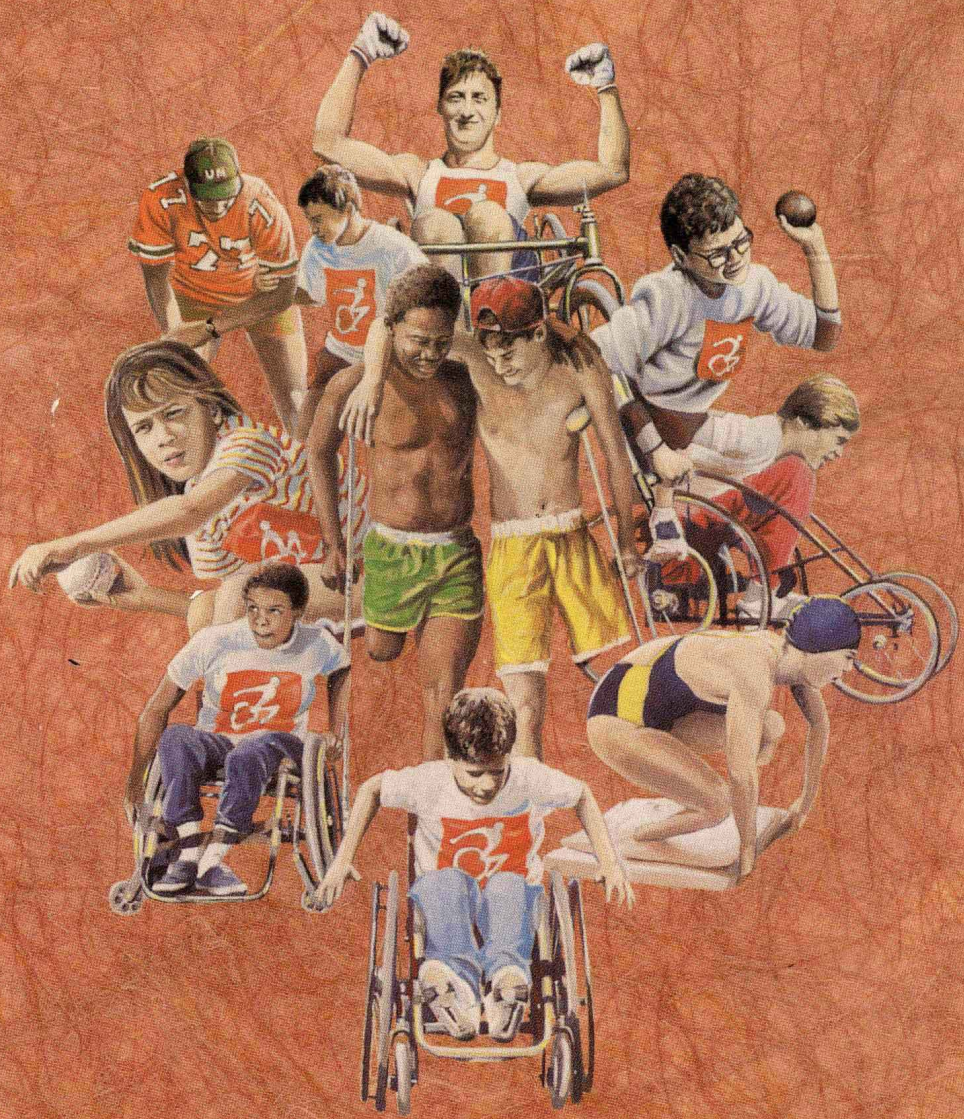
ADAPTED PHYSICAL ACTIVITY, RECREATION AND SPORT

Crossdisciplinary and Lifespan

FOURTH EDITION



Claudine Sherrill

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Dedicated to my parents, Ivalene and Robert Sherrill, of Logansport, Indiana

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Foreword: Reflections on the New Title

The title change for this fourth edition reflects changes of the last two decades, particularly the emergence and influence of an international movement. The term *adapted physical education* in the old title is interpreted by most sectors as referring to school-based instruction and the ages from birth to 21 specified by federal legislation. Today's professional works with people of all ages in many settings. Physical educators, kinesiologists, recreators, occupational and physical therapists, music and dance therapists, and others adapt physical activity for all age groups.

Adapted physical activity was first proposed as the appropriate term for our body of knowledge in 1973, when the International Federation of Adapted Physical Activity (IFAPA) was founded in Montreal, Canada. The board of directors that created this new term included President Clermont Simard of Quebec, Vice President Robert L. Eason of the University of New Orleans, Julian Stein and John A. Nesbitt of the United States, Gudrun Doll-Tepper of Germany, Jean-Claude DePotter of Belgium, Eileen McLeish of England, David Jones of Australia, and Jean Claude Pageot and Fernand Caron of Canada. IFAPA meets every 2 years in various countries throughout the world and has many regional affiliates.

In 1984, the first professional journal to disseminate and extend our body of knowledge was created by Human Kinetics of Champaign, IL. This journal is called the *Adapted Physical Activity Quarterly (APAQ)*.

In 1986, the Adapted Physical Activity Council (APAC) of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) was created by the merger of two structures, one of which dated back to 1905 and the early influence of Swedish medical gymnastics. Today, we support our profession when we join and attend meetings of APAC, which is housed within the Association for Research, Administration, Professional Councils and Societies (ARAPCS) of AAHPERD.

Clearly, adapted physical activity is the name of the present and the future. It is broad and inclusive and emphasizes the theory and practice of adaptation. It recognizes that adaptations are needed for all persons with psychomotor problems, not just those labeled as disabled. Professionals in a number of fields and disciplines can make these adaptations. Adapted physical activity is especially linked to recreation and sport (not necessarily adapted recreation or adapted sport).

Recreation is retained in the title of this text for many reasons. The word *recreation* emphasizes a state of mind and reminds us that the purpose of adapting physical activity is to develop attitudes, appreciations, and habits that will contribute to an active, healthy lifestyle and rich, satisfying leisure. My first 15 years of university teaching experience were focused dually on therapeutic recreation and physical education. The partnership of these two professions is crucial to lifespan programming.

Sport has been added to the title in recognition of the right of all persons to engage in competitive sport. Whereas sport can be educational, recreational, or competitive, the term increasingly refers to competition. I have participated in all of the quadrennial international Paralympics summer events since 1984 (New York, Korea, and Spain) and in all of the Special Olympics summer events since 1979 (New York, Louisiana, Indiana, Minnesota). Cerebral palsy and les autres sports, in particular, have captured my imagination because they address the broadest spectrum of individual differences. Athletes and coaches in the disabled sport movement have contributed significantly to adaptation theory and practice. Sport is woven throughout the book and has especially strong coverage in the chapters on disability in Part 3.

Crossdisciplinary is a more accurate descriptor of the book's approach than multidisciplinary. Our body of knowledge does come from many fields, but the goal is to integrate content across disciplines into a broad-based theory that can guide professionals in the many fields that adapt physical activity. The term *multidisciplinary,* however, appears in federal law. This was the rationale for use of *multidisciplinary* in the title of earlier editions.

The word *lifespan* in the title reflects the revived interest in many fields of serving persons of all ages. This text includes a new chapter on infants, toddlers, and early childhood, and much content in other chapters is directed toward this area. Content has been expanded throughout to encompass problems of adults, but the chapters on fitness and other health impaired conditions have been especially strengthened.

PREFACE

This fourth edition has been revised extensively to meet the diverse needs of undergraduate and graduate students, as well as beginning and experienced professionals. The intent was to develop a comprehensive, multipurpose resource that can serve as a textbook for several of the courses offered by colleges and universities and as a reference book throughout the professional's career.

This book can be used for basic adapted physical activity, recreation, and sport courses or for specialized courses on (a) assessment, (b) programming, (c) administration, (d) individual differences and disabilities, and (e) infants, toddlers, and early childhood. It is also perhaps the strongest resource available on the sport and disabled athlete movement and sport classification. The broad coverage affords professors the freedom to select content that meets individual needs and interests.

Adapted physical activity attitudes, knowledge, and skills must be *infused* into all courses. After university students are introduced to the content of this text in a basic course, their competencies should be further enhanced by a teacher training *infusion model* in which individual differences are addressed in every course. A goal is for this textbook to be used as a resource in every class. To achieve this, adapted physical activity proponents must share this text with regular education colleagues and emphasize infusion of content into daily lesson plans.

Public Law 101–476, the Individuals with Disabilities Education Act of 1990, brought major changes, all of which are incorporated into this text. Chief among these is the mandate that we use person-first terminology, thereby according persons with disabilities dignity and respect.

In the 1990s, regular and adapted physical educators will increasingly work as partners in the delivery of services to meet individual needs. More and more persons with disabilities will be in regular settings, and mainstream professionals will need considerable knowledge and skills for coping with wide ranges of behaviors and abilities. The content of this text is based on the belief that both regular and adapted physical activity personnel need competencies in seven areas:

P Planning

A Assessment

P Prescription/Placement

T Teaching/Counseling/Coaching

E Evaluation

C Coordination of Resources

A Advocacy

I call the knowledge comprising these areas the PAP-TE-CA model. It would be helpful if this acronym spelled something meaningful, but we shall have to settle for its spirited rhythm. It is a mnemonic device that effectively assures memory of the services that guide competency development.

Organization of Fourth Edition

This fourth edition begins with a list of competencies related to job functions. This list can guide self-evaluation and the development of a personal learning plan. Organization of the fourth edition into three parts is similar to that of the third edition. Titles of these sections have been changed, however.

Part 1: Foundations

Part 1 includes nine chapters, four of which are new. All have been rewritten. "Foundations" presents information everyone should know prior to involvement with individual differences. For graduate students and experienced teachers, there is much new material also. A theoretical framework for our profession is proposed, and problems, issues, and trends are highlighted.

Chapter 1 establishes the rationale for adapted physical activity; defines it; specifies core areas of knowledge and basic job functions; identifies underlying theories, principles, and models; and states 10 characteristics that distinguish adapted from regular physical activity service delivery. It also includes a brief history and proposes a philosophy.

Chapter 2 emphasizes celebration of individual differences and promotion of positive attitudes. Eight case studies are presented to focus learning on human beings, not disabilities. Prejudice, stigmatization, and stereotyping are discussed, and four attitude theories are presented to guide classroom and community practices: (a) contact, (b) persuasive communication, (c) social cognitive, and (d) reasoned action.

Chapter 3 identifies settings for either practica experiences or employment. Special attention is given sport organizations for persons with disabilities since these are

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