



Yeshayahu (Shayke) Hutzler

President's Message

Adapted Physical Activity (APA): Facing New Challenges

Dear Colleagues,

Many of you have faced outcomes of the economical recession in your home country. This may have resulted in cutting research and traveling budgets and even salary reduction in some European countries, such as Latvia and Greece. Economy is highly related to science, education, culture, and sports. For example, similar to economical investors, when agencies support research, educational, and social projects, they often ask for security that their investment is likely to produce effective outcomes. Similar to investors, agencies like to produce maximum effect with minimum expenses. There are many ways to increase the likelihood of effectiveness and efficiency, one of which is called evidence based practice (EBP). The following points illustrate some thoughts with regard to how IFAPA can contribute to facing the challenge of EBP increasingly requested in medical, social, and pedagogical sciences.

- a. To determine research priorities in APA. When the body of literature published in typical APA journals such as *APAQ* and *EUJAPA* is being studied, one can clearly see that research is directed toward several major groups of service recipients and is less concentrated on others. It is likely that the variation in research focus depends on the existence of specified grant money as well as the availability of convenient study groups. If we continue to structure our science this way, however, we may increase the current disproportion between populations and outcome criteria studied. Lack of information with regard to activity outcomes while participating in APA practices and programs could result in agencies' unwillingness to provide APA services to certain populations. Therefore it is recommended that an analysis of program availability by target population is made in order to identify and list research priorities.
- b. In order to facilitate prioritizing areas for future research, it is recommended to perform a series of systematic literature reviews by outcome variables in populations who are APA service recipients. Criteria for how to perform literature reviews are now being discussed within the *Adapted Physical Activity Quarterly (APAQ)* Board and will probably be published soon. It should be noted that current literature reviews in many medical and psycho-social journals typically include an analysis of previous research quality based on criteria relating to research design and presentation of information. It is likely that different criteria will be applied for quantitative and qualitative research designs in APA related reviews.
- c. One crucial topic that is attracting much controversy these days is how to evaluate the strength of evidence provided in each research article. Currently over a hundred different scales exist for assessing research; however, their validity, reliability, and relevance to APA are mostly not established. If APA scholars would like to be recognized as producers of highly ranked evidence, criteria should be released with regard to the type of research designs and other quality indicators requested specifically for this field of study. Alternatively, it can be argued that instead of reinventing the wheel, established sets of criteria developed in related disciplinary areas could be adopted and recognized as a standard. IFAPA, as the international organization promoting scientific and professional development in APA, should take the lead and recommend standards for assessing strength of evidence in APA.
- d. In order to motivate scholars to produce high standards of research and thus enable evidence provision, it is recommended to establish an APA Research Consortium, with the same intent and methods as those established by the American Alliance for Health Physical Education, Recreation and Dance (AAHPERD). IFAPA, in its upcoming Board meeting, is about to discuss criteria for accrediting APA Research Fellows, proposed by a committee appointed specifically for this purpose.

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Paralympics Winter Games Vancouver 2010: The Best Ever!

Sport and travel: These are the two passions that unite **Aurore Vincent** and me (**Stéphanie Hoarau**) in achieving our greatest dreams. Since 2005, we travel the world by integrating the organizing committees of sporting events, mostly as volunteers. From the FIFA U-17 soccer World Cup in Peru, the Commonwealth Games in Australia, the World Junior Weightlifting championships in China until recently, the Olympic and Paralympic Games of Vancouver 2010. Each of these events built an exclusive professional experience, promote our learning of cultures, and feed furthermore our two passions. Of all the sporting events we have experienced so far, the 2010 Paralympic Games of Vancouver have left us with a strong impression and most importantly, unique emotions. While the local population was recovering from two intense weeks lived with the XXI Olympic Winter Games, more than 500 Paralympians from 45 countries (led by more than 500 coaches and members of National Paralympic Committees), have turned upside down expectations and created a wave of exceptional interest.

Games' twin missions are to promote both athletic prowess and inclusiveness. The opening ceremony of the Tenth Paralympic Winter Games immediately set the tone with athletes and artists with disabilities making performances that have strongly moved 60,000 spectators present in the stands and certainly also the viewers around the world. The remarkable 2 ½ hour event married the themes in a stirring, emotional explosion of artistry and sporting skill by individuals who have overcome physical handicaps to excel. The ceremony delivered a powerful, overriding message of hope, inspiration, and athleticism in the face of adversity. The theme "One inspires many" touched the heart of Canadians, particularly impressed by the extraordinary skill demonstrations that continued throughout the 10 days of competition that followed.

"We are not some marginalized community that has that terrible word 'disabled' implicit in it," International Paralympic Committee president **Sir Philip Craven** told reporters shortly before the ceremonies began. "We are all part of the world. We are athletes of the world, and that's the message of the Paralympics Games. I don't see it as political necessarily, but as a need to make the world accessible to everyone, not just to the majority."

Living the Games for the first time, **Aurore** and I discovered there is a definite advantage to the fact that the Paralympic Games are organized by the same organizing committee, on the same sites as those used for the Olympics and just some days intervals. The enthusiasm that local people had known for the Olympics has spread to the Paralympics. The sites were always filled with spectators who wore a lot of admiration and enthusiasm for athletes. Some blind, others in wheelchairs without arms or walking with wooden legs, some using crutches, here was the portrait of athletes who taught us a new vision of the infinite possibilities, not to mention the guides who play an essential role in the performance of athletes with visual impairments. This incredible teamwork connected through a communication system of microphone allows athletes with visual impairments to slide down the ski slopes at speeds reaching up 100km/hour or to shoot a rifle at a target with amazing accuracy. The best performance gives a medal not only to the athlete but also to his guide.



The tickets to the Paralympic competitions being much more affordable than the Olympics, **Aurore** and I have enjoyed as spectators events in each sport represented in the Games, meaning the biathlon, cross country skiing, downhill skiing, hockey sledges, and curling. The atmosphere was always at its heights, and we were at all times surprised and delighted by the accessibility to meet the athletes after their performance. Without difficulties, we were able to congratulate and take pictures of several of them, with a Paralympic medal around the neck. One of them, an athlete in hockey sledge, said, "I want people to really understand that we are full time athletes. When we get hit, we just pop right back up, just like they do in the NHL."

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Paralympics Winter Games Vancouver 2010, continued

The overall medals board placed Canada in 3rd place, behind Russia and Germany. With great pride, Canadians sung 10 times their national anthem, achieving the best performance of all in a Paralympic Winter Games. The media have also made significant efforts to broadcast a record of 57 hours of formal coverage. Without any doubt, the Paralympic Games have left a print full of emotions in Vancouver, as much as the Olympic Games. They have increased the interest of people toward these admirable athletes beyond their athletic performance, affecting the heart and inspiring people around the world.

To watch on You Tube the interviews of athletes realized by **Aurore Vincent**:

<http://www.youtube.com/user/AuroreV78>

To see again the competitions and the opening and closing ceremonies, check out ParalympicSport.

tv: <http://player27.narrowstep.tv/nsp.aspx?player=ParalympicSportTV>

For more information about us: www.lechappee.iframe.com

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Regional News

News From Asia

Introduction to Korean Society of Adapted Activity and Exercise (KOSAPE)

1. History of KOSAPE

Korean Society of Adapted Activity and Exercise (KOSAPE) was established on September 8th, 1990 by a group of university professors, researchers, sports administrators, physical education teachers, and adapted physical educators who care about the health and welfare of the people with disabilities.

Mr. Il-muk Cho, President of Korea Rehabilitation Society for the Disabled, was the first president and served on the board for four consecutive periods with the purpose of building up and consolidating the foundation of KOSAPE. **Professor Ui-Su Kim**, elected as the 5th president, registered KOSAPE to Korea Research Foundation and obtained ISSN 1226-5063, thereby making KOSAPE a formal and official society in Korea. **Professor Yang-Ja Hong** at Ewha Womans University became the president of KOSAPE for two consecutive periods. Under her presidency, KOSAPE raised its profile and reputation and became well-known both inside and outside Korea. **Professor Hun-Gyo Jung** at Hanshin University then became the 8th and **Professor Seung-Kwon Choi** at Yong-in University the 9th President of KOSAPE. Both of them took the responsibility to further develop the scope of the society. In 2007, **Professor Kyung-Sook Kim** at the Korea National Sport University was elected as the 10th President of KOSAPE. Under her presidency she has made significant contributions to the development of the society such as organizing various national and international symposia, proposing a local quarterly journal in the APA field, and increasing the membership base by three-fold. On the KOSAPE executive board, there are five vice presidents, 31 board members, two auditors and five full time members of staff. As of January 2010, the total number of KOSAPE members was 1,200 and it is expected that such number will increase steadily in the new few years. From January 2010 onward, **Professor Hye-Ja Jeon** at Soonchunhyang University becomes the new President of KOSAPE. She will serve on the board for two years and is committed to further development of the society.

2. KOSAPE and its related academic activities

KOSAPE is composed of eight departments, such as Planning, Research, Public Relation and Communication, International Affairs, Liaison, Finance, Publication and Auditing Institution. Each department has its own mission and board member who is an expert in the area of APA. To foster academic exchange and interaction among members, KOSAPE holds symposia and seminars on a regular basis and has a quarterly journal that highlights the recent research work conducted by members.

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Introduction to Korean Society, continued

3. KOSAPE and its partners

KOSAPE has a very close relationship with national governing bodies such as Korean Paralympic Committee. The President of KOSAPE or other board members have played an influential role in the promotion of disability sport in a local context. Internationally, KOSAPE has also established a very good relationship with other academic networks such as the Asian Society for Adapted Physical Education and Exercise (ASAPE) since I became the President of ASAPE in 2008. We organize a variety of seminars and symposia on a regular basis by inviting some world-class researchers and scholars who are experts in the APA field.

4. What challenges do KOSAPE face?

We do face challenges everyday. The key question is how do we face them and how can we solve them by coming up with sound academic programs for further development. It is therefore important to strengthen the collaboration among the key organizations and stake holders in the field of adapted physical activity and exercise in this country. This can be achieved by the efforts of our executive boards and members in Korea.

5. What are the most important goals for 2010?

At the beginning of this year, all members of KOSAPE and people interested in APA in Korea have come up with a strategic plan to invite young talents in academia to share their ideas and results. We also encourage more members to exchange their expertise and work with other academic societies for able-bodied. We have been organizing joint symposia in collaboration with some of these academic societies. Another goal is to disseminate the information on adapted sports activity and exercise in the whole country and to identify new talents interested in APA.

In conclusion, we believe that the future of adapted sports activity and exercise is to bring in more young talents with knowledge so that they can continue the tradition of success that KOSAPE has been working in Korea.

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Prof. Kim and key KOSAPE members took a photo with Dr. Ron and Lisa French after the symposium in Seoul.

Current Situation of APA in Taiwan

Preservice teacher training in adapted physical education. Forty-five undergraduate students majoring in physical education or special education enrolled in this optional university-based curriculum in Fall 2009. All these undergraduate students took their practicum in Kaohsiung Municipal Kaohsiung School for Students with Disabilities. Children with disabilities were divided according to age groups and receive instruction in the gymnasium settings.



TAPAS: Magazine of Taiwan Adapted Physical Activity Society

The TAPAS was established in 2004, and the latest issue was published in December 2009. The TAPAS has published all kinds of papers regarding health, physical activity and exercise for special populations in Taiwan. In the latest issue, instructional strategies and program organization and management for individuals with ASD, attention deficit hyperactivity disorder, cerebral palsy, middle aged women, and various disabilities were discussed. Two original articles were also presented in the latest issue: (a) The effect of using computer-assisted tools on the upper limbs functioning in children with cerebral palsy and (b) the effect of sports chanbara on the health-related physical fitness in individuals with disabilities.

Community Based Aquatic Program for Students With Autism Spectrum Disorders

Physical activity is often overlooked in individuals with disabilities in Taiwan. This program has been supported by the National Science Council, Taiwan since 2007 and conducted by the Department of Physical Education, National Kaohsiung Normal University to determine if participation in an after school community-based aquatic program would result in improved aquatic skills, social behaviors, and physical activity levels in children with autism spectrum disorders (ASD). The first year (2007-2008) was a self-contained (segregated) class; the second year (2008-2009) was an inclusive class with one-to-one typically developing peers and now (2009-2010) is a sibling-assisted class. Overall, this program has been positive about children with ASD, siblings, parents, and their typically developing peers. They felt that they enjoyed participating in this program, rated this program as "very good," and wanted to participate in similar physical activity program in the future.

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News From Europe

Elections of EUFAPA Board Members



This year the EUFAPA Board of directors will complete their four-year term. At that time, the current President-Elect, **Martin Kudláček**, will become EUFAPA President and current President, **Jean Claude de Potter**, will become EUFAPA Past-president. An election will be held in May 2010 during EUCAPA in Jyväskylä (Finland) for the following positions:

- President Elect
- Secretary
- Vice-President
- Treasurer

The EUFAPA Board of Directors invites EUFAPA members to participate in the nomination and election of competent and motivated nominees for next EUFAPA board. Nominations had been due by March 6, 2010!!

The guidelines and procedures for making nominations is described in the EUFAPA Bylaws, which can be found at www.eufapa.eu

Important to know:

- 10.2. The board of directors members are elected at General Assembly based on the nomination of EUFAPA member.
- 10.3. All members of the board of directors are elected for two biannual (4 years).
- 10.4. The board of directors' members are: president, president-elect, past president, vice-president, secretary, and treasurer.

Elections will be held during next EUFAPA General Assembly (GA) in 2010. The GA will be held during May 6-8 (EUCAPA) in Jyväskylä, Finland.

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EUFAPA Awards

For the second time after 2008-EUCAPA in Torino, winners of EUFAPA awards will be selected during the European Conferences held May 6 – 8, 2010 in Jyväskylä, Finland.

EUFAPA Awards are conferred in 3 categories:

1. EUFAPA-European Professional Award for Outstanding Achievements: The contribution to the field of APA can be achieved by acquisitions in research or professional activities or in sport competition. The candidate will be selected by the **EUFAPA award committee** following to nominations / applications from European countries. The call for nominations is published at the EUFAPA website and on the EUCAPA organizer's website. The candidate will be selected by the **EUFAPA award committee** following to nominations / applications from European countries. The call for nominations is published at the EUFAPA website and on the EUCAPA organizer's website.
2. EUFAPA-Award for Outstanding Achievements on National Level (of the hosting country): The contribution to the field of APA can be achieved by acquisitions in research or professional activities or in sport competition – this year from Finland! Nominations should be forwarded to the awards committee by the EUCAPA organizer's committee.
3. EUFAPA-Young Investigators Award. This award will be awarded for the best presented paper at EUCAPA. The candidate will be selected among the applications which had been submitted together with the submission of the abstract of the congress presentation by the master thesis award committee.

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Centre for Inclusive Sports Studies (CEDI) Was Founded in Madrid, Spain

The Sanitas Foundation and the Polytechnic University of Madrid (Faculty of Physical Activity and Sport Sciences – INEF) have signed (October 28th 2009) an agreement for the creation of **Centre for Inclusive Sports Studies** (Centro de Estudios sobre Deporte Inclusivo – CEDI, in Spanish) in Spain. The main goal is to research and raise awareness of inclusion in sport, an issue at the forefront of sports practice for persons with disabilities.

The CEDI will foster the practice of inclusive physical activities and sports for people with and without disabilities. Headed by Professor **Javier Pérez Tejero**, it will analyze and promote the benefits of physical activities and sports for people with disabilities in improving their health and encouraging their social integration. The studies and knowledge it generates are aimed at promoting a platform for action, especially among regular sports institutions to promote equality and inclusion in regular sports practice. The Centre will work with sports federations to make headway in this field, as well as with universities, schools, sports clubs, and other institutions. To deliver on these goals, the CEDI will work in four different areas:

- Research and Knowledge. It will carry out research work APA and sports in Spain in relation to different fields, such as clinical/rehabilitation, education, sport, and leisure.
- Training and Skills. It will train Inclusive Physical Education and/or Technical Sports Training professionals' analysis and requirements.
- Activities and Implementation. Main activities will be the development of wheelchair basketball for children with and without disabilities; sports for severe disabilities will be developed at inclusive context and the inclusion of children with disabilities in school sports competitions at the regional and national levels.
- Awareness-raising. Publications, scientific forums and training courses on inclusive physical activities and Sports: materials and resources.

The new Centre is based out of the Faculty of Physical Activity and Sports Science-INEF at the Polytechnic University of Madrid and will have a website soon, where all the activities undertaken in the different project areas will be published and coordinated.

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Centre for Inclusive Sports Studies, continued

One of the first steps on the CEDI is to develop a research based state-of-the-art of the practice of physical activity and sports in Spain by persons with disabilities, together with the Higher Sport Council of Spain. Moreover, an overview book of “APA research and quality of life in Spain” will be published in early 2010. Apart from research, training and skills curricula for sport coaches are being developed with a strong focus in inclusion of persons with disabilities into sport mainstream.

But probably the main focus of the CEDI is the development of real inclusive activities, like the “Inclusive Basketball Camp” in May 2009, together with Real Madrid Foundation (see the picture with Real Madrid

basketball team), the “Basketball Integration Day” last December 19th 2009, both in Madrid (Spain), or the inclusion, the first week of January 2010, of some sports for persons with physical disabilities (like swimming or wheelchair basketball) at the Spanish School Sport Championships (Zaragoza, Spain).

The CEDI will provide grants for doctoral students in Sports Sciences, especially for those with disability, developing projects in the context of the centre. But even we are honored and glad to have in CEDI to the professors **David Sanz Rivas** (as national APA expert) and **Yeshayahu Hutzler** (as international APA expert) as external CEDI consultants.

With the creation of the Centre, the Sanitas Foundation wants people with disabilities to benefit from sport as a way of leading a healthier and better quality of life. It also aims to increase integration and provide fuller lives for people with disabilities. This agreement is yet another part of Sanitas’s commitment to the people with disabilities and sport. The company is one of the organizations that supports the ADOP (Paralympic Sport Supporting) plan to maintain the Paralympics and is the official medical provider to the Spanish Paralympic Committee. Its work in this area has involved creating and managing the first and only medical service in the world aimed at a Paralympics team. It is concerned both with their daily health services and in preparing Spanish Paralympic team members for the Paralympic Games (www.fundacionsanitas.org).

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APA as Creative Movement: A Method Designed to Motivate Patients Aged Over 65 With Type 2 Diabetes to Engage in Physical Activity

The article illustrates the principles and foundations underlying a new APA protocol designed to motivate participants over 60, suffering from type 2 diabetes, to the regular practice of physical activity. The protocol was applied for 6 months to a group of 60 participants, who practiced motor activity in the gymnasium for one hour, twice weekly, in Turin, Italy. Clinical, physical/motor, and quality-of-life-related data were taken; processing is now under way.

It has been shown that motor activity promotes health and aids the primary and secondary prevention of chronic cardiovascular and metabolic diseases; its practice has been recognized and recommended since the late 1980s by international bodies (World Health Organisation, WHO, Ottawa Charter for the Promotion of Health, 1986; Health 21: Health for All in the 21st Century, 1998, 4th International Congress on

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APA as Creative Movement, continued

Physical Activity, Aging and Sport, Heidelberg, Germany, 1996). A general principle has been established: "Regular physical activity is useful to individuals during their entire lifespan" and 21 guidelines have been developed as a target for those aged 50 or over.

Diabetes is a chronic disease, for which the WHO estimates that by 2030, the world population of those affected will rise from today's 177 million to 360 million, thereby taking on the characteristics of a "pandemic." Numerous studies testify to the importance of regular and continuative motor activity to prevent the onset of diabetes, to reduce its morbidity and mortality, to improve metabolic compensation, physical performance, perceived health, and quality of life. Nevertheless, in the EU countries, one citizen out of three has no physical exercise in his/her free time, two out of three adults do not achieve the recommended levels of physical activity, and the average European spends more than five hours a day seated.

The principles and foundations underlying the method include the following: In general, sport and activity in movement in the gym correspond to what the television and mass media publicize, that is the mere performance and repetition of precise motor tasks, assigned by the instructor/trainer. This approach risks being non-stimulating and uninteresting, and above it tends not to be motivating, in particular, when those it is aimed at are persons with special needs. This leads to their abandoning the activity and thus inevitably leading a sedentary life. At the start of the study, changing the method commonly used was a considerable difficulty, because some stereotypes that are prevalent in daily use and experience had to be overcome. It emerged that the unwillingness of sedentary elderly participants to practice physical/motor activity, although they were aware of its importance as recommended by their physicians, above all consists in the lack of personal motivation to movement. To respond effectively to this significant problem, the solution we used was to determine and put in place a different working method whose principles and foundations are outlined at the points below:

- *Do not establish precise goals a priori, following a prefixed plan; they may be achieved as a spin-off.* It is like doing a jig-saw puzzle, putting in place the different pieces until the picture is completed, i.e., the final goals that the instructor knows must be achieved. In our case, these goals were developing cardio-respiratory and circulatory efficiency (aerobic capacity) and developing coordination in its various aspects (senso-perceptive and coordinative efficiency).
- *Stimulate motivation:* If the person does not want to participate, then she or he cannot perceive the pleasure of practicing activity, whereas if the movement becomes a source of pleasure, then to find this pleasure again implied finding the movement that is at the origin of the pleasure; this motivates the subject to repeat it. If it is correctly interpreted and proposed from the methodological and didactical standpoints, starting from people's needs and from the concept of guided and finalized movement as a source of pleasure, APA strongly stimulates motivation to participate in the proposed activities.
- *Plan blocks of activities, using amplifying objects,* each of some ten minutes duration, with intervals of two minutes to change the object used. Reference to this protocol remained constant, but, in line with the APA philosophy and methods, specific activities could be changed and adapted from the physical and emotional standpoints, depending on the responses given by individuals and the group.
- *Create the working plan,* starting from the actual situation of the people involved and only subsequently seek within one's personal technical and motor skills. This meant completely overturning the usual didactic situation. Instead, observe the participants' motor achievements and take these as the starting point to begin the activities. It must be made clear that emotional involvement is always the primary goal to be reached, so that participants will be open to self-expression and to experiencing sensations, perceptions, relations, and motor adaptation.
- *Allow the activity to evolve,* starting from "hints" that emerge during motor activity of group members, to gradually reaching more complex activities or those requiring greater effort. In this way, a symmetrical two-way communication comes about between group and instructor, a sort of dialogue of proposal and response that keeps group members involved.

This innovative motor activity obtained the expected results of a motivated and continued participation has proven to improve significantly some clinical parameters, physical-motor, and has had positive and significant effects in the self-perception of quality of life assessed with the SF36 questionnaire. We believe this will be a preliminary model for a new protocol aimed at elderly APA also with type 2 diabetes. Readers could obtain examples of blocks of activity from the author.

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News From the Middle East

Israeli-Palestinian Junior Wheelchair-Basketball Coach's Seminar

Within the framework of a partnership program organized and financed by the Peres Center for Peace in the Middle East, a monthly exchange program among youth with and without physical disabilities who play wheelchair-basketball has been planned.

Partners in this program are Lifegate rehabilitation association located in Beit Jallah from the Palestinian side, and the [Israel Sport Center for the Disabled](#) (ISCD) located in Ramat-Gan from the Israeli side. The activity is intended to follow the guidelines of the [junior wheelchair-basketball activity with a twin-basket principle](#) (a basket at regular height and one at 1.20 meters height for the less functionally able participants), originally developed by the ISCD with the assistance of the Israel [National Insurance Institute Fund for Demonstration Projects](#). In order to establish basic knowledge and skills for instruction, a coach's seminar was organized during 18-19 November 2009.

Source: <http://www.adaptip.com/showArticle.asp?DynamicContentID=419&SubSectionID=68&LangCode=Eng>

News From North America



Camp ASCCA: Promoting Independence and Inclusion through Recreation

Camp ASCCA (Alabama's Special Camp for Children and Adults) is one of the world's largest year-round barrier-free camps for people with disabilities. Located in Alabama USA, Camp ASCCA opened in 1976 and is situated on 270 acres on two campuses along Alabama's largest recreational lake. Camp ASCCA serves 9,000 campers each year or over 100,000 individuals with disabilities since its beginning. The mission of Camp ASCCA is to help children and adults with disabilities achieve equality, dignity, and maximum independence through a safe and quality program of camping, recreation, and education in a year-round barrier-free environment.

The benefits of the camp experience are immeasurable. The impact that a camp experience can have on increasing confidence and the level of independence often remains long after the camp session has ended. Camp ASCCA's safe, supportive environment encourages the camper to meet new challenges. The goal is to serve those who can derive maximum benefit from the resident camp experience and provide a healthier, happier, longer, and more productive life for children and adults of all abilities. Camp ASCCA also accents inclusion by involving both people

with and without disabilities in the resident camping experience. Camp ASCCA promotes development of socialization, coping skills, and independence skills through a series of programs designed to challenge each camper to their maximum potential.

Camp ASCCA means fun for the 10,000+ visitors who spend time at the facility each year. Campers with disabilities such as spinal cord injury, intellectual disability, autism, traumatic brain injury, spina bifida, multiple sclerosis, muscular dystrophy, diabetes, sickle cell, hemophilia, and asthma enjoy unique camping experiences at Camp ASCCA. Funding for Camp ASCCA comes from a variety of sources, including government agencies, civic groups, and individual contributors. Through these fund-raising efforts, Camp ASCCA has assured that, to date, no camper has ever been denied participation at camp due to financial hardship. Rather, donations from organizations across Alabama have allowed many campers to experience the thrill of Camp ASCCA.

With more than 20 different activities from which to choose, Camp ASCCA is an exciting place to be. Each activity area offers a unique experience and allows the camper to succeed on his or her own, as well as in an environment of peer support. In the aquatics area, campers have an opportunity to experience activities such as water skiing, tubing, pontoon boating, swimming, and flat water canoeing. From nationally-ranked water skiers to children who have never been exposed to water play, the aquatics program offers something for everyone. With barrier-free adventure activities, Camp ASCCA offers children and adults with disabilities a chance to climb a tree, slide down a zip line, climb a 20-foot cargo net, tackle a low ropes

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Camp ASCCA, continued

course, and rappel down a tower. The largest program area at Camp ASCCA is its outdoor education component, which includes wildlife and farm animal studies, horseback riding, fishing, archery, riflery, arts and crafts, along with a variety of sports. From tennis to basketball, a range of sports that require little or no adaptive equipment are demonstrated at Camp ASCCA. Programs include summer resident and off-season resident camping experiences. The summer program operates from late May to mid-August. The off-season program consists of respite, family, and specialty camps that allow Camp ASCCA to serve a greater number and wider variety of consumers with disabilities.

Swimming programs include recreational swimming and swimming instruction, with an emphasis on a variety of programs, safety in the water, free play and recreational swim, and scuba diving instruction. Waterfront involves a range of activities, from passive recreational pontoon boat rides to partner canoeing, from tubing as a lead-in activity to waterskiing with a variety of adapted equipment. Sports include a variety of indoor and outdoor sports, including both team sports and individual sports. Skill instruction is offered in each sport as well as recreational and team play. For lower skilled campers, ball games and activities are used as lead-in activities. Science education takes place in the environmental center for both campers with and without disabilities in an inclusive setting. There are farm activities and gardening in the demonstration farm for campers that are urban challenged. Adapted archery and riflery take place in the shooting range, including target range shooting and skeet shooting. Fishing is a popular activity with lakefront fishing, pond fishing, and weekend fishing trips. Equestrian activities include recreational riding to equestrian therapy to trail riding. Adventure activities include climbing activities on the climbing tower, tree house, cargo net, and the popular zipline. The climbing tower allows campers several avenues to ascend the tower. Once at the top of the tower, the camper takes a 300 foot zipline ride. This is an exhilarating experience for campers, particularly those that spend their days earthbound in a wheelchair. It is also joyous for parents who have been told many times of the things their child will be unable to do.

The mission of Camp ASCCA is to help children and adults with disabilities achieve equality, dignity, and maximum independence. This is accomplished by adapting activities when necessary to focus on the ability of each camper. But it is important to note that activities are only adapted when necessary, as adaptations make it more difficult to make an easy transition to participation in mainstream camping and recreation activities. The camp swimming pool is a modified Olympic design with a 3-foot maximum depth to allow for ambulation through buoyancy for campers and counselor stability by standing. Entry to the pool is by ramp, transfer, or lift. Science activities are conducted in the state-of-the-art environmental center, using touch and learn technology. Fishing is conducted on innovative accessible fishing piers at the waterfront, pond, and on fresh water streams. Gardening takes place in accessible raised plant beds. Riflery programs are enhanced by access to a 200 acre accessible hunting preserve, with access by 4-wheel drive all terrain vehicles, hunting blinds and stands with lifts, and special adapted hunting equipment. Campers have access to equestrian activities by specially designed loading platforms, which allow for access to horses for therapy, ring riding, and trail rides. All buildings are accessible, with hydraulic doors for easy passage by wheelchair users. All buildings except the conference center are on one level with entrance by ramp at level ground access. The conference center has an elevator. Elevated rampways and concrete paths throughout the camp allow campers of all abilities and ambulation to explore the outdoor environment. All activity areas are designed for inclusive use by people who use orthotics (wheelchairs, canes, crutches) with ambulatory campers. A central element of the adventure area is the climbing tower and zipline. The tower is 40 feet high and accessible by campers by either a 90 degree climbing side, 45 degree climbing ramp, or 60 degree climbing ramp. Access to the tower is by accessible ramp for ambulatory campers or by a wheelchair accessible take off platform, where campers traverse to the top of the tower. From the time campers start the climb until they depart from the course, they are securely supported by a seat harness and secured by belay ropes monitored by camp counselors. Camp ASCCA is truly a place where campers learn to participate in recreational activities in an environment of independence, equality, and dignity. For more information on Camp ASCCA, visit the camp website at: www.campascca.org.



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Importance of Health Promotion Programs

Individuals with disabilities are typically at a greater risk of morbidity and mortality, oftentimes because of the complex associated, secondary, and chronic conditions they experience. This presents a significant public health challenge to researchers and practitioners to improve the health of individuals with disabilities and reduce spiraling healthcare costs. One potentially fruitful area of research and practice are health promotion interventions, which have been shown to reduce secondary conditions and healthcare costs (Ravesloot, Seekins, & White, 2005; Rimmer & Braddock, 2002). Despite this evidence a limited number of interventions have been completed, especially in community settings (Rimmer & Rowland, 2008). In addition, if public policy regarding health promotion programs is to be changed and health disparities among people with disabilities reduced, then evidence of the efficacy of health promotion programs must be collected. If such programs are to effectively facilitate the adoption and maintenance of healthy behaviors, however, then specific strategies must be put in place that (a) empower the individual to manage their own health and (b) enable the individual by creating a disability-friendly environment (Rimmer & Rowland, 2008). Consequently, researchers and practitioners whose goal is to improve the long-term health of individuals with disabilities should focus on designing, implementing, and recording findings from sustainable health promotion programs.

References:

- Ravesloot, C., Seekins, T., & White, G. (2005). Living well with a disability health promotion intervention: Improved health status for consumers and lower costs for healthcare policy makers. *Rehabilitation Psychology, 50*, 239-245.
- Rimmer, J.H., & Braddock, D. (2002). Health promotion for people with physical, cognitive and sensory disabilities: An emerging national priority. *American Journal of Health Promotion, 16*, 220-224.
- Rimmer, J.H., & Rowland, J.L. (2008). Health promotion for people with disabilities: Implications for empowering the person and promoting disability-friendly environments. *American Journal of Lifestyle Medicine, 2*, 409-420.

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ASAPE 2010

August 6-8, Solo, Central Java, Indonesia

The 11th International Symposium of ASAPE will be held on 6-8 August, 2010 in Solo, Central Java, Indonesia. The theme is "Adaptive Physical Activity as a Bridge to Independence." This symposium is hosted by ISAPE (Indonesian Society for Adapted Physical Education and Exercise) in collaboration with the Directorate of Management for Special School and University of Sebelas Maret Surakarta.

Any researchers and practitioners interested in APA are welcome to attend. This symposium consists of a series of symposia, oral/poster/video presentation, country reports, and creative performance. Abstract submission is due on May 30, 2010.

For details, please look us up at <http://2010asape.fkip.uns.ac.id> and contact our Conference Secretariat 2010asape@fkip.uns.ac.id.

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ISAPA 2011



July 4-9, 2011, Christchurch, New Zealand

Planning is full speed ahead for ISAPA 2011. We are planning a fantastic scientific, practical, social and cultural experience for all delegates. New Zealand's scenery and culture will enchant you all and ensure that you have a fabulous time both at the symposium and during your stay.



Please find the time to check the ISAPA 2011 website <http://www.uco.canterbury.ac.nz/conference/isapa2011/index.shtml> for up to date information about the symposium. You will currently find information about New Zealand and be able to register your interest in attending. Those who register will receive regular updates and direct emails regarding the symposium.

We look forward to seeing you all in Christchurch, New Zealand in 2011!

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Calendar of Events for 2010 and Beyond

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

2010

3rd International Congress on Physical Activity and Public Health

May 5-8, 2010, Toronto, Canada

“Mobilizing Research for Global Action in Policy and Practice”

http://www.cflri.ca/icpaph/documents/Fall_08V12.pdf

Contact: registration@eventives.ca

European Congress of Adapted Physical Activity (EUCAPA) in conjunction with the Finnish Congress of Adapted Physical Activity

May 6-8, 2010, Jyväskylä, Finland

“Adapted Physical Activity Over Life-Span” <http://eucapa2010.org>

Contact: Toni Piispanen toni.piispanen@lts.fi

3rd International Conference of Physical Education and Sports Science (ICPESS)

May 25-28, 2010, Nanyang Technological University, Singapore

“Youth in Physical Education and Sport” <http://www.nie.edu.sg/icpess2010>

Contact: icpess2010@nie.edu.sg

17th Biennial Conference of the International Society for Comparative Physical Education and Sport (ISCPES)

June 6-8, 2010, Nairobi, Kenya

<http://www.ku.ac.ke/conference>

<http://www.iscpes.org>

14th World Sport for All Congress

June 14-17, 2010, Jyväskylä, Finland

<https://www.jyu.fi/en/congress/sportforall2010>

Contact: sfa2010@confedent.fi

Scientific Congress on Inclusion and Empowerment

June 18-19, 2010, Germany

“Inclusion and Empowerment – Effects of Physical Activity for People with Intellectual Disabilities”

<http://www.specialolympics.de/kongress2010.html>

Contact Sandra Ziller sandra.ziller@specialolympics.de or Mike Lochny mlochny@uni-bremen.de

International Interdisciplinary Conference

July 5-7, 2010, University of Lower Silesia University, Wrocław, Poland

“Lack of Self-dependence - Old and New Areas. Challenges to Education, Rehabilitation and Inclusion”

Contact: specialeducation2010@gmail.com

Council for Exceptional Children (CEC)

July 11-14, 2010, Riga, Latvia

“Embracing Inclusive Approaches for Children and Youth with Special Education Needs”

<http://RIGA2010@Kalevatravel.lv>

(continued)

Calendar, continued

11th International Symposium of Asian Society for Adapted Physical Education and Exercise (ASAPE)

August 6-8, 2010, Solo, Central Java, Indonesia
“Adapted Physical Activity as a Bridge to Independence”
Contact 2010asape@fkip.uns.ac.id
<http://2010asape.fkip.uns.ac.id>

11th World Leisure Congress

August 28-September 2, 2010, Chuncheon, Korea (South)
<http://www.worldleisure2010.org>

12th International EGREPA Conference

September 23-25, 2010, Prague, Czech Republic
“Aging and Physical Activity”
<http://www.egrepa.org>
Contact: egrepa2010@guarant.cz

North American Federation of APA Symposium joint meeting with 39th National Adapted Physical Education Conference (formally annual California conference on APA)

November 4-6, 2010, Riverside, California
“Beyond the Game, Future Directions”
http://www.cahperd.org/events_calendar/Natl_APE_Conf.html

2011

International Olympic Committee (IOC) World Conference on Prevention of Injury & Illness in Sport

April 7-9, 2011, Grimaldi Forum, Monaco
<http://www.ioc-preventionconference.org>

International Symposium of Adapted Physical Activity

July 4-8, 2011, Christchurch, New Zealand
Contact isapa2011@uco.canterbury.ac.nz

World Summit: Athletic Care and Interdisciplinary Sports Medicine

2011, Innsbruck, Austria (specific date and venue to be confirmed)
Contact daniela.ruckriegel@mcon-mannheim.de
<http://www.gaasm.org> Sponsored by German Academy of Applied Sports Medicine

2012

2012 International Convention on Science, Education and Medicine in Sport (ICSEMIS)

July 19-24, 2012, Glasgow, Scotland
Brunel 2012 ICSEMIS Consortium
<http://www.brunel.ac.uk/2012/news/icsemis>

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