

## Quarterly IFAPA Newsletter To Be Interactive

The IFAPA Board, after much deliberation, has decided to continue the *IFAPA Newsletter* as a membership benefit. The rationale for this is embedded in IFAPA's Bylaws, which state that IFAPA's three purposes (abbreviated) are (a) increase international cooperation; (b) promote, stimulate, and coordinate research with emphasis on application; and (c) make knowledge of APA available to all interested national and international organizations and institutions of sport science.

The target of our efforts, using terminology of the World Health Organization (WHO) is "persons with impairments, activity limitations, and participation restrictions." We no longer label persons as handicapped, disabled, or retarded; however, we do follow the practice of international disability sports organizations and the Paralympics in referring to persons with special needs as "with disabilities." Our vision is sharing this and other philosophy-based APA practices with citizens of 234 nations as we seek to improve lifelong health, physical education, recreation, and sport opportunities for all in inclusive and specially-designed environments.

The new, interactive, electronic, quarterly *IFAPA Newsletter* is designed to get more voices heard and to encourage dialogue between persons of diverse cultures, ages, genders, ethnicity, experiences, and resources that will lead to greater appreciation, acceptance, and empowerment of different ways of being, sporting, researching, learning, believing, and behaving. When you have an article printed, you can count on it being archived in IFAPA's website so lots of persons can benefit from your work and it becomes a part of history in the development of new APA knowledge and practice (applied, theoretical, scientific). The newsletter will also benefit members in getting to know each other and access each other as families do.

### Contributing to the July Newsletter

New beginnings call for new ideas, creativity, and diversity. Think of IFAPA members as a blood family of relatives of all ages scattered around the world, persons who genuinely care about each other and want to stay in touch. The APA family wants to know where you travel and why; when you change jobs; anecdotes from your everyday work; the innovative activities, strategies, and interventions you try; what you are doing research on; where you are publishing and speaking; what offices, committees, and other leadership are among your volunteer experiences; and other significant things in your life. In these days of multiple roles and expectations, the personal is the professional, and vice versa. A newsletter should help us be here for each other to inform, educate, motivate, encourage, thank, question, challenge, critique, involve, engage, dialogue!

### Guidelines for Writing

**Language:** English. If you wish, insert words or phrases (with interpretation) from other languages to help us extend our vocabularies.

**Length:** Maximum 3 pages double spaced, but shorter is better.

**How to Begin:** A title (center heading) in bold, but not caps. Then, write a first paragraph that indicates purpose, question, or main topic (for example, "to report or share . . . state opinion, beliefs, or philosophy on an issue . . . review an article, book, or film . . . provide anecdote or case study . . . ask a question . . . request help").

**Other Paragraphs:** Minimum length of two sentences and maximum length of half page. Indent each paragraph.

**How to End:** Your first name, last name, and e-mail address. Provide the place where you work or study, city, state, country.

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## Quarterly IFAPA Newsletter To Be Interactive, *continued*

**Persons' Names in Bold:** Put names of persons in bold. Do this each time you use a person's name. This facilitates connecting and networking with others.

**Use These Abbreviations:** IFAPA, ISAPA, APAQ, APA

**Explain Other Abbreviations and Acronyms:** Some readers do not know abbreviations of other cultures. Use parentheses to explain the first time you use.

**Identify Cities and Countries:** When mentioning a city, include the state and/or country. The challenge of an international newsletter is determining locations.

### Guidelines for Submission

**Deadline:** July 1, but sooner is better.

**Where:** Send to Editor, [csherrill1@earthlink.net](mailto:csherrill1@earthlink.net)

**How:** by **Microsoft Word Attachment**, if possible. Otherwise, send by e-mail.

**Suggestions:**

Follow examples in other IFAPA Newsletters. Copies are in [www.IFAPA.biz](http://www.IFAPA.biz)

Use the *Publication Manual of the American Psychological Association* (PMAPA) as a reference. It is the best reference book on use of the English language for publications, in my opinion. It is also the Guide followed by APAQ authors. See [www.apastyle.org](http://www.apastyle.org) or conduct a Google Search for American Psychological Association.

## IFAPA Members: Making a Difference Around the World



*Agueda Gomes of Angola, Africa, with students.  
(Send your photos to Claudine Sherrill, [csherrill1@earthlink.net](mailto:csherrill1@earthlink.net)).*

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## Change of Editors

### New Editor Claudine Sherrill: Another Exciting Adventure

**Claudine Sherrill**, Past President of IFAPA, Editor Emeritus of the *Adapted Physical Activity Quarterly*, and longtime Issues Editor of *Palaestra*, is the new Editor and hopes you will share her dream of increasing international caring, sharing, and learning, through interacting with this newsletter and the resources it brings. Claudine grew up in Indiana (Middle America, farm country, towns founded mainly by German and Irish immigrants), received a bachelors degree from Texas Woman's University and masters and doctoral degrees from Teachers' College, Columbia University (home of John Dewey, the father of teacher education, action learning, and reflective thinking) in New York City in 1955, 1957, and 1961, respectively. In childhood, she fought severe asthma, retreated into the world of books, and came alive during her first exposure to physical education instruction in high school. Claudine taught in the New York City public schools for 2 years, at the University of Puerto Rico in Rio Piedras for 2 years, at San Francisco State University for 2 years, and at the Texas Woman's University (TWU) at Denton for 43 years.

Over the years, Claudine's organizational and mentoring beliefs were most influenced by **Julian U. Stein**, at the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) headquarters and **Gudrun Doll-Tepper**, an early IFAPA President and subsequently President of the International Council of Sport Science and Physical Education (ICSSPE). Claudine is retired now and engaged in volunteer activities, including research, consulting, and mentoring future leaders.

Many of you have used her 700-page textbook, *Adapted Physical Activity, Recreation, and Sport: Crossdisciplinary and Developmental* (last edition so far, 2004) and have contributed to her content, ideas, and values along the way. You know how much the professional APA family means to her! Claudine views this newsletter as a way of strengthening our APA family and drawing more persons from more countries into it. She is counting on IFAPA members caring enough about each other to want to share news, ideas, and opinions in the same way that blood families do!

### Thank You to Debra Shapiro, Most Recent Past Editor

**Deborah Shapiro**, Professor at Georgia State University, Atlanta, served as *IFAPA Newsletter* Editor from 2004 through 2008, enabling its change from a print to an electronic format in 2008. Her tenure as editor saw color photos added to the newsletter capacity and many other innovations. During this time she and her husband Brett Levine welcomed the birth of two children, Daniel now age 5 and Ethan now age 3. Deborah, who had published several research articles before her selection as Newsletter Editor, also assumed such added responsibilities as APAQ Editorial Board Member and President of the North American Federation of Adapted Physical Activity (NAFAPA).

Deborah began her academic career at Michigan State University where she was most influenced by **Gail Dummer**, who possesses many of the values of her graduate advisor, **Lawrence (Larry) Rarick**. As a doctoral student (1995-1999) of **Dale Ulrich**, during his years at Indiana University, Deborah was helped to further refine skills that enabled her to become a leading researcher of self-esteem and related attributes of children with learning disabilities. She was awarded the Mabel E. Lee Award for Young Scholars of AAHPERD in 2003, the Southern District AAHPERD Award in 2005, and the Georgia State University Outstanding Faculty Service Award in 2005. All of these awards recognized excellence in teaching as well as outstanding scholarship and service.

Deborah also lived up to expectations that she would serve her profession as an officer and committee member in professional organizations and continues to volunteer generously in helping to strengthen many organizations. In summary, Deborah is one of the finest models among APA's young scholars. As such, professionals juggle many responsibilities. In university positions, the most important of these is often steady contribution to body of knowledge through original research published in high quality journals. In 2008, Deborah knew it was time to devote more time to research and thus asked to resign as IFAPA Editor, which also carried the full responsibility and travel expected of IFAPA Board Members.

The IFAPA Board speaks for all of its members in extending a huge thank you to Deborah Shapiro. Claudine will especially miss Deborah, because she was awed and delighted by her success in combining marriage with career at its highest level, her willingness to work far beyond the call of duty, and her phenomenal well-rounded excellence. Best wishes! We know you will continue to be active in IFAPA and many other endeavors.

# Reflections of the President:

## Organizational Analysis and Strategic Planning for IFAPA



Yeshayahu (Shayke) Hutzler

In 2009 IFAPA is already over 30 years old. For an individual age 30 or more, this would mean experiencing one of the hardest phases in personal development: a time in which family, career, and financial status are all high priority and compete for time and attention resources. For an organization, it is more realistic to conceptualize this stage as one of maintenance, in which relaxation of the “fast grow” at the earlier stages often occurs. Thus, at IFAPA’s age, organizations tend to rely on conservative strategies of continuing what has been successful so far. Such conservatism may be characterized, in turn, by insensitivity to global changes in environment, leadership, and values that affect organizations. Competitors may suddenly appear, memberships may drop, and previously reliable practices may cease to be effective. Following are ideas and actions for enabling organizations to grow and change with the times. They are applicable to your local, national, and regional organizations as well as IFAPA.

### Strategies for Strengthening IFAPA

**Organizational analysis**, a management tool that helps an organization to decide on a plan of action for the coming years, often employs a specific strategy known as the SWOT analysis. SWOT (the acronym for Strengths, Weaknesses, Opportunities, and Threats) is a simple technique, widely used in self-study of organizations by members. I suggest that IFAPA members consider this as they increase their participation in organizational affairs. **Strengths** identify internal assets (e.g., expertise, motivation, technology, financial resources, etc.); **weaknesses** identify internal deficiencies (i.e., lack of internal assets); **opportunities** classify environmental demands that might be met through strengths and could increase future effectiveness and output; and **threats** classify the environmental demands related to internal weaknesses that challenge future development.

SWOT analysis starts with listing internal and external factors relevant to organizational health. Next, internal factors are coded into strengths and weaknesses, and external factors into opportunities and threats. The last step is developing a strategy to increase opportunities and reduce threats through maximizing strengths and minimizing weaknesses.

IFAPA has engaged in several planning initiatives. Among these have been the leadership of Past President **Greg Reid** (McGill University), who brought consultant **Claudia Emes** (University of Calgary) to the board meeting at Oregon State University, and the work of a volunteer ad-hoc committee (including **Laurie Malone, Martin Kudlacek, Jane Taylor**) in Rio Claro, Brazil, July 2007. Based on their contributions and those of others, I will now outline a draft for a SWOT analysis of IFAPA. This analysis strives to answer the following questions: (a) What is the nature of the organization, (b) What are the target groups, core businesses, and products of IFAPA, and (c) What might a SWOT analysis of today’s IFAPA look like.

**Nature of IFAPA.** The IFAPA constitution states that “the Federation, a nonprofit organization, is constituted to promote original research both fundamental and applied and to encourage the study and application of programs in adapted physical activity for individuals across the life span.” From this, it may be inferred that IFAPA is a multidimensional organization (research, professional education, and service delivery) whose core business is facilitating adapted physical activity participation in education, sport, recreation, and in welfare and health systems). This core business requires unique and associated knowledge bases that can be facilitated through IFAPA and its member organizations by means of (a) international cooperation, (b) enhancing knowledge of models of good practice, and (c) developing teaching and learning opportunities. As a service provider, IFAPA must recognize what a service is. Service is a product and process generally associated with the following criteria:

- Work performed to meet assessed needs and expectations
- Outcomes often value-driven, not as objectively measurable as other products
- Time, environment, and recipient constrained
- Requires human resources

Thus, it can be assumed that IFAPA is supposed to provide services that satisfy the personal needs and expectations of its members and other persons matching the identified target group. Therefore, the crucial questions are who IFAPA’s target group is and what do they need and expect?

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## Reflections of the President, *continued*

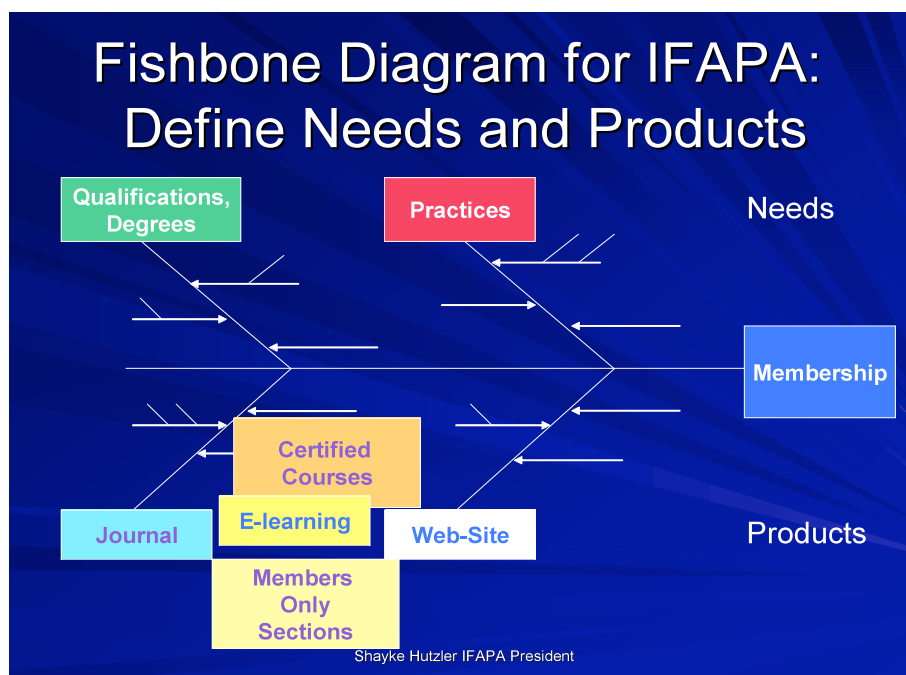
**Target Groups of IFAPA.** Traditionally, IFAPA's members have been administrators of disability sport and APA programs, university professors, and graduate students engaged in study of APA; however, based on exploring the database of entries into the IFAPA website form (persons who entered their information, but not necessarily became members), a different picture is displayed. Out of 147 eligible entries into the form September 30th, 2005 through September 30th, 2008, the following descriptors under the field occupation were extracted: adapted physical activity specialist, professor, teacher of physical education, educator, student, student of physical therapy, physiotherapy lecturer, sports educator and Sec. general of national federation, EMMAPA student, Responsable de formation Plusport Sport Handicap Suisse, APA, consultant in rehabilitation, APE teacher, professional weightlifter, professor of sport sciences, independent therapist for adaptive physical activity, educator – lecturer, hydrotherapist, planning officer, special educator, APA trainer and teacher, martial arts coach. Based on this description of terms, it appears that alongside the academic affiliation, practitioners seem to have a considerable interest in the organization as well. Thus, a break down of target group into several subgroups may be reasonable as follows:

- Primary: academic and administrative professional community (program administrators, university professors, researchers)
- Secondary: APA service providers, practitioners (teachers, coaches)
- Tertiary: APA service recipients (students, parents, program participants, athletes)

What about the regional distribution? Altogether, individuals from 42 countries have entered their information into the database including those for regions with predominantly developing countries: 7 African, 8 Asian, 5 Middle East, and 4 South American countries. Not surprisingly, most entries came from the United States, Canada, and 14 European countries. Interestingly, no entries came from large and developing countries such as Germany, Spain, and China. Together with the small representation of South America and Asian countries, it may be assumed that language is a major barrier, mainly, German, Spanish, and the multiple languages of the East.

## Needs of Members and Service Products for Fulfilling Needs

With respect to the country count, it should be acknowledged that the limited participation of German- and Spanish-speaking countries may be related to the strong internal infra-structures of Germany and Spain with respect to Sport Therapy and Psychomotorik (the German terms used to describe this field of study and practice) and APA (the term currently used in Spain and Latin America), including teaching and learning materials in their own languages. Thus, target groups in these countries (as well as Asia) may not perceive themselves as needing an international network. In order to analyze the specific needs of members and the products that may be useful for them, the ad-hoc committee initiated a fishbone analysis (see Figure 1), identifying some major issues in this regard.



**Figure 1** Proposed members' needs and products to fulfill their needs.

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## Reflections of the President, *continued*

It appears that members are interested in sharing and learning from others with respect to practices (i.e., services) and research interests. It also appears that the *Adapted Physical Activity Quarterly* and website information are beneficial to answer this need. However, the empty lines coming from Qualifications, Degrees may relate to an apparent sense of instability and a diffuse identity in countries where no legal or organizational support is available. Many APA professionals and scholars (e.g., Africa, Asia, South America, some parts of Europe) desire certificates accrediting their competence in the APA field of expertise. Such certificates, even if with no legal authorization, may have a professional value of (a) demonstrating international recognition and (b) facilitating national recognition. There are several ways in which an individual can acquire certificates. Each of them require following a certain program.

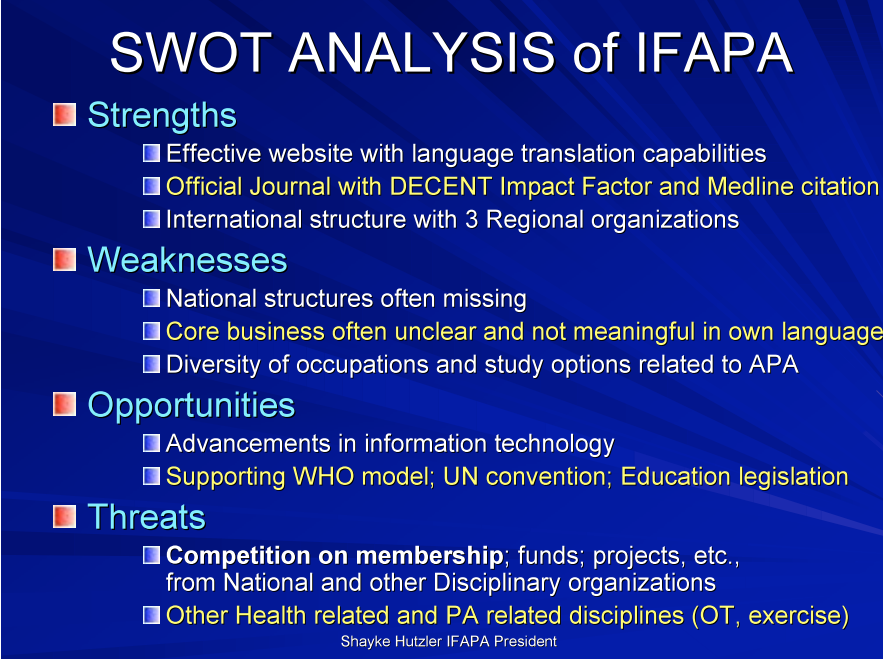
- Undertaking an existing program accredited by an international organization (e.g., Erasmus Mundus MAPA; DEUAPA programs in Europe)
- Completing a university degree program that is based on the validated APENS (Adapted Physical Education National Standards) in the United States with annual national examinations provided by the National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID). The examination and the related certification are open to persons from other countries who meet criteria. See NCPERID website [www.ncperid.org](http://www.ncperid.org)
- Undertaking online courses relevant to APA such as the Certified Inclusive Fitness Trainer (CIFT) of the American College of Sports Medicine (ACSM) and the National Center on Physical Activity and Disability (NCPAD) with knowledge, skills, and ability areas (KSA) <http://www.pearsonvue.com/acsm/cift>
- Participating in workshops and clinics sponsored by certifying agencies such as Special Olympics and receiving certificates signifying that they have completed a significant amount of training. Many of these are held in conjunction with IFAPA international and regional conferences.

Many parts of the fishbone analysis are not yet filled in. It can be exciting if IFAPA members will study Hutzler's models and suggest alternate interpretations and approaches to organizational problem solution and growth. For instance, what would you write into the fishbone structure to specify practices that will meet needs of your local, regional, and national organizations? Play with this diagram and send the newsletter a copy of your efforts. This will allow your IFAPA Board to study the diverse cultural patterns represented by organizations in your locale and determine how we can better serve you.

## Example of a SWOT Analysis for Today's IFAPA

SWOT, introduced in the opening of this article, can be used before or after a fishbone analysis. It would be expected that the contents of every SWOT analysis would differ by culture, geography, history, and many other variables. The challenge is creating one that a majority of individuals within the same organization find agreeable. Following is one example. An illustrative framework for a SWOT analysis is depicted in Table 1.

Table 1 SWOT Analysis of IFAPA



The slide features a dark blue background with a subtle geometric pattern. The title 'SWOT ANALYSIS of IFAPA' is centered at the top in a large, white, sans-serif font. Below the title, four categories are listed, each with a red square icon: Strengths, Weaknesses, Opportunities, and Threats. Each category contains a list of items, some of which are highlighted in yellow. At the bottom of the slide, the name 'Shayke Hutzler IFAPA President' is written in a small, white font.

Category	Item
Strengths	Effective website with language translation capabilities
	Official Journal with DECENT Impact Factor and Medline citation
	International structure with 3 Regional organizations
Weaknesses	National structures often missing
	Core business often unclear and not meaningful in own language
	Diversity of occupations and study options related to APA
Opportunities	Advancements in information technology
	Supporting WHO model; UN convention; Education legislation
Threats	Competition on membership; funds; projects, etc., from National and other Disciplinary organizations
	Other Health related and PA related disciplines (OT, exercise)

Shayke Hutzler IFAPA President

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## Reflections of the President, *continued*

Often, small groups assemble at conferences and brain storm the contents to be entered into a SWOT analysis table. At other times, individuals critically think alone in the beginning and then electronically send their “best efforts” onto others whom they respect in order to initiate or maintain a dialogue that will involve lots of members and help the organization. Regardless of how Strengths, Weaknesses, Opportunities, and Threats are derived, some kind of strategy must be applied to determine consensus for each identified item and the degree of its importance (i.e., a prioritization). Often a rationale (with documentation, if possible) is written for each item. When each item on the list is supported by strong rationales, it is time to plan action: Who will do what on what timeline? What kind of periodic reports of progress will be prepared and sent to whom? What criteria will be used to evaluate progress? Who will do the evaluation?

Organizational change is difficult because so many persons are affected by it, and most of us agree that everyone affected should have a voice. As IFAPA President, I invite you to submit responses and reactions to me or to the Newsletter Editor for the Board’s consideration. With your permission, your response may be published in a future newsletter.

*IFAPA President Yeshayahu (Shayke) Hutzler*  
[shayke@wincol.ac.il](mailto:shayke@wincol.ac.il)

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## Reactions to President’s Ideas on SWOT

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Every article of worth should generate reactions, encourage sharing among readers, and result in citations. This is especially true of an academic paper written by an organization’s president. To encourage interactive practices among IFAPA’s readership, the Editor presents here a brief reaction to President Hutzler’s article. I invite you to do likewise. That’s the purpose of an e-mail address at the close of an article: to provide feedback to authors that will further stimulate their thinking and to offer colleagues opportunities for dialoguing about new ideas. Reactions can be informal (the way one talks) or academic with citations and references. Newsletters generally permit more informality than journals. Whereas Hutzler focused on SWOT in relation to organizational dynamics, I will discuss SWOT as a needs assessment strategy in the everyday lived experiences of teachers, coaches, and parents.

SWOT analysis is a relatively new approach to engaging individuals and small groups in reflective and critical thinking about needs. The needs can be of an organization, a neighborhood, a school or rehabilitation center, a family, a sports team, or a child. Hutzler focuses on organizations, because (as IFAPA’s President) he wants to encourage members to assume ownership and become actively involved in determining and prioritizing a list of needs. This process, in turn, will guide the establishment of programs, activities, and services to meet specific needs and thus contribute to desired change. Knowing needs might help a president answer such questions as these: What new committees should be established? How should evaluation of committee work be achieved?

SWOT is used also as a strategy for reflective and critical thinking for many activities in the university setting. SWOT works well as a guide for students in developing a biography, resume, or vita to help a teacher to better know them and thus better meet their needs in planning course content and assignments. *Reflective thinking* skills are developed as students think back on personal experiences and the people they have known and determine which ones contributed to strengths and weaknesses. Which experiences were opportunities and which were threats? Why? How can such reflection about one’s past be used to help meet today’s needs for new knowledge? Reflective thinking can be applied also to what one has read, listened to, observed, and so on. This level of reflective thinking requires learning to cite, reference, and make evaluative judgments about one’s sources for learning. In contrast, *critical thinking* skills develop as students are exposed to (a) selecting and using criteria or standards for judging specific qualities, dispositions, or behaviors or for (b) evaluating the worth of a process or a product for a specific purpose in a particular culture. To critically think is to know why something is good or bad, permanent or relative, meaningful or not, useful or not, and so on. Thus, critiquing (or criticism) can be praise or blame, positive or negative, helpful or hurtful, but it is always consciously, scientifically thought through with emphasis on being able to explain why one thinks as one does and what sources he or she agrees or disagrees with.

SWOT requires both reflective and critical thinking. Reflection tends to be subjective, whereas critique tends to be objective. Regardless of how one uses SWOT, the process should lead to desired change or, within a research context, evidence-based practices to justify why we teach as we do (i.e., documentation that our practices do meet specific needs).



*Claudine Sherrill*

*Claudine Sherrill*  
[csherrill1@earthlink.net](mailto:csherrill1@earthlink.net)

### Website Administrator

IFAPA's website was initiated several years ago in Israel by our current President Hutzler. Are you surprised that his assistant lives in Canada? Following is a brief biography of **Jaime Kirstein**, who manages IFAPA's website and helps out when we have trouble.

"I was born in St. Albert, Alberta, Canada. My father worked at the University of Alberta swimming pool, so I spent most of my early years under water. My dad likes to tell the story of how I swam my first length of the pool at age 2 just to prove the lifeguard wrong when he insisted that 2-year-olds should NOT be allowed to swim lengths! My father also ran a program at the U of A called Disabled Divers that was a scuba program for people with disabilities. I grew up surrounded by very capable and strong minded people with disabilities who no doubt influenced my current commitment to adapted physical activity. Because of my dad's love for the ocean and the great outdoors, we moved to Victoria, British Columbia (B.C.), just in time for me to start the second grade. Growing up in B.C. gave me a real taste for outdoor recreation. We spent our weekends and holidays traveling up and down Vancouver Island, sailing, camping, hiking, scuba diving, surfing, and playing in the ocean. By the time I was in high school, I knew I wanted to be a professor in the area of my passion, Kinesiology.

"I concentrated my undergraduate studies in the area of physiology, graduating in 2001 with a BSc in Kinesiology. Feeling a little overwhelmed, I decided to take some time off to travel through Central America and come home and work for awhile before figuring out where to go for my Master's. In 2004, I came to work for a company called Ex N Flex International through a family friend. Our clients were mostly people with multiple sclerosis. I was so inspired by them that I knew I wanted to do my master's thesis on physical activity interventions for people with M.S.

"In my search for a place to do my master's, I found **Jane Taylor** at Lakehead University, and she introduced me to the world of Adapted Physical Activity. With her guidance, we developed my thesis: 'A yoga intervention for people with multiple sclerosis.' While working on my master's thesis, I also had the opportunity to work on an Ontario Neurotrauma Foundation sponsored website with **Bill Montelpare** of Lakehead University. This website work has led me to my current position as the website administrator for IFAPA.

"I am currently living in Victoria, B.C. and enjoying the great outdoors with my dog Woz before I start my PhD. Soon I will begin a specialization in adapted physical activity at the Oregon State University in beautiful Corvallis, Washington, which borders British Columbia on the south."



*Jaime Kirstein*

*Jaime Kirstein*  
Website Administrator at [www.ifapa.biz](http://www.ifapa.biz)



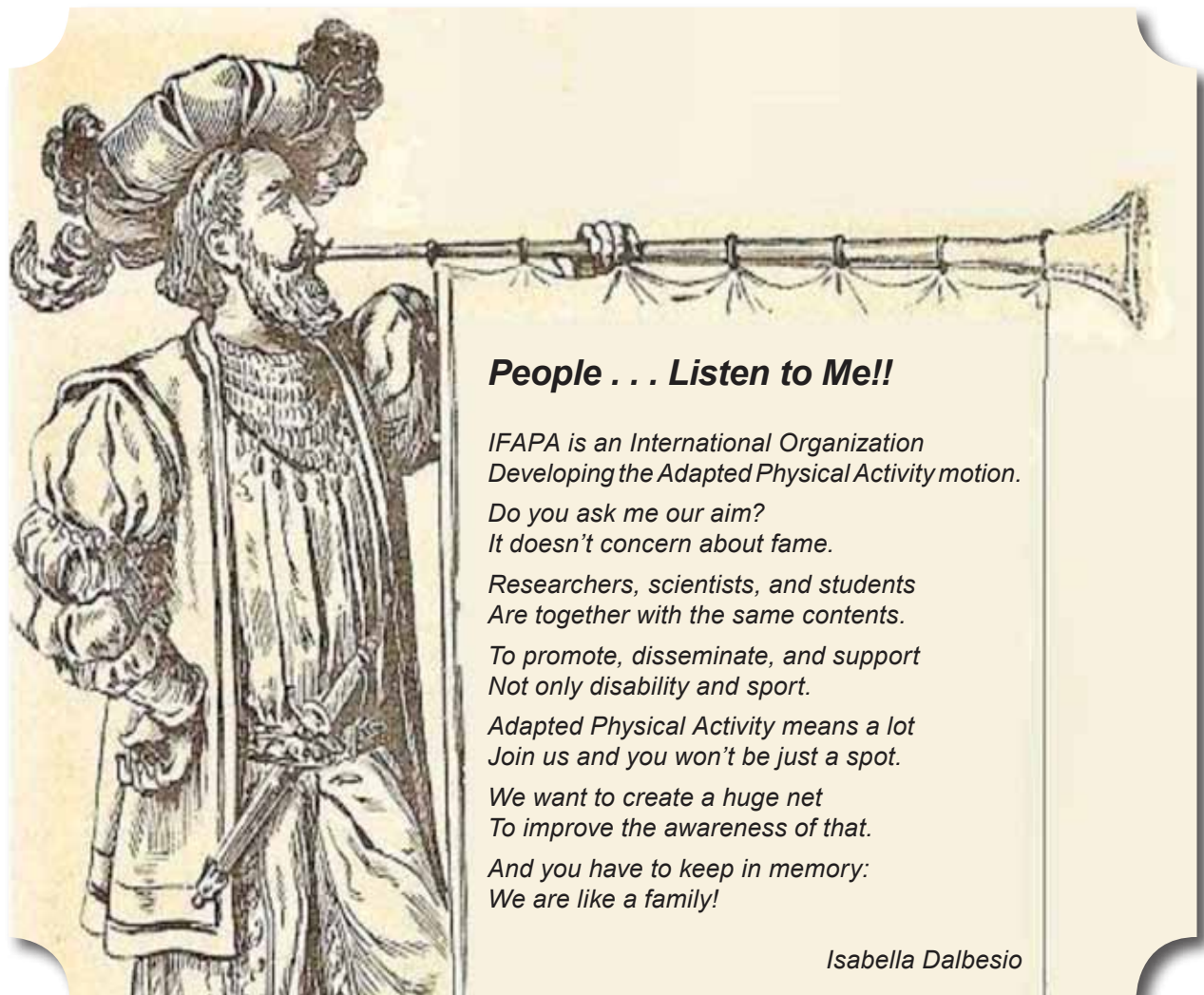
## New Student Membership Chair: Isa Dalbesio

**Isabella (Isa) Dalbesio** of Torino, Italy, became IFAPA's new Student Membership Chair on October 8, 2008. Isa's main role as one of our 22 IFAPA Board Members is to help students all over the world to become involved in IFAPA activities and to convey students' interests and concerns to our more experienced members. A graduate student at SUISM (University of Motor Science) in Torino, she works closely with her longtime mentor **Anna Maria Bianco**, a SUISM faculty member and well-known, outstanding organizer of APA conferences. At the 2008 EUCAPA Congress in Torino, Isa displayed phenomenal computer, hostess, and organizational skills as Secretary of the Congress Organizing Committee, with additional responsibilities (social, etc.) for the IFAPA Board that held its annual 2-day meeting in conjunction with EUCAPA. Isa is fluent in Italian, English, and French; she loves to travel and has played serious competitive softball (catcher) for over 10 years. She is a great conversationalist with interest in many sports, theatre, juggling, and all kinds of people with special needs. Upon completion of a doctoral degree in APA, Isa aspires to find employment in the disability sport movement. Among her favorite memories is serving as a Volunteer for the 2006 Olympic and Paralympic Winter Games in Torino.

Isa completed a bachelor's degree in motor science at SUISM in 2002 and a European Erasmus Mundus master's degree in APA in 2007. Erasmus Mundus gave her several months of academic study in Belgium with students from many countries after which she could choose specialized APA study in two countries. Her choices were Czech Republic with research on ice sledge hockey players under **Martin Kudlacek** of Palacky University and USA for more experience with inclusion under **Martin Block** of the University of Virginia. Isa is coming to the 2009 ISAPA in Sweden and hopes to get acquainted with many student IFAPA members.

Below is a poem about joining IFAPA that was written by Isa with a drawing of a Shakespearian man, a reminder that Torino (and especially its neighboring city Verona) is known as the site of Romeo and Juliet's ill-fated romance.

Students and prospective students should contact Isa at [isa.dalbesio@libero.it](mailto:isa.dalbesio@libero.it).



***People . . . Listen to Me!!***

*IFAPA is an International Organization  
Developing the Adapted Physical Activity motion.*

*Do you ask me our aim?  
It doesn't concern about fame.*

*Researchers, scientists, and students  
Are together with the same contents.*

*To promote, disseminate, and support  
Not only disability and sport.*

*Adapted Physical Activity means a lot  
Join us and you won't be just a spot.*

*We want to create a huge net  
To improve the awareness of that.*

*And you have to keep in memory:  
We are like a family!*

*Isabella Dalbesio*

## Congratulations to Past President Karen DePauw



*Karen DePauw*

**Karen P. DePauw**, Past President of IFAPA and Dean of Virginia Tech's Graduate School, became Chair of the Council of Graduate Schools (CGS) at its 48th annual meeting held in Washington D.C. in January 2009. IFAPA is tremendously proud of Karen's outstanding leadership in adapted physical activity, disability sport, women's studies, and administration.

Her election as Chair of CGS makes her one of the most influential administrators in the advancement of graduate studies throughout USA and Canada. For many years, Karen worked concurrently in graduate studies and administrative affairs at the University of Washington (USA) while providing leadership in national and international adapted physical activity, disability sport, and feminist theory. Some persons outside of IFAPA, AAHPERD, and ICSSPE do not know much about all of the contributions she has made to our field. Following are the words submitted by the Graduate Studies World to describe our Karen DePauw. "Dean DePauw has been active in the national graduate education community for over a decade. We are honored to have someone with her experience and commitment to training the next generation of scholars and researchers as our board chair" said Debra W. Stewart, CGS president.

DePauw will replace **William B. Russel** as CGS chair. Russel is dean of the graduate school at Princeton University. The CGS is an organization of over 500 institutions of higher education in the United States and Canada engaged in graduate education, research, and preparation of candidates for advanced degrees. CGS member institutions award 94% of the doctoral degrees and 80% of the master's degrees in the United States. According to Stewart, the CGS mission is to improve and advance graduate education, which it accomplishes through advocacy in the federal policy arena, research, and the development and dissemination of best practices.

A 12-member board of directors drawn from member institutions governs the CGS. Board members are nominated and elected by the full membership for set terms.

DePauw received a bachelor's degree from Whittier College (California), a master's degree from California State University at Long Beach, and a PhD from Texas Woman's University at Denton.

## CP-ISRA's Colin Rains Dies

Cerebral Palsy—International Sport and Recreation Association (CP-ISRA), founded in 1978, informs us of the recent death of its beloved leader and best known founder, **Colin Rains**, Paralympic Order, Member of the Order of the British Empire, Hon Dr. Education, M. Education, M. Phil., DLC. All of us owe a huge debt of gratitude to Colin for his lifelong involvement in all levels of disability sport, especially the vigor with which he fought to improve and provide fair and equal competitive and recreational opportunities for persons with severe disabilities (e.g., those in wheelchairs with little mobility and limited speech). Known in CP sports as Class 1 and 2 (and sometimes including Classes 3–6), these individuals are frequently denied the right to instruction, coaching, and competition and the joy of being known as athletes and Paralympians.

Colin Rains served as an outstanding advocate in all areas of APA research, professional preparation, and direct service. His research was practical, demonstrating over and over that individuals traditionally viewed as "without athletic ability and talent" could indeed compete with fierce motivation when activities and environments were appropriately adapted. His contributions to professional preparation lie in thousands of workshops, courses, and inservice education sessions for coaches, officials, educators, recreators, and administrators. His direct services were in everyday activities with persons with CP and related disorders like stroke and traumatic brain injury. Colin Rains leaves a rich legacy to be remembered and advanced in each of these areas. The concepts of rights and opportunities for all will be forever associated with his name.

## Regional Conferences and New IFAPA Officers

In the even-numbered years (e.g., 2008, 2010), IFAPA's three officially affiliated regional organizations hold their biennial meetings. The "biennial" (meaning once every 2 years) meetings are the time for electing new officers, evaluating progress, and initiating new activities or changes in ongoing projects. Following is news from regional organizations.

### North American Federation of Adapted Physical Activity (NAFAPA)

New officers of NAFAPA for 2008-2009 are the following:

Past-President: **Deborah Shapiro**, Georgia State University, Atlanta

President: **Jeff McCubbin**, Oregon State University, Corvallis

President-Elect: **John Foley**, State University of New York (SUNY), Cortland

President-Elect 2010: **Bill Harvey**, McGill University, Montreal, Canada

Secretary: **Iva Obrusnikova**, University of Delaware

Student Representative: **Mary Martha (Marty) Douglas**, Michigan State University; Mary Martha is a doctoral student mentored by **Gail Dummer**.

NAFAPA does not have a treasurer because it has never charged membership dues. Its mission is primarily to encourage research and to provide a venue for sharing research, thus focusing on building the APA knowledge base.

Directors of biennial symposiums are typically university professors who, with the help of their university, raise the funds to conduct the symposium of 2-3 days. The location of these symposia rotates from country to country and city to city, depending on resources and willingness to volunteer. The Ninth NAFAPA Symposium was held September 3-6 in Indianapolis, Indiana, and the symposium director was Katie Stanton-Nichols, Indiana University/Purdue University, at Indianapolis. The theme was "Setting the Pace for the Future: Innovations in Inter- and Multidisciplinary Research in APA." Approximately 120 professionals participated, representing 21 universities across the United States, 6 universities across Canada, and 2 disability research centers and children's hospitals.

### European Federation in Adapted Physical Activity (EUFAPA)

Officers for 2008-2010 are the following:

Past-President: **Maria Dinold**, University of Vienna, Austria

President: **Jean Claude De Potter**, University of Brussels, Belgium

President-Elect: **Martin Kudlacek**, Palacky University, Czech Republic

Vice President: **Jose Pedro Ferreira**, University of Coimbra, Portugal

Secretary: **Aija Klavina**, Latvian Academy of Sports Education, Latvia

Treasurer: **Hana Valkova**, Palacky University, Czech Republic

Resources Specialists selected by EUFAPA are **Yves Vanlandewijck**, Editor of the *European Journal of Adapted Physical Activity (EUJAPA)*, **Anna Bianco**, Chairperson of EUCAPA 2008, and **Pauli Rintala**, Chairperson of EUCAPA 2010.

The second Congress of EUFAPA was held in Torino, Italy, on October 9-11, 2008, with Anna Bianco serving as Secretary General (Organizer) of the Congress as well as for the annual meeting of the IFAPA Board, held 2 days before the Congress. This was the first time that the IFAPA Board had met in conjunction with EUCAPA (European Congress of Adapted Physical Activity), and the knowledge and friendship exchanges between the two groups were outstanding. The EUCAPA theme was "Science and APA for Everybody." A special one-day conference was devoted to foundational knowledge for students, with such leading European scholars teaching as Yves Eberhard, Joseph Fourier University, Grenoble, France; Yves Vanlandewijck, Katholieke Universiteit, Leuven, Belgium; Alain Varray, University of Montpellier I, France; and Martin Kudlacek, Palacky University, Olomouc, Czech Republic.

Over 90 research papers were presented orally, and an extensive poster display of research (N = 33) filled the walls. Although English was the official language for the Congress, speakers were permitted to present in either English or Italian. This allowed many students to feel comfortable in making their first presentations. The participant count was 225 (116 teachers and researchers and 109 students) representing 29 countries.

(continued)

## **Regional Conferences and New IFAPA Officers, *continued***

### **Asian Society for Adapted Physical Education and Exercise (ASAPE)**

Officers for 2008-2010 are the following:

Past-President: **Hideo Nakata**, University of Tsukuba, Japan

President: **Kyung-Sook Kim**, Korea, Korea National Sport University

Vice Presidents: **Shihui Chen**, Hong Kong, Hong Kong Institute of Education; **Lu Yan**, China, Beijing Sport University; **Pan Chien-Yu**, Taiwan, National Kaohsiung Normal University; **Tomoyasu Yasui**, Japan, Hokkaido University of Education; **Nasichin Maulana**, Indonesia, Singapore International School

Secretary General: **Kwang-Jin Oh**, Korea, Korea National College of Rehabilitation & Welfare

The 10th International Symposium of the Asian Society for Adapted Physical Education and Exercise was held August 8-10, 2008 at the Korean National Sport University Olympic Convention Center, Seoul, Korea. The attendance was 366 persons representing 15 countries: Korea, Japan, Taiwan, Nepal, Indonesia, Pakistan, Ghana, Hong Kong, India, Saudi Arabia, USA, Uganda, Nigeria, Great Britain, and Iran. Among the keynote speakers were the following:

1. **Kyung-Sook Kim** (Korea, Korean National Sport Univ., President of Korean Society of Adapted Physical Activity and Exercise). The Right Approach to Develop Adapted Physical Activity Depending on Social Changes
2. **Martin Mansell** (Great Britain, IPC Education Committee). The influence of '88 Seoul Paralympic Games on the development of Paralympic Games
3. **Shihui Chen** (Hong Kong, Hong Kong Institute of Education). Innovative Education Approaches for Students with Disabilities in APA
4. **Hideo Nakata** (Japan, University of Tsukuba). Japan-Indonesia Joint Lesson Study of Adapted Physical Education
5. **Masoud Ashrafi** (Iran, IPC Governing Board). The Trends of Asian Paralympic Committee & Asian NPC's Role and Directions for its Development in Paralympics
6. **Terry Rizzo** (USA, APAQ Editor, California State Univ., San Bernardino). Preparing Leaders to Change the Culture of Adapted Physical Activity

Among the reports of major countries involved were the following:

1. **Nasichin Maulana** (Indonesia, President of Indonesian Society for Adapted Physical Education)
2. **Lu Yan & Li Wei** (China, Beijing Sport University)
3. **Tomoyasu Yasui** (Japan, Hokkaido University of Education, President of Japanese Society for Adapted Physical Education and Exercise)
4. **Chan-Kuw Im** (Korea, Korean Sports Association for the Disabled)
5. **Cindy H. P. Sit & Shihui Chen**, Universities in Hong Kong

# Membership, Power, and Empowerment

## Membership and IFAPA Power

Organizations with the largest and most active memberships have the greatest power to change the world in desired directions: lifetime, healthy, joyous physical activity for all; equal opportunities and rights to inclusion and empowerment in direct services, professional preparation, and research (both as participants and leaders) for all; and development of skills and capabilities for employment, leisure, varied social roles, and connectedness with family, school, and community of choice for all.

IFAPA aims to attract persons in all 234 countries of the world who wish to collaborate in actualizing these goals and thus increasing the power of our organizational benefits.

IFAPA membership fees are among the least expensive of international organizations. Moreover, annual fees are broken down into several categories and subdivided by developed and developing country status as follows:

Membership Category	Print only	Electronic only	Both
Student USA	\$55	\$40	\$55
Student International	\$62	\$40	\$62
Professional USA	\$65	\$65	\$65
Professional, Developed Countries	\$75	\$65	\$75
Professional, Developing Countries	\$62	\$52	\$62

Annual Fees in U.S. dollars

The cost difference between USA and other countries represents shipping cost for the professional journal *Adapted Physical Activity Quarterly (APAQ)*. Many benefits besides an international research journal come with IFAPA membership. See [www.ifapa.biz](http://www.ifapa.biz). The most important is our collective power to change the world in desired ways. Please tell others about IFAPA. Invite them to join! If you are an educator, coach, or someone with a little money to spare, consider giving IFAPA memberships as awards, incentives, or thank yous.

## Membership and Empowerment

Empowerment means to gain, access, maintain, and increase individual and community resources for activating desired changes that enable achievement of goals for self and others that lead to better quality of life for all. Whereas power is an outcome, empowerment is a process, the things we do to ethically gain the power needed to accomplish specific outcomes. Listing memberships in professional, service, and academic organizations on a resume, for example, gives future employers insight into a person's values, empathy, and use of time and resources (in other words, their power to achieve outcomes that the employer believes are important). Listing memberships similarly affects evaluators of applications in competitions for awards, nominations, and election or appointment to leadership positions.

Two kinds of empowerment should be considered: self-empowerment and other-empowerment. All of us need the skills and capabilities to achieve each. A major emphasis in contemporary APA is to focus concurrently on direct services and empowerment, especially to teach and support others (especially minorities) in learning how to empower themselves and thus become increasingly independent.

Active membership brings persons together who strive to empower themselves and others to achieve valued goals. It gives us persons who will collaborate and share with us in reading, writing, publishing, critiquing, evaluating, and finding new and better ways to live, work, research, and leisure. Memberships also promote sharing about ourselves and others in ways that promote societal changes. Membership is not about self, but self in relation to others and how much we can achieve together.

Claudine Sherrill  
[csherrill1@earthlink.net](mailto:csherrill1@earthlink.net)

### **Special Olympics University Project—IFAPA Partner: 2008 Report**

The National Directors of Special Olympics programs in Europe and Eurasia have expressed a need to significantly increase the number of trained coaches and volunteers to conduct Special Olympics training and competition. Throughout the early history of Special Olympics, considerable program growth occurred through involvement with universities and physical education institutes and academies. The university environment offered both facilities and volunteer manpower to promote Special Olympics training and competition. Numerous Special Olympics programs conducted multisport competitions and state/national/regional games on university campuses, using university students as volunteers and university faculty as technical sport experts. Many potential Special Olympics coaches first learned about Special Olympics through practical experiences at their university. The model of using the university setting as a viable area of volunteer and coach training, as well as an arena to promote Special Olympics training and competition opportunities, continues to present an opportunity for future Special Olympics program growth.

#### **Purpose of Professional Preparation Program**

To facilitate the growth and global expansion of Special Olympics, a project between Special Olympics national programs and physical education institutes, academies, and universities was initiated through Special Olympics Europe-Eurasia (SOEE). The program was designed to assist professors in Europe and Eurasia to introduce sport for individuals with intellectual disability into their physical education curricula. Sports management curricular materials were designed to (a) introduce ideas about sport for persons with intellectual disabilities, (b) discuss principles of Special Olympics sports training and competition, (c) present resources to launch Special Olympics practical programs with university students, and (d) provide incentives for universities to become involved in the Special Olympics movement.

#### **History of Program Beginning in 1999**

The Special Olympics University Project was launched in 1999 by **Mariusz Damentko** (Special Olympics Europe-Eurasia), **George Smith** (Special Olympics East Asia), and **Glenn Roswal** (Jacksonville State University, Alabama, USA) with a Special Olympics Christmas Record Grant to replicate the university model at physical education institutes, academies, and universities in countries of the former Soviet Union. The primary goal of the project, as established by SOEE National Directors and SOI Global Field Services, was to increase the number of trained coaches, volunteers, and leaders to conduct Special Olympics training and competition. A series of seminars were designed for university or institute faculty who were teaching or were preparing to teach a course in adapted physical education or sports for persons with disabilities. The initial sport seminars were conducted in Poland, Kazakhstan, Latvia, and Ukraine to introduce Special Olympics training and competition into institute physical education programs. In the first phase in 1999-2001, 31 professors from 7 Eurasian countries were trained to conduct a course on Special Olympics at their university or institute. Professors from universities in Belarus, Bulgaria, Kazakhstan, Latvia, Moldova, Russia, and Ukraine met in Warsaw for a 4-day seminar. These 31 professors met again in the Netherlands to observe the 2000 Special Olympics European Games and discuss action plans to implement Special Olympics content and practical experiences in their physical education curricula. Through a curriculum of theory and practical applications, the professors trained over 2,000 university students. But even more significantly, those professors and students were able to organize 130 Special Olympics events in 2000-2001, attracting over 3,000 new Special Olympics athletes.

#### **Second Series of Seminars in 2001**

A second series of seminars was held in 2001 in Ukraine (for Western Eurasia), Latvia (for Baltic countries), and Kazakhstan (for the Central Asia part of Eurasia), with a follow up seminar held in June 2002 during the Special Olympics Poland National Games. Conducting seminars in three different locations enabled the project to reach a greater number of professors and target programs and products to regional needs. During Phase 2 of the project, 53 university professors from 14 Eurasian countries participated from Armenia, Azerbaijan, Belarus, Estonia, Finland, Georgia, Kazakhstan, Kyrgyz Republic, Latvia, Lithuania, Moldova, Russia, Tadjikistan, Ukraine, and Uzbekistan. As a result of the project, by 2001 approximately 5000 university students were trained, resulting in 250 Special Olympics events, benefiting over 9,000 new Special Olympics athletes.

*(continued)*

## **Special Olympics, *continued***

### **Progress: 2002–2005**

In the summer of 2002, seminars were conducted with university professors in Portugal and Italy. In 2003, a seminar with the rectors, vice-rectors, directors, and deans from 13 universities in Armenia, Belarus, Bulgaria, Czech Republic, Lithuania, Russia, Tajikistan, Ukraine, and Uzbekistan was held in conjunction with the 2003 Special Olympics World Summer Games in Ireland. As a result of that seminar, there is a commitment from the administrators of those universities to develop programs for athletes with disability, particularly athletes with mental disability. As an outcome of the project, the Special Olympics University Curriculum was developed by a group of Special Olympics and university experts. This curriculum consists of 9 lessons in power point and lesson plan format and has been presented to participating university teachers as an excellent tool for training new volunteers and coaches.

In the fall of 2003, a seminar was conducted in Slovenia with 14 faculty from universities in countries of the former Yugoslavia. Faculty from universities in Croatia, Kosovo, Macedonia, Serbia-Montenegro, and Slovenia came together to discuss ways to include Special Olympics in their physical education programs. A follow-up seminar was conducted in conjunction with the first Special Olympics Southeast Friendship Games in Sarajevo. In 2004, seminars were conducted in Romania and Bulgaria with 30 faculty from 14 universities. A follow-up seminar in Romania was conducted in September 2005 in conjunction with the second Special Olympics Southeast Friendship Games. In April 2004, a seminar for Far East Russia was held in Vladivostok, and the following April, introductory seminars were conducted at Lesgaft University and Yaroslavl State University in Russia. In October 2005, a seminar was conducted for the Central Siberia sub-region. Professors from several Russian universities have begun a research study with their university students to ascertain the effects of the Special Olympics training in the university. Recent university seminars were conducted for 14 university teachers in Israel and 30 university professors in Turkey. To date (1999-2005), the Special Olympics University Project includes 90 universities, institutes, and academies in Europe and Eurasia and has resulted in the following:

- Training of over 100 university faculty, 507 teachers, and 7,701 university students
- Recruitment of 5,673 university students as Special Olympics volunteers
- Collaboration with Special Olympics national programs in 448 events
- Sport training and competition opportunities impacting 21,487 Special Olympics athletes

Additionally, a seminar was conducted in Shanghai, China in 2002 with 20 professors from 7 universities in Beijing, Shanghai, Tianjin, Wu Han, and Nanjing. A follow-up seminar was conducted in Shenyang with professors from the original seven universities plus three additional universities in conjunction with the Special Olympics China Regional Table Tennis Tournament. The Special Olympics university project is supported by leaders from higher education in China and the China Ministry of Education and has reached several thousand university students.

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and Mariusz Damentko (Poland), [mdamsoc@it.com.pl](mailto:mdamsoc@it.com.pl)*

## **International Conference on Visual Impairments**

The first International Conference on Physical Activity and Individuals with Visual Impairments (VI), Blindness, or Deaf-blindness was held November 26-31, 2008, in Budapest, Hungary. This conference was sponsored by Youth in Action from Europe. Thirty-five participants from 9 different countries enthusiastically discussed programs and accomplishments of individuals with visual impairments in physical activity. Some of the topic highlights were a silver medalist from Poland for the backstroke in the Paralympics, wind surfing for individuals with disabilities in Belgium, blind scuba diving instructor certification in Italy, Camp Abilities in Brockport NY, downhill skiing in Italy, marathon running in Belgium, Bulgarian goal ball and chess, Nordic walking by the president of the Finland Deaf-Blind Association, Showdown (a sport for individuals with VI) from Sweden, recreation programming for individuals with VI in Budapest, and inclusion of individuals who are visually impaired or deaf-blind into physical activity. This was the first conference and the energy was absolutely amazing.

Let us know if you have any questions!

*Judit Gomba, [gombas.judit@gmail.com](mailto:gombas.judit@gmail.com)  
and Lauren Lieberman, [llieberm@brockport.edu](mailto:llieberm@brockport.edu)*

## Student News From Turkey

*This article is unique in that it captures the exciting activities of **Ferhat Esatbeyoglu** during his first weeks of IFAPA membership. Many of us got acquainted with Ferhat during the 2009 EUCAPA in Torino. Ferhat joined IFAPA as soon as he returned home from this wonderful Congress.*

Firstly, I'm now a volunteer and trainer in an association that aims to develop and create possibilities for visually impaired children, youth, and their families. This association is very active in promoting new ideas for people with visual impairments (VI). I started first as a volunteer; then they included me in projects. Initially they sent me to the seminar put on by the International Blind Sport Association, "Futsal Coaching and Refereeing," part of the IBSA Futsal Development Project Europe-sponsored by UEFA. I took my certificate and now I'm a Futsal B1 coach. What is more, we are gathering a team in a couple of weeks. Plus, I became a tandem cycling trainer. We have a partner from Italy, and after I take a course in tandem cycling, we plan to diffuse tandem cycling for people with VI. We will go to six different blind primary schools in Turkey after the visit to Italy in February 2009.

Secondly, we are conducting two surveys with students with VI. One survey is "Physical Education Course Experiences of Students with VI," which was submitted for presentation at the conference, "Cutting Edge Sport Sciences," hosted by the Middle East Technical University, Ankara, Turkey. The other survey is "Socialization Process of Goalball Players in Turkey," which we sent to ISAPA 2009. I also applied for International Volunteer Program in ISAPA 2009, and was accepted!

Thirdly, I organized a match. It was the 30th of December, 2008 at Bařkent University in Ankara, Turkey. This showed people that visually impaired people can participate in sports activities and it spread social sensitivity among the university students.

Moreover, the Second IBSA Sports Conference on April 2-4, 2009 is in Antalya, Turkey. I e-mailed the secretariat to present our Tandem Cycling Project there, and they replied "yes."

*Ferhat Esatbeyoglu, [ferhatesatbeyoglu@hotmail.com](mailto:ferhatesatbeyoglu@hotmail.com)*

## Spain Leads in Many Areas

APA has increasingly spread throughout Spain during recent years. Significant milestones are the following:

- The International Conferences of Adapted Sports (CIDA) activity, with hundreds of participants, was celebrated in 2003 and 2007 in Malaga. At the end of the conference, **Jose Maria Martin Delgado**, President of the Fundacion Andalucia Olimpica, informed the audience that the Foundation is planning to arrange the next CIDA in 2011.
- The International Conference, "Disability and Physical Activity and Sports: Actual Situation Looking at the Future," was organized late 2007 in Madrid by the Consejera de Deportes of the Comunidad de Madrid.
- The II European Congress on Sport for Persons with Intellectual Disabilities was celebrated in Lleida during the last days of November 2008.
- In all these events, research outcomes were presented contributing many examples of good practice and well-designed scientific approaches.
- The creation of the Forum for Health Gains "Foro Ganasalud" ([http://www.foroganasalud.es/responsible-objetivos.php?area\\_id=7&menu=7](http://www.foroganasalud.es/responsible-objetivos.php?area_id=7&menu=7)) occurred in late 2007. This newsletter is an initiative of the ConsejerÅa de Deportes of the Comunidad de Madrid with a special area of interest called "Sport and Disability," which has recently published its second newsletter. This area is edited by **Javiar Peréz**, a teacher at the Polytechnic University of Madrid. This is a powerful tool, which is intended to assist persons with disabilities and their families getting in contact with the professionals in the field and to disseminate information on the benefits of health-oriented physical activity and sports among persons with a disability.
- We hope in 2009 the *Foro* (newsletter) will be accessible in English.
- Some examples for the actual promotion of physical activity oriented toward health for persons with disabilities in Spain are (a) the "Hospisport programme" (in Catalonia and Valencia) in which centers for persons with disabilities collaborate with adapted sport experts and (b) the promotion of participation in physical activity for most of the children with disabilities in inclusive settings, by means of providing required resources and specific training for teachers across the country.
- Last, but not least: The 10th rank on the medals list of the 2008 Paralympic Games in Beijing is another sign of the expansion and seriousness dedicated to physical activity and disability in Spain.

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## Australia's Government Accomplishments

Our work here continues in a difficult climate. We have tried for nearly three years now to get a significant boost to funding our work on all things inclusion—without luck. It has been draining, but we still continue to make progress regardless. We now have 25 national sports organizations with disability action plans; we have trained over 50,000 people in disability sport awareness and have introduced new adapted programs based on sports ability in the UK. Most exciting is that we now have a national community program where we match community disability groups with sporting clubs and associations in targeted regions. We are starting to get some traction with this now with more and more people with disabilities signing up for sport and recreation programs.

Allied to this, we are two-thirds the way through revising our disability education program material. Previously this has concentrated on providing education and training to sport providers (the “supply” of inclusive sport)—this is the 50,000 we have trained. Now, we are designing education and training for the disability sector about getting involved in sport and physical activity (the demand for inclusive sport). This is a challenge—but a good one. I will run the first trial of this in a couple of weeks in Adelaide and am looking forward to getting my hands dirty again. Increasingly, my work has centered on managing others in my team and the broader network as well as dealing with the politics of it all. So I have less time to do things that I am passionate about—designing education, delivering programs, etc. We are also conducting some very interesting research on how the disability sector views participation in sport, using some great technology to leverage opinions and responses. I think our approach on this is quite unique.

I am in contact with the New Zealanders and helping with the planning for ISAPA 2011. I plan on doing a paper on “Creativity in APA”! I was in Ireland, Wales, and England last November; they are doing some terrific work there, and I still liaise with the Finns quite a bit.

*Peter Downs, [www.ausport.gov.au](http://www.ausport.gov.au)  
Former VP of IFAPA*

## Athletes with Disabilities Coach in Model University-Community Festival

More than 200 athletes of all ages with a variety of disabilities and challenges recently gathered at California State University at San Bernardino (CSUSB) for the university's second annual DisAbility Sports Festival. A unique feature of this festival was that each sport was coached and directed by coaches with disabilities. Additionally, many Paralympians were involved.

The one-day event, organized by **Aaron Moffett** at CSUS, is an innovative cooperative university-community model. More than 250 students, faculty, and community volunteers collaborated to provide competition, recreation, and instruction for participants ranging in age from 4 years to over 70. Illustrative of activities included were wheelchair and standing basketball, tennis, soccer, wall climbing, swimming, hand cycling and more. A unique feature of this festival was that each sport is directed and coached by people with disabilities.

The festival was conceptualized as “a display of all abilities.” Tandem cycling competition for the blind, in which a sighted biker steers while a second blind cyclist pedals on the rear, intrigued spectators and participants alike. There was also an adaptation of soccer for athletes with partial sight, where a beeping ball can be located and kicked toward a beeping goal. Coaches, of course, spent time teaching sports to newcomers before competition began.

**Aaron Moffett** was a member of the U.S. Paralympic Academy and just recently returned from the Beijing Paralympics. These experiences enabled **Aaron** to convince some of the world's most elite athletes to become involved. **Mark Wellman**, a Paralympian who lit the torch at the 1996 Paralympic Games in Atlanta, was the keynote speaker and the lead coach for wall climbing. **Anthony Zahn**, a 2008 Paralympic bronze medalist was the head coach for cycling. **Anthony Lara**, a wheelchair athlete who attended the 2008 Paralympic Games in Beijing and a 2000 Sydney Paralympic Games participant in table tennis, was the coach for tennis along with fellow Paralympian **Kaitlyn Verfuert**.

“We hope to include disabled military veterans next year,” **Moffett** said. “There are about 35,000 injured vets from the wars in Afghanistan and Iraq, and many of them live in California.” He added that the university was working with military facilities in and around San Diego to attract interested veterans. **Moffett** said the festival accepted all people with disabilities and no one was turned away, including those who use ventilators. Medical professionals were available throughout the festival. Many local businesses offered sponsorships and in-kind contributions for the festival.

*Aaron Moffett, [amoffett@csusb.edu](mailto:amoffett@csusb.edu)  
CA State University at San Bernardino*

## Recent Research by IFAPA Members

*The following list is not in APA format because it does not include all authors. Only IFAPA members are identified.*

In *Adapted Physical Activity Quarterly*, IFAPA's official international research journal, April 2009:

- **Donna Goodwin** and others. "It's OK to Be a Quad: Wheelchair Rugby Players' Sense of Community"
- **Jeffrey A. McCubbin, Joonkoo Yun**, and others. "Economy and Preferred Speed of Walking in Adults with and without Down Syndrome"
- **William J. Harvey, Greg Reid**, and others. "Physical Activity Experiences of Boys with and without ADHD"
- **David L. Porretta** and others. "Perceptions and Practices of Adapted Physical Educators on the Teaching of Social Skills"

In *Research Quarterly for Exercise and Sport*, AAHPERD's official research journal, March 2009:

- **Jeffrey Martin** and others. "Effects of Teacher Autonomy Support and Student's Autonomous Motivation on Learning in Physical Education"
- **Laurie A. Malone** and others. "Comparison of Heart Rate Response to Tennis Activity Between Persons With and Without Spinal Cord Injuries: Implications for a Training Threshold"

In *JOPERD, The Journal of Physical Education, Recreation & Dance*, April 2009. *JOPERD* is a publication of AAHPERD:

- **Louis Columna, Rebecca Lytle**, and other. "Communicating with Hispanic Parents of Children with and without Disabilities." This article presents practical applications of research by Louis Columna and others in *APAQ*, 2008.

*Note to authors:* If your work has been published in a peer-reviewed journal in the last few months, please submit this information to Editor Claudine Sherrill. Please send a full reference along with a brief abstract.

## All Abilities Canada Releases Inclusion Manual

In November the All Abilities Welcome program officially released the "All Abilities Welcome Toolkit" at the Variety Village Active Living Fair in Toronto, Canada. This manual contains practical tools and resources to assist community recreation facilities in making their programs more inclusive of people with a disability.

All Abilities Welcome (AAW) is a campaign aimed at encouraging an attitude of openness and cooperation around inclusion in physical activity at the community level. The program is funded in part by the Government of Canada's Social Development Partnerships Program, Human Resources, and Social Development Canada and was launched in 2006 by the Active Living Alliance for Canadians with a Disability, a national nonprofit voluntary sector organization committed to motivating and assisting Canadians with a disability to become more physically active and one of IFAPA's partner organizations.

"We were thrilled to have the chance to promote the AAW manual at the Active Living Fair, and to offer support to community organizations who see the opportunity to promote inclusive active living services, and who understand its importance," said **Chris Bourne**, Acting Executive Director at the Active Living Alliance. "By drawing attention to some simple program modifications as well as to useful resources and key contacts through the manual, we hope to connect the dots for organizations who previously did not know where to turn."

All Abilities Welcome was the focus of the Fair's keynote address, delivered by **Jason Dunkerley**, the program's coordinator and a three-time Paralympian track athlete. "Active living means a lot of things to a lot of different people, but above all, it has to do with having the choice to access the incredible benefits of physical activity, whatever that looks like," said Dunkerley. For further information, please contact Jason Dunkerley, [jason@ala.ca](mailto:jason@ala.ca) or visit the website at [www.allabilitieswelcome.ca](http://www.allabilitieswelcome.ca).

### European Master's Degree Keeps Expanding

Erasmus Mundus Master in Adapted Physical Activity started in 2005. Since then we have welcomed 160 international students, coming from 35 non-European and 16 European countries. Many students have told us that this experience was on a professional basis, as well as cultural experience, the most interesting period in their life to date. It is still a one-year Master program selected for funding by the European Union and organized by the 4 consortium: Universities of Leuven (Belgium), Limerick (Ireland), Olomouc (Czech Republic), and Oslo (Norway), in cooperation with the Universities of Brisbane (Australia), Stellenbosch (South Africa), and the University of Virginia (USA).

The program brings the best expertise of the world together around adapted physical activity in research and teaching. It offers excellent students coming from all countries of the world the opportunity to study in at least two different European universities, as well as in three non-European universities (for European students).

In the current year, we offer another 20 non-European and 15 European students attractive financial considerations, being able to give them a scholarship of 21.000 Euro for 10 month's (non European students) and 3.100 Euro for European students, for studying three months in one of the non-European universities (Brisbane, Stellenbosch, or the University of Virginia).

In the previous four years, the following famous world 22 experts in APA cooperated with us in one of our four consortium universities: **Dale Ulrich, Martin Block, Luke Kelly, Glenn Roswal, Jeff Mc Cubbin, Francis Kozub, Mary Hums, Diane Craft** (USA), **Sean Tweedy, Brendan Burkett, Jeff Walkley** (Australia), **Greg Reid, Colin Higgs, Maureen Conolly** (Canada), **Liz Bressan and Corne Rossouw** (South Africa), **Lu Yan** (China), **Shayke Hutzler, Yael Netz, Miriam Getz** (Israel), **Eliane Mauerberg, Katia Euclides** (Brazil).

Students can find all information for submitting their application form in our website <http://www.erasmusmundus.be/>.

Thanking you in advance for informing possible good students. I send you my best greetings,

*Prof. Dr. H. Van Coppenolle, [herman.vancoppenolle@faber.kuleuven.be](mailto:herman.vancoppenolle@faber.kuleuven.be)  
Liaison Officer/ Internal Coordinator of the Erasmus Mundus Master in Adapted Physical Activity*

### Erasmus Mundus Master in APA: A Lifetime Experience

I'm **Filipe Antônio Souza de Moura Lima**, 24 years old and this year's EMMAPA student. The first time I heard about this program was by an e-mail sent by **Herman Van Coppenolle** to my Brazilian academic advisor (**Kátia Euclides de Lima e Borges**), telling her to invite her best students to apply for selection. Some months later, at the ISAPA 2007 in Rio Claro-Brazil (where I live), I had the opportunity of meeting Professor Van Coppenolle in person and attending his lecture describing the program. Conversations with him and other EMMAPA professors presenting at ISAPA such as **Pauli Rintala** of Finland and **David Rodrigues** of Spain made me even more motivated to apply for scholarship.

EMMAPA is organized into different Mobility Models. All mobility models have a common background at the Catholic University of Leuven, Belgium; afterwards, the group is divided. In mobility A, half of the course is taken in Belgium and the other half, including the master thesis, is carried out in Norway. In mobility B, which is the one I selected, we start with the common instruction in Leuven, then spend 6 weeks in Norway, and then return to Leuven to finish the thesis. Mobility C is half in Leuven, half in Czech Republic. Mobility D is half in Leuven and half in Ireland.

I'm writing this letter in Norway, at the marvelous rehabilitation center of Stavern, a beautiful city by the sea. We had lots of theoretical content in Leuven during the first part of the program and now we're having the opportunity to use that knowledge and experience with patients. We have theoretical content here, but this part is definitely more oriented toward practical work with the other APA teachers. The specialties here are Back Pain patients, CP children post multilevel surgery, Gait Conversion Disorder (also known as Hysteria), and Rehab of Cancer patients post chemo or radio-therapy.

I've been learning a lot, it's very demanding, and it's an excellent master's course. I strongly recommend it to my APA colleagues all over the world. It's a unique experience and an excellent opportunity for making friends all around the world and learning with the greatest experts in the topics we study.

*Yours sincerely,  
Filipe Moura Lima, [Filipe\\_ufmg2003@yahoo.com.br](mailto:Filipe_ufmg2003@yahoo.com.br)*

# Calendar of Events for 2009 and Beyond

Please submit calendar information to Editor at least 3 months before the date of the event.

## **International Symposium of Adapted Physical Activity (ISAPA) June 23-27, 2009 Gavle, Sweden**

Board Meeting begins 9 a.m. on Sunday, June 21. Conference organized for IFAPA by Swedish Development Centre for Disability Sport (SUH). See <http://www.isapa2009.com>

## **National Therapeutic Recreation Week celebration July 12-18, 2009**

For more information, see [www.nrpa.org](http://www.nrpa.org).

## **National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) Annual Conference July, 2009 in Reston, Virginia, USA**

For more information, see [www.ncperid.org](http://www.ncperid.org).

## **10th BlazeSports America Annual Disability Sport Conference. September 10-12, 2009, Kennesaw State University, Georgia**

More than 30 interactive sessions, continuing education credits offered. [www.blazesports.org](http://www.blazesports.org).

## **American Therapeutic Recreation Association-Annual Conference October 2-6, 2009, Hyatt Regency, Minneapolis, Minnesota**

For more information, see <http://atra-online.com/cms>.

## **38th National Adapted Physical Education Conference, Promoting Active, Healthy Lifestyles for All November 19-21, 2009, Asilomar Conference Grounds, Pacific Grove, California**

For more information, phone 916-922-3596; <http://www.napeconference.org/NAPEC.htm>.

## **Adapted Physical Activity Council (APAC) of American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) March 16-20, 2010, Indianapolis, Indiana, USA**

For more information, contact Mariah Burton Nelson, Executive Director of American Association for Physical Activity and Recreation (AAPAR) at [aapar@aaahperd.org](mailto:aapar@aaahperd.org) or Rebecca Lytle, APAC Chair, at [rlytle@csuchico.edu](mailto:rlytle@csuchico.edu).

## **European Congress of Adapted Physical Activity (EUCAPA) in conjunction with Finnish Congress of Physical Activity May 6-8, 2010 in Jyvaskyla, Finland**

For more information, see <http://eucapa2010.org>.

## **3rd International Congress on Physical Activity and Public Health, Mobilizing Research for Global Action in Policy and Practice May 5-8, 2010**

For more information, see [http://www.cflri.ca/icpaph/documents/Fall\\_08V12.pdf](http://www.cflri.ca/icpaph/documents/Fall_08V12.pdf).

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[anne-mette.bredahl.nih.no](mailto:anne-mette.bredahl.nih.no)

## Symposium Directors

### 2011

Graeme Taylor  
New Zealand  
[gkt@halberg.co.nz](mailto:gkt@halberg.co.nz)

### 2009

Mr. Kennet Frojd  
Swedish Development Ctr for Disability  
Sport, Sweden  
[kennet.frojd@suh.se](mailto:kennet.frojd@suh.se)

### 2007

Dr. Eliane Mauerberg deCastro  
State University of São Paulo, Brazil  
[mauerber@rcunesp.br](mailto:mauerber@rcunesp.br)

## International Federation of Adapted Physical Activity

Founded 1973

### Membership Application (1-Year Membership With APAQ Subscription)

Last name \_\_\_\_\_ First name \_\_\_\_\_  
 Position (occupation) \_\_\_\_\_ Title  Dr.  Prof.  Ms.  Mr.  
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 Mailing address \_\_\_\_\_  
 Country \_\_\_\_\_ Postal code \_\_\_\_\_ This is my  work address  home address  
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- Physical Education/Adapted  Therapy (OT, PT, etc.)  Sport and Disability  Aging  Dance/Arts  
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\*A list of developing countries can be found at [www.ifapa.biz](http://www.ifapa.biz).