachers, and director of physical education and Committee on Special Education when appropriate.

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# RATING SCALE FOR ADAPTED PHYSICAL EDUCATION PROGRAM

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**NAME OF SCHOOL:**

**ADDRESS:**

**LEVEL:           NUMBER OF STUDENTS ENROLLED IN ADAPTED P.E.**

**PRINCIPAL:**

**DIRECTOR OF PHYSICAL EDUCATION:**

**REVIEWED BY:**

**DATE:**

## **Introduction**

The purpose of the rating scale is to assist school personnel to improve the adapted physical education program.

When properly guided and developed, physical education becomes a purposeful and vital part of a student's school education, it aids in the realization of objectives concerned with the development of favorable self-image, creative expression, motor skills, physical fitness, knowledge, and understanding of human movement. A student must have an opportunity to participate in a well-conceived, well-taught learning experience in physical education to become a fully functioning individual. To achieve these objectives, the essentials of a quality program of physical education need to be identified.

The rating scale is designed for self-appraisal use. It may be modified to meet the needs of local school districts.

## **Use and Interpretation of the Scores:**

The rating scale is comprised of a series of ratings of the major areas that should concern school personnel involved in the adapted physical education program. There are six sections to the rating scale: Curriculum, Required Instruction, Attendance, Personnel, Facilities, and Administrative Procedures.

The person(s) completing the assessment should consider the criteria statement in terms of the degree of achievement that exists for the program. The rating score is on a scale from 0 to 4; 0 meaning inadequate achievement and 4 meaning fully achieved with excellent results. Each section can be rated by the total section score and a program overall rating can be obtained by totaling all sections of the rating scale.

A careful analysis should be made of each statement, section and overall rating to determine the areas in need of improvement. The interpretation of the score for each statement is :

- 0 - INADEQUATE/extremely limited
- 1 - POOR/exists but needs a great deal of improvement
- 2 - FAIR/adequate but needs some improvement
- 3 - GOOD/well done and only needs periodic review
- 4 - EXCELLENT/has achieved outstanding results

Developed by Dr. Joseph P. Winnick, SUNY College at Brockport, Brockport, NY 14420, January 1995.

**RATING SCALE FOR ADAPTED PHYSICAL EDUCATION**

	<b>Inadequate</b> (1)	<b>Poor</b> (2)	<b>Fair</b> (3)	<b>Good</b> (4)	<b>Excellent</b> (5)
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**Section I - Curriculum**

1. The goals and objectives of the school district plan for physical education include adapted physical education.					
2. Provision is explicitly made for adapted physical education in the school district physical education plan.					
3. There exists a definition of adapted physical education which is in accordance with State and federal requirements.					
4. Adapted physical education may include students with disabilities as well as students without disabilities.					
5. There exists a variety of activities to meet unique student needs.					
6. Instruction in adapted physical education is based upon a curriculum guide which encompasses adapted physical education content.					
7. Instruction for all students is distributed among the following areas in accordance with students' needs and abilities.					
a. Basic Movement					
b. Creative Movement					
c. Rhythms and Dance					
d. Games and Sports					
e. Gymnastics					
f. Outdoor Living Skills					
g. Motor Skills					
h. Perceptual-Motor Skills					
i. Physical Fitness					
j. Aquatics					
8. Appropriate literature and other resource materials regarding adapted physical education are made available to professional staff.					

<b>RATING SCALE FOR ADAPTED PHYSICAL EDUCATION</b>					
	<b>Inadequate</b> (1)	<b>Poor</b> (2)	<b>Fair</b> (3)	<b>Good</b> (4)	<b>Excellent</b> (5)
9. Students with disabilities are provided equal opportunities in intramural, extramural, or extraclass activities.					
10. There is an annual evaluation of the instructional program in adapted physical education.					
11. Guidelines pertaining to adapted physical education are evaluated at least every five years.					
12. There is a procedure for reporting student status and progress.					
13. The progress of students is continuously measured.					
14. Cumulative records pertaining to the physical education of each student are maintained.					
<b>Section II - Required Instruction</b>					
1. All students not receiving regular physical education have an adapted physical education program.					
2. No student with a disability is excused from physical education or adapted physical education because of participation in extraclass programs unless approved by the school's Committee on Special Education, physical education staff, and school administration.					
3. The frequency and duration of adapted physical education must be in accordance with Section 135.4 of the Commissioner's Regulations.					
4. Physical education instruction is made available to every student with a disability.					
<b>Section III - Attendance</b>					
1. Adapted physical education is provided for students who exhibit unique physical education needs.					
2. Credit is provided for adapted physical education in accordance with regular physical education credit.					



<b>RATING SCALE FOR ADAPTED PHYSICAL EDUCATION</b>					
	<b>Inadequate</b> (1)	<b>Poor</b> (2)	<b>Fair</b> (3)	<b>Good</b> (4)	<b>Excellent</b> (5)
<b>Section IV - Personnel</b>					
1. Instruction in adapted physical education for students ages 5-21 is provided by a certified physical education teacher.					
2. Physical educators teaching adapted physical education who have not completed at least 12 semester hours of formal higher education in adapted physical education have access to appropriate resource personnel.					
3. Physical educators teaching adapted physical education for more than 50% of their teaching load have completed at least 12 semester hours of formal study in adapted physical education, or have a concentration in adapted physical education from an accredited college or university.					
4. Supervision and coordination of all phases of adapted physical education (instruction, intramurals, extra-class programs, interscholastic athletics) is provided by a director, certified in physical education and administrative and supervisory services.					
5. Extraclass activities are provided under the supervision of personnel meeting State requirements and approved by the Board of Education.					
6. Aides, where appropriate, are provided for instructional classes in physical education.					
7. The qualifications of teacher assistants are in accordance with appropriate State regulations.					
8. The school physician or family physician may submit suggestions for appropriate activities in which a student may participate when medical reasons are given to limit participation.					

**RATING SCALE FOR ADAPTED PHYSICAL EDUCATION**

	<b>Inadequate</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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9. Teachers of physical education are involved in making recommendations for students with disabilities regarding adapted physical education.					
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**Section V - Facilities**

1. Students receiving adapted physical education have equal access to facilities required to provide equal opportunity for programmatic benefits.					
2. Indoor facilities for adapted physical education:					
a. Have adequate clear activity space.					
b. Provide a safe environment for activity.					
c. Have appropriate flooring and satisfactory finish.					
d. Have adequate lighting.					
e. Have adequate acoustical conditions.					
f. Have protective padding on walls.					
g. Have sufficient ceiling clearance.					
h. Have adequate ventilation.					
3. Equipment and supplies required for reasonable accommodations are provided.					
4. For students receiving adapted physical education, the dressing, showering, and drying areas include:					
a. Adequate space for peak load periods.					
b. Floors constructed to allow for accessibility and maintenance of safe and clean conditions.					
c. Lockers of proper type and sufficient quantity.					
d. Sufficient number of shower heads.					
e. Adequate ventilation.					

**RATING SCALE FOR ADAPTED PHYSICAL EDUCATION**

	<b>Inadequate</b> (1)	<b>Poor</b> (2)	<b>Fair</b> (3)	<b>Good</b> (4)	<b>Excellent</b> (5)
f. Adequate lighting.					
g. Adequate heating.					
h. Adequate benches, mirrors, and toilets.					
i. All facilities are clean, sanitary, and in operable condition.					
5. The outdoor adapted physical education facilities are designed for effective instruction and safety. They are:					
a. Readily accessible.					
b. Free from safety hazards (glass, holes, stones).					
c. Properly fenced or enclosed for safety and efficient usage.					
d. Properly surfaced, graded, and drained.					
e. Laid out and marked for a variety of activities.					
f. Properly equipped (playground structures, backstops, physical fitness equipment, etc.).					
<b>Section VI - Administrative Procedures</b>					
1. Class sizes for students with disabilities receiving adapted physical education must be consistent with the IEP.					
2. Teachers' aides for adapted physical education are provided in accordance with the student's IEP.					
3. The Committee on Special Education uses certified physical educators to assess physical education status for IEP development when unique physical education needs are suspected.					
4. Students with disabilities are integrated into regular physical education classes to the maximum extent appropriate.					
5. Students with disabilities are provided reasonable accommodations in physical education classes.					

<b>RATING SCALE FOR ADAPTED PHYSICAL EDUCATION</b>					
	<b>Inadequate</b> (1)	<b>Poor</b> (2)	<b>Fair</b> (3)	<b>Good</b> (4)	<b>Excellent</b> (5)
6. All students with disabilities suspected of having unique needs in physical education are referred to the CSE.					
7. Physical education is included in the IEP of every student with a disability.					
8. Students are referred to the CSE and receive APE on the basis of objective criteria.					
9. The physical education abilities of all students not participating in regular physical education are assessed by a physical educator.					
10. Staff implementing adapted physical education are provided in-service education regarding adapted physical education .					
11. The annual budget request for adapted physical education is prepared on the basis of an inventory of needs specified in individualized education programs.					
12. The adapted physical education budget includes State and federal monies earmarked for instruction of students with disabilities.					
13. A variety of up-to-date reference materials are provided for teachers providing adapted physical education.					
14. The school district plan includes provisions for extracurricular programs for qualified students.					
15. Students with disabilities are provided assistive technology devices and services as appropriate.					

Note: This Rating Scale has been revised from: Winnick, J.P. (1995). *Adapted Physical Education and Sport* (2nd Edition) Champaign, IL: Human Kinetics.

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## SELECTED SPORTS ORGANIZATIONS AND FOUNDATIONS THAT SERVE INDIVIDUALS WITH DISABILITIES

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### **Achilles Track Club**

42 West 38 Street, 4th Floor  
New York, NY 10018  
(212) 354-0300  
Fax: (212) 354-3978

### **American Alliance for Health, Physical Education, Recreation, and Dance**

1900 Association Drive  
Reston, VA 22091

### **American Diabetes Association**

National Service Center  
1660 Duke Street  
Alexandria, VA 22314

### **American Foundation for the Blind**

15 West 16th Street  
New York, NY 10011

### **American Juvenile Arthritis Organization National Office**

1330 West Peach Tree  
Atlanta, GA 30309  
(404) 872-7100

### **Amputee Sports Association**

PO Box 60129  
Savannah, GA 31420-0129

### **Braille Sports Foundation**

Room 301  
730 Hennepin Avenue  
Minneapolis, MN 55402

### **Children with Attention Deficit Disorder**

499 NW 70th Avenue, Suite 308  
Plantation, FL 33317  
(954) 587-3700

### **Council for Exceptional Children**

1920 Association Drive  
Reston, VA 22091

### **Disabled Sports USA**

451 Hungerford Dr., Suite 100  
Rockville, MD 20850  
(301) 217-0960

### **Epilepsy Foundation of America**

4351 Garden City Drive  
Landover, MD 20785  
(301) 459-3700

### **Learning Disabilities Association of New York State**

90 South Swan Street  
Albany, NY 12210  
(518) 436-4633

### **Muscular Dystrophy Association**

810 Seventh Avenue  
New York, NY 10019

### **National Association of the Deaf**

814 Thayer Avenue  
Silver Spring, MD 20910

### **National Association of the Physically Handicapped**

1601 N College 71  
Fort Collins, CO 80524

### **Autism Services Center**

Prichard Building  
605 9th Street  
PO Box 507  
Huntington, WV 25710-0507  
(304) 525-8014

### **National Hemophilia Foundation**

The Soho Bldg.  
Room 406  
110 Greene Street  
New York, NY 10002

**National Spinal Cord Injury Association**

8300 Colesville Road  
Suite 551  
Silver Spring, MD 20910  
(800) 962-9629

**New York Special Olympics, Inc.**

504 Balltown Road  
Building 12C  
Schenectady, NY 12304  
(800) 836- NYSO

**NYS Games for the Physically Challenged**

SUNY Brockport  
350 New Campus Drive  
Brockport, NY 14420-2993  
(716) 395-5620

or

PO Box 247  
Babylon, NY 11702  
(516) 669-1000 ext 295

**Special Olympics, Inc.**

1325 G Street, NW Suite 500  
Washington, DC 20005  
(202) 628-3630

**Tourette Syndrome Association, Inc.**

42-40 Bell Boulevard  
Suite 205  
Bayside, NY 11361-2820  
(718) 224-2999

**US Association of Blind Athletes**

33 N Institute Street  
Colorado Springs, CO 80903  
(719) 630-0422

**Wheelchair Sports, USA/National  
Wheelchair Athletic Association**

3595 E Fountain Blvd., Suite L1  
Colorado Springs, CO 80910  
(719) 574-1150

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## RESOURCES:

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### GENERAL ADAPTED PHYSICAL EDUCATION TEXTS

*Adapted Physical Education National Standards.* (1995). Curry School of Education, University of Education. Charlottesville, VA.

Auxter, D., Pyfer, J., & Heuttig, C. (1993). *Principles and Methods of Adapted Physical Education and Recreation* (7th ed.). St. Louis: Times Mirror/Mosby.

*This book provides comprehensive information about adapted physical education and advocates the task-specific approach. It also provides various approaches to task analysis and compares the developmental and task-specific approaches.*

Block, M. (1994). *A Teacher's Guide to Including Students with Disabilities in Regular Physical Education.* Baltimore: Paul H. Brooks.

DePauw, Karen P. & Susan J. (1995). *Disability and Sport.* Champaign, IL: Human Kinetics.

Dunn, J., & Fait, H. (1989). *Special Physical Education: Adapted, Individualized, Developmental.* Dubuque, IA: WCB Brown & Benchmark Publishers.

Eichstaedt, C., & Lavay, B. (1992). *Physical Activity for Individuals with Mental Retardation: Infancy Through Adulthood.* Champaign, IL: Human Kinetics.

Fay, T., Houston-Wilson, C. & Kowalski, E. (1995). *New York State Association for Health, Physical Education, Recreation and Dance: Monograph Series: Volume 1.* Latham, NY.

French, R., Henderson, H., & Horvat, M. (1992). *Creative Approaches to Managing Student Behavior.* Park City, UT: Family Development Resources.

Grosse, S. (Ed.). (1991). *Sport Instruction for Individuals with Disabilities.* Reston, VA: AAHPERD Publications.

Grosse, S., & Thompson, D. (1993). *Play and Recreation for Individuals with Disabilities: Practical Pointers.* Reston, VA: AAHPERD Publications.

Klain, T. with Trader, B. & Wayne, L. (Eds.). (1994). *The Paralympics: An Overview of the Paralympic Games and the People Who Participate.* Reston, VA: AAHPERD Publications.

Leiberman, L. & Cowart, J. (1996). *Games for People with Sensory Impairments.* Champaign, IL: Human Kinetics.

Miller, P. (Ed.). (1995). *Fitness Programming and Physical Disability.*

Paciorelc, Michael J. & Jones, Jeffrey A. (1994). *Sports and Recreation.* Carmel, IN: Cooper Publishing Group.

Rappaport, L. (1989). *Creative Play Activities for Children with Disabilities*. Champaign, IL: Human Kinetics.

Seaman, J. (Ed.) (1995). *Physical Best and Individuals with Disabilities: A Handbook for Inclusion in Fitness Programs*. Reston, VA: AAHPERD Publications.

Seaman, J., & DePauw, K. (1989). *The New Adapted Physical Education: A Developmental Approach*. Mountain View, CA: Mayfield Publishing Co.

Sherrill, C. (1993). *Adapted Physical Activity, Recreation, and Sport: Crossdisciplinary and Lifespan* (4th ed.). Madison, WI: Brown & Benchmark.

*Emphasizes coping with the increasing individual differences that confront all physical educators. Early childhood education is also included. The personnel roles for which undergraduate and graduate students can prepare, the tasks/services they are expected to perform in each role, and the competencies necessary to function as teachers and professional leaders are addressed.*

Winnick, J.P. (1995). *Adapted Physical Education and Sport* (2nd Edition) Champaign, IL: Human Kinetics. (496 pp.)

*Designed as a text and resource for present and future physical educators and coaches, Adapted Physical Education and Sport is a text for introductory adapted physical education courses, a resource for all physical education teachers of participants with special needs, and a reference for the physical part of therapeutic recreation.*



## **JOURNALS/NEWSLETTERS**

### **ADAPTED PHYSICAL ACTIVITY QUARTERLY**

Provides a multidisciplinary examination of physical activity for special populations. Includes reports of practical case studies and techniques for adapting equipment facilities, methodology, and/or settings for special populations. Editorial comments and opinions, article abstracts, and book reviews also appear in APAQ. To order, see Human Kinetics Publishers Catalog, or write Human Kinetics, Inc., Box 507, Champaign, IL 61825-5076.

### **JOURNAL OF PHYSICAL EDUCATION, RECREATION AND DANCE**

(Frances Ferguson Rowan, ed.) AAHPERD, 1900 Association Drive, Reston, VA 22091.

Published nine times per year. JOPERD covers a wide variety of current general physical education topics.

### **JOURNAL OF TEACHING IN PHYSICAL EDUCATION**

Provides a forum for discussion and research articles concerned with the teaching process and teacher education in physical education. Focusing on teacher and/or learning; each issue includes research articles based on classroom and laboratory studies. To order, see Human Kinetics Publishers Catalog.

### **TEACHING ELEMENTARY PHYSICAL EDUCATION**

Bimonthly newsletter which provides elementary physical educators an exchange of information needed to facilitate their professional development, including:

- practical ideas for activities, teaching techniques, special events, curriculum planning, fitness;
- forum for elementary physical educators to voice their opinions on professional issues; and
- motivation for elementary physical educators.

### **PALAESTRA: THE FORUM OF SPORT, PHYSICAL EDUCATION AND RECREATION FOR THE DISABLED**

PALAESTRA, PO Box 508, Macomb, IL 61455

Provides practical information for equipment, facilities, methodologies, and/or settings for individuals with disabilities.

### **"SPORTS 'N SPOKES": THE JOURNAL FOR WHEELCHAIR SPORTS AND RECREATION**

Bimonthly journal covering wheelchair competitive sports and recreation primarily for individuals with spinal cord injury, spina bifida, amputation, and some congenital defects. Sports 'N Spokes, 520 N. 19th Ave., Suite 111, Phoenix, AZ 85015, (602) 246-9426.

## PRODUCT AND EDUCATIONAL MATERIALS CATALOGS

Human Kinetics Publishers Catalog, Human Kinetics Publishers, Inc., Box 507, Champaign, IL 61825-5076.

Offers large assortment of the latest publications organized into the following categories: fields of study, professions, sports/activities, and journals.

Human Kinetics Publishers, Inc., Divisions:

Offers:

- HK Books
- Leisure Press
- HK Scholarly Journals
- HK Professional Journals
- American Coaching Effectiveness Program (ACEP)
- YMCA of the USA.

To order, call: 1 (800) 747-4457; FAX: 1 (217) 351-2674.

PRO-ED Catalog, Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78758.

Contains large selection of tests, curricular materials, books, journals, and material.

Offers:

- Tests for adapted behavior/functional living skills
- Curricular materials for adapted physical education, recreation, and leisure
- Books about assessment and learning, learning disabilities, behavioral and emotional disturbance, mental retardation, and rehabilitation
- Journals.

For more information, call: 1 (512) 451-3246; FAX: 1 (800) 397-7633.

Kimbo Educational Catalog, Dept. P., PO Box 477, Long Branch, NJ 07740-0477 and from Educational Activities, PO Box 87, Baldwin, NY 11510, 1 (800) 631-2187.

Offers cassettes, records, filmstrips, video, and compact disks related to perceptual-motor development.

AAHPERD Publications, Products, and Services, AAHPERD, 1900 Association Drive, Reston, VA 22091-1599, 1 (800) 321-0789.

Offers materials, resources, and manuals that are updated annually.

## SOFTWARE

Cooper Institute for Aerobics Research. (1993). PERSONAL FITNESSGRAM [Computer program]. 12330 Preston Road, Dallas, TX 75230.

This software provides a program that will generate fitness report cards on each student in the class using the Prudential Fitness Gram health-related, criterion-referenced physical fitness test.

Kelly, L.E. (1987). Physical education management system. Hubbard Scientific. PO. Box 104, Northbrook, IL 60065.

This computer software program will manage data on up to 15 teacher-specified objectives for each class. Summarizes data for individual students or specific classes.

America On Line. Computer on-line services with access to Internet and various organizations that promote and advocate for persons with disabilities. Modem needed.  
1 (800) 827-3338.

## **NEW YORK STATE EDUCATION DEPARTMENT**

### **Office of Vocational and Educational Services for Individuals with Disabilities New York State Education Department Regional Offices**

OSSES WESTERN  
REGIONAL OFFICE  
Richmond Ave.  
Batavia, New York 14020  
(716) 344-2112

OSSES EASTERN  
REGIONAL OFFICE  
1624 OCP  
Albany, New York 12234  
(518) 486-6366

OSSES HUDSON VALLEY  
REGIONAL OFFICE  
1950 Edgewater Street  
Yorktown Heights, New York 10598  
(914) 245-0010

OSSES LONG ISLAND  
REGIONAL OFFICE  
The Kellum Educational Center  
887 Kellum Street  
Lindenhurst, New York 11746  
(516) 884-8530

OSSES NYC  
REGIONAL OFFICE  
Room 545  
55 Hanson Place  
Brooklyn, New York 11217  
(718) 722-4544

### **New York State Education Department Personnel**

Colleen C. Canorro  
Associate in Physical Education  
Office for Curriculum, Instruction, and  
Assessment, EMSC  
New York State Education Department  
Room 681 EBA  
Albany, New York 12234  
(518) 474-5820

Candace H. Shyer  
Associate in Special Education  
Office for Special Education Services,  
VESID  
New York State Education Department  
One Commerce Avenue, Room 1624  
Albany, New York 12234  
(518) 473-2878

## SPECIAL EDUCATION ADMINISTRATOR LEADERSHIP TRAINING ACADEMY

Southern Tier SEALTA  
Hornell High School  
Hornell, NY 14843  
**Hildreth M. Rose**, Coordinator

Capital District SEALTA  
1580 Columbia Turnpike  
Box 8 - Building 1  
Castleton, NY 12033  
**Robert G. Kelly**, Coordinator

Nassau County SEALTA  
Rosemary Kennedy School  
2850 N. Jerusalem Road  
Wantagh, NY 11793  
**Naomi Glaser**, Coordinator

Madison-Oneida SEALTA  
Madison-Oneida SEALTA  
4937 Spring Road  
PO Box 168  
Verona, NY 13478  
**TBA**

Putnam-Northern Westchester BOCES  
200 BOCES Drive  
Yorktown Heights, NY 10598  
**TBA**

Northern Region SEALTA  
St. Lawrence-Lewis BOCES  
7229 State Highway 56  
Norwood, NY 13688  
**Laura Lewis**, Coordinator

Suffolk County SEALTA  
15 Andrea Road  
Holbrook, NY 11741  
**C. Leonard Davis**, Coordinator

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