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# Adapted Physical Education at the State University of New York College at Brockport, (1968-1993)

Kevin Andrew Biata  
*The College at Brockport*

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ADAPTED PHYSICAL EDUCATION  
AT THE STATE UNIVERSITY OF NEW YORK  
COLLEGE AT BROCKPORT,  
(1968-1993)

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A Master's Thesis  
Presented to the  
Department of Physical Education and Sport  
State University of New York,  
College at Brockport  
Brockport, New York

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In fulfillment of the  
Requirements of  
PES 795  
Thesis

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By  
Kevin Andrew Biata  
July, 1999

STATE UNIVERSITY OF NEW YORK

COLLEGE AT BROCKPORT

BROCKPORT, NEW YORK

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

Title of Thesis: ADAPTED PHYSICAL EDUCATION  
AT THE STATE UNIVERSITY OF NEW YORK  
COLLEGE AT BROCKPORT, (1968 - 1993)

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Accepted by the Department of Physical Education and Sport, State University of New York, College at Brockport, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education).

Date: 7/5/99

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Adapted Physical Education At The State University Of  
New York, College At Brockport, (1968-1993)

by Kevin Andrew Biata

State University Of New York, College At Brockport

ABSTRACT

This study was designed to record and summarize accomplishments associated with the adapted physical education program at SUNY Brockport from 1968 to 1993. Information was collected from a variety of primary and secondary sources and accomplishments were summarized as they pertained to four areas related to the adapted physical education program: professional preparation, funded research, athletic services, and faculty. In summary, the SUNY Brockport master's degree concentration in adapted physical education was implemented in 1968 and was the first in the United States. For 21 years between 1971 and 1993 the concentration was financially assisted by the U.S. Department of Education. In 1981, an undergraduate concentration in adapted physical education was initiated. Between 1968 and 1993, three major research projects related to the physical fitness of individuals with disabilities were funded by the U.S. Department of Education. In regard to athletic services, Brockport hosted several games at the county, state, and international levels. In the first 25 years, 10 individuals served as faculty members in association with the professional preparation program. Dr. Francis X. Short served as a faculty member in the

professional preparation program, as a researcher on funded research projects, and as a contributor to other service activities from 1979. Dr. Winnick began at Brockport in 1965 and he was responsible for initiating both the graduate and undergraduate professional preparation programs; directing funded professional preparation and research projects, and contributing to on-campus athletic activities for the entire first 25 years of the program.

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## CHAPTER I

### INTRODUCTION

#### Evolution of Adapted Physical Education in the United States

Knowing about the evolution of adapted physical education enables a better understanding of the growth and direction of the profession. Modern adapted physical education has roots in both a medical and an educational background and has evolved over many years. (Sherrill, 1998).

Physical education emerged from a medical orientation prior to the 1900's. It included preventive, developmental, and corrective components. The curriculum relating to physical education consisted primarily of gymnastics, calisthenics, body mechanics, and marching or military-like exercise drills. The purpose of this medically-based curriculum was to prevent illness and promote health of the mind and body. University physical educators, who were generally physicians, applied techniques and principles from medicine to various systems of exercise (Sherrill, 1998).

In the early 1900s, physical education gradually moved from a medical orientation to a more educational orientation. The educational background emphasized individual differences and focused on competencies which a teacher or coach may have used to individualize teaching and training. Factors that influenced the change from a medical to an educational background included a) the emphasis of sports in the American culture and the physical education curriculum, b) the application of psychological and sociological theory to education which focused on development of the "whole child," c) movement away from medical training toward teacher preparation for physical educators, and d) the rise of physical education in public schools (Sherrill, 1998). As States made physical education mandatory in public schools, the number of students

being taught increased. Problems occurred when a student was unable to participate in a regular physical education program because of illness, lack of stamina, or disability. This problem was addressed to some extent by separating physical education into two branches: regular physical education and corrective or remedial physical education (Sherrill, 1998).

Both regular and corrective physical education were being taught to children who are normal between the 1930s and 1950s. Corrective physical education included basically limited, restricted, or modified activities that related mostly to health, posture, or fitness problems. Physicians were responsible for assigning either regular physical education or corrective physical education to a child. Leaders in corrective physical education possessed a strong background in medicine. Individuals who wanted to be physical education teachers generally had to complete one university course in corrective physical education (Sherrill, 1998).

Veterans of World War II had an effect on corrective physical education. They emphasized the potential of sports in rehabilitation and pointed out that amputations and spinal cord injuries were not "correctable" in nature; therefore, their contributions helped to initiate a name change which emphasized adapted physical education activities (Sherrill, 1998).

In the 1950s and 1960s, there was an increase in teaching corrective/adapted physical education in public schools to children with disabilities. This change contributed to a movement to integrate persons with disabilities into regular public schools, especially children with mental retardation. Children began participating in sports, dance, and aquatics that were adapted to their UNIQUE needs; this contributed to the formulation of adapted physical education. In the early 1950s, the American Alliance for

Health Physical Education, Recreation and Dance (AAPHERD) defined adapted physical education as follows:

Adapted physical education is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. (Committee on Adapted Physical Education, 1952 in Sherrill, 1998).

In 1954, the first textbook with adapted physical education as part of the title was published by Arthur S. Daniels, a professor who in his career taught at both Ohio State University and Indiana University. Other authors who contributed textbooks relating to adapted physical education were Hollis Fait in 1960 and H. Harrison Clarke and his son David Clarke in 1963. These three authors presented ideas and concepts different from those seen in earlier corrective physical education textbooks. Their ideas were different in that these authors focused on the physical development of the "whole child" and adapted physical education rather than corrective physical education (Sherrill, 1988).

Adapted physical education in the United States evolved gradually from an earlier medical orientation from the early 1900s onward. By the 1950s a definition of adapted physical education was developed and textbooks related to it were beginning to be published. Colleges and universities began to further educate individuals so that they could provide services in adapted physical education. The need for professional preparation programs relating to adapted physical education was becoming apparent.



In the mid 1960s, 50% of colleges and universities who had professional preparation in physical education required one course in adapted physical education (Sherrill, 1988). At this time, adapted physical education was a well developed course in many colleges and universities, but there was no formal preservice professional preparation concentration specialization in the field. The development of adapted physical education created a need to develop a separate professional preparation program to prepare specialists in adapted physical education (Sherrill, 1988). In order for a program to be developed to prepare specialists in adapted physical education, there has to be a need for the program and an interest in fulfilling that need on the part of a college or university.

In the 1960s, professional preparation in adapted physical education was influenced by the Kennedy Foundation, a foundation concerned with individuals with mental retardation. With help from the Kennedy Foundation physical educators became more aware of mental retardation and the importance of physical education in their lives. The Kennedy Foundation advocated for legislation related to physical education and recreation for individuals with mental retardation, which in turn helped to support rights of individuals with all disabilities. Senator Ted Kennedy spearheaded the passage of PL 90-170, the Mental Retardation Facilities and Community Mental Health Centers Construction Act. Title V of this act gave authority to the U.S. Department of Health, Education, and Welfare to provide funding for professional preparation and research related to adapted physical education (Sherrill, 1988).

With a need arising for professional preparation and some federal financial support, the development of professional preparation programs in adapted physical education at colleges and universities began. In 1968, without federal funding, Dr. Joseph P. Winnick developed the nation's first concentration in adapted physical education at the master's degree level at SUNY Brockport. It was implemented in the fall semester of 1968 and in 1971 he received federal financial support for the program. In 1969, nine other graduate programs were provided federal funding to develop professional preparation programs in adapted physical education (Sherrill, 1988). Following inception of the program, Dr. Winnick was involved in other activities that are covered in subsequent portions of the thesis.

#### Significance of the Study

Providing information on the adapted physical education program at SUNY Brockport is important for many reasons: 1) it is the first and oldest concentration in adapted physical education at the master's degree level, 2) the SUNY Brockport program has educated many individuals in adapted physical education who provide service to persons with UNIQUE physical education needs, 3) the program has served and continues to serve as a model for programs in other institutions of higher education, and 4) the SUNY Brockport program has reflected various changes influencing adapted physical education in the United States since 1968.

Although the Brockport program has existed since 1968, there has been little information recorded or summarized regarding it. Because the program is

significant, there is a need to record information and present it in a logical, clear, and user-friendly format; that is the essence of this thesis.

### Statement of the Problem

The study is designed to record accomplishments associated with the adapted physical education program at SUNY Brockport from 1968-1993.

### Definitions/Clarification of Terms

1) Adapted Physical Education – A diverse program of developmental activities, exercises, games, rhythms, and sports designed to meet the UNIQUE physical education needs of individuals (Winnick, 1995).

2) Physical Education – The development of physical and motor fitness, fundamental motor skills, and patterns, along with skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development (PL 94-142, 1977, Rules and Regulations).

### Delimitations

This thesis will be delimited to information regarding the adapted physical education program between the academic year of 1968-1969 until the ending of the academic year of 1992-1993. The thesis will be limited to the following four topics, which will serve as the chapter titles: professional preparation, funded research, athletic services, and faculty at SUNY Brockport.

### Conducting Historical Research

Borg and Gall (1989) believe that historical research is important for many reasons, including, enabling educators to learn from past discoveries and

mistakes, identifying needs for educational reform, and predicting future trends to a certain extent. Historical research may be directed toward an individual, an institution, an idea, or even a movement (Best, 1998). However, these areas of historical research cannot be considered as isolated; the historical observation of one area may interact with another area of historical research. All areas may interact with each other, but there is one area of focus toward which the historian chooses to direct his or her attention (Best, 1998).

Best (1998) exposes some problems that graduate students may encounter while performing historical research. These difficulties include overly broad statement of problems, inadequate primary sources of data, unskillful historical criticism, poor logical analysis of data, personal bias, and ineffective reporting (Best, 1998). These problems should be acknowledged before taking the proper steps of historical research.

Common steps taken when performing historical research are defining the problem, searching for sources of historical facts, evaluating historical sources, and presenting the pertinent facts within an interpretive framework (Borg and Gall, 1989). These four steps related to the project are discussed below.

### Defining the Problem

The purpose of this study was to record and summarize accomplishments associated with the adapted physical education program at SUNY Brockport from 1968-1993. In order to achieve this, questions were answered relative to four areas.

## Sources of Historical Research

When conducting historical research, there must be sources available to provide pertinent information. Both primary and secondary sources were utilized to record and summarize the accomplishments related to the adapted physical education program at SUNY Brockport from 1968-1993.

Primary Sources – firsthand sources that contain the actual evidence. There is only one person between the event and the researcher (Thomas and Nelson, 1996).

Secondary Sources – includes the existing body of books, articles, and media that are histories (Thomas and Nelson, 1996).

For this study, the primary sources include interviews from SUNY Brockport faculty, proposals for funding the program, final federal project reports, publications, brochures and pamphlets, college catalogues, and a variety of other historical resources. Faculty members associated with the Brockport program wrote the proposals and final reports. The information from all sources provide a background of information related to professional preparation, funded research, and athletic services for athletes who are disabled.

## Evaluation of Historical Sources

In order to properly record accomplishments associated with the adapted physical education program at SUNY Brockport between 1968-1993, it is helpful to identify and define certain terms related to validity. To enhance the validity of this thesis, the sources used in the study must satisfy external and internal criticism to the best possible extent. Clarification of these terms will reduce confusion and misinterpretation.

External Criticism – Phase of historical research process that establishes the authenticity of the source. The source must be authentic to be credible for the study that is being researched (Thomas & Nelson 1996). The grants, final reports, newspapers, college catalogues, and other sources of information used for this study will be authentic.

Internal Criticism – Phase of historical research process that establishes the credibility of a genuine artifact or document. The source must be credible for it to be worthwhile for the study being researched (Thomas & Nelson 1996). Sources for this study will be internally criticized to prove credibility.

### Presenting Facts

In the chapters that follow, information related to the accomplishments associated with the adapted physical education program at SUNY Brockport between 1968 and 1993 will be presented. Each chapter will vary in regard to questions asked, though each chapter will convey descriptive information. Chapter II, "Professional Preparation," will deal with both preservice and inservice programs on the undergraduate and graduate level. Chapter III will provide information on funded research projects at SUNY Brockport: Project UNIQUE, Project UNIQUE II, and Project Target. Chapter IV will describe athletic services conducted at SUNY Brockport for individuals with disabilities. Chapter V will provide information regarding the contributions and years of service of faculty members in the adapted physical education program at SUNY Brockport from 1968-1993. Lastly, Chapter VI will summarize this study.

## Organizing Remaining Chapters

### Chapter II - Professional Preparation

In Chapter II, information regarding professional preparation related to the adapted physical education program at SUNY Brockport will be presented. The areas associated with professional preparation are preservice preparation and inservice preparation. Preservice preparation reflects the preparation of undergraduate and graduate students to teach adapted physical education, as well as discussing a Special Education Planning Grant and a New York State Summer Session Traineeship Project. Information that will be examined regarding the graduate master's degree concentration includes background and purpose of program, program content and changes, federal support, student enrollment, student research, faculty, impact of graduates, and employer evaluations. Information that will be provided regarding the Special Education Planning Grant and the New York State Summer Session Traineeship Project include purpose, background information, methods and procedures, personnel, and results. Information that will be presented in regard to the undergraduate preservice area includes course descriptions and requirements, along with the number of students who completed the program.

The inservice area of professional preparation gives information on preparation provided for individuals not pursuing a degree who are already teaching in the field and providing service. The five inservice projects that will be discussed in Chapter II are 1) Project Outreach, 2) Mainstreaming Subcomponent, 3) Department of Defense Project, 4) Special Olympics Sport Skills Project, and 5) Train-A-Champ Project. The topics that will be presented will differ slightly for each project, but some of the common elements that will be addressed include: purpose, background information, methods and procedures, personnel, and results.

### Chapter III - Funded Research

Chapter III of this thesis will examine the area of funded research associated with the adapted physical education program at SUNY Brockport. The funded projects that will be presented in detail are Project UNIQUE and Project UNIQUE II. Project Target will only be briefly discussed because it fell outside of the 1968-1993 period of the study. The information presented in Chapter III may differ slightly from project to project, but some common topics that will be presented include objectives, methods and procedures, and results.

### Chapter IV - Athletic Services

Chapter IV will examine the athletic services provided by SUNY Brockport for persons with disabilities with assistance from the adapted physical education program. In 1968, SUNY Brockport hosted the Monroe County Special Olympics and in June 1975 and 1976, SUNY Brockport hosted the New York State Special Olympics. In August 1979, SUNY Brockport hosted the International Special Olympics (Winnick, 1981b). Information pertaining to purposes, methods and procedures, and results will be discussed in this chapter.

Another athletic service that was and continues to be hosted by SUNY Brockport is the New York State Games for the Physically Challenged. These games are provided for youngsters with physical challenges, ages 5-21. SUNY Brockport has hosted the Western Region New York State Games for the Physically Challenged since 1987. Again, information pertaining to purposes, methods and procedures, and results will be discussed in this chapter.

### Chapter V - Faculty

Chapter V will present and summarize contributions and accomplishments of faculty in the adapted physical education program at SUNY Brockport during the first 25 years. Two professors who will be discussed in depth are Dr.



Winnick and Dr. Short. Dr. Winnick arrived at SUNY Brockport in 1965 and is responsible for initiating the adapted physical education program.

Information that will be presented for each faculty member includes their: name, degree, doctoral institution, and period of time at SUNY Brockport. Contributions and accomplishments of faculty members who have contributed 10 years or more to the adapted physical education program at SUNY Brockport will be discussed in greater detail than other faculty.

#### Chapter VI – Summary

Chapter VI presents a summary of the thesis including a listing of milestones associated with the adapted physical education program at SUNY Brockport.

## CHAPTER II

### PROFESSIONAL PREPARATION

Information will be presented in Chapter II that relates to preservice and inservice professional preparation associated with the adapted physical education program at SUNY Brockport. Preservice professional preparation includes both the graduate and undergraduate programs. Preservice activities associated with the graduate program discussed herein include the master's degree concentration in adapted physical education, a Special Education Planning Grant, and a Summer Session Traineeship Project. Information related to the graduate master's degree concentration in adapted physical education will be presented in the following categories: background and purpose of program, program content, program changes, federal support, student enrollment, practicum experiences, evaluation of practicum sites, student research, faculty, evaluation of courses, practicum supervisors, accomplishments of graduates, and employer evaluations. Information related to the Special Education Planning Grant and the Summer Session Traineeship Project will include purpose, background information, methods and procedures, personnel, and results.

A discussion of preservice activities will also address professional preparation at the undergraduate level. Information to be presented relative to the undergraduate program includes the content of the program.

The inservice area related to professional preparation at SUNY Brockport includes the following four inservice projects: Project Outreach, Mainstreaming

Subcomponent, Special Olympics Sport Skills Project, the Train-A-Champ Project, and the Department of Defense Dependent Schools (DoDDS) project. Information related to these projects may differ slightly, but typically will include purpose, background information, methods and procedures, personnel, and results.

### Preservice Areas

The adapted physical education program at SUNY Brockport encompasses graduate and undergraduate levels of preservice preparation.

#### Graduate Master's Degree Concentration

##### Background and Purpose

The concentration in adapted physical education at the master's degree level was implemented by the physical education department in 1968. A student completing the concentration in the graduate program attained a Master of Science in Education (Physical Education), with a concentration in adapted physical education. During the period of 1968 to 1993, the program was designed to (1) prepare permanently certified specialists in adapted physical education and (2) to enhance the preparation of regular physical educators to teach adapted physical education by providing an opportunity for them to elect courses in the program.

##### The First Program

The first adapted physical education concentration at the Master's degree level was implemented in 1968. Courses in the program reflected a medical categorical orientation. Separate courses were offered on the mentally and perceptually handicapped, the physically handicapped, and the emotionally

disturbed and disadvantaged (Winnick, 1970). Courses associated with the 1968 program are presented in Table 2.1 (Winnick, 1971).

The basic framework of the adapted physical education program at SUNY Brockport in 1968 provided,

1. A core area of courses that were designed to develop basic competencies related to advanced professional study. Competencies in the core area included research techniques and materials as well as skills and understandings related to professional areas of curriculum, evaluation, and social and philosophical foundations of education.
2. An opportunity to choose either a concentration or specialization in adapted physical education.
3. An opportunity to specialize in adapted physical education.
4. An opportunity for a student to complete either an independent research project worth 3 credit hours or a master's thesis worth 6 credit hours.
5. An opportunity to elect courses within the behavioral sciences or cognate areas which in turn served to support the student's preparation in the professional concentration.
6. Seminar and practicum experiences where students could apply knowledge acquired in one or a combination of content courses related to adapted physical education.

### Program Changes

The adapted physical education program has experienced various changes from 1968 to 1993 reflecting the evolution of the field of adapted physical education. In 1972, the first changes were made to the original adapted

Table 2.1. 1968 Master of Science in Education (Physical Education)  
Concentration: Adapted Physical Education

Part I Core (12-15 hours)			
Department	Course#	Title	Credit Hours
H. & P.E.	512	Seminar in Foundations of Physical Education	3
H. & P.E.	517	Curriculum Design in Health and Physical Education	3
H. & P.E.	518	Measurement and Evaluation in Health and Physical Education	3
H. & P.E.	515	Problem Solving Approach to Health and Physical Education	3
Part II Area of Professional Concentration - Adapted Physical Education (9-15 hours)			
Department	Course#	Title	Credit Hours
1. Required - (3 hours)			
H. & P.E.	534	Seminar & Practicum in Special Education and Recreation	3
2. Electives from area of Professional Concentration (6-12 hours)			
H. & P.E.	531	Physical Education and Recreation for the Mentally and Perceptually Handicapped	3
H. & P.E.	532	Physical Education and Recreation for the Physically Handicapped	3
H. & P.E.	533	Physical Education and Recreation for the Emotionally-Disturbed and Disadvantaged	3
H. & P.E.	599	Independent Study in Physical Education	3

Table 2.1 (continued)

3. Electives from Professional Elective Area (0-6 hours)		
Course#	Title	Credit Hours
PHE 411	Psychology of Coaching	3
PHE 414	Coaching Women's Sports	3
PHE 415	Contemporary Trends in Physical Education	3
PHE 523	Basic Sport Issues (Sport Philosophy)	3
PHE 540	Physical Education in Higher Education	3
PHE 541	Seminar in Scientific Bases of Human Movement	3
PHE 542	Advanced Experimental Research and Laboratory Instrumentation	3
PHE 544	Motor Learning	3
PHE 545	Perception and Movement	3
PHE 560	Physiological Aspects of Exercise	3
PHE 595	Master's Thesis	6
PHE 599	Independent Study in Physical Education	3

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Part III - Cognate Area (6-9 hours)

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Note. From "Deans Grant," (Special Project Grant Application) by J. P. Winnick 1971. State University of New York, College at Brockport, Department of Physical Education and Sport.

physical education concentration (See Appendix A). The change essentially involved a change from the categorical approach. In the 1972 program, courses within the concentration were established to reflect a developmental, corrective, and adapted orientation to the general area of adapted physical education.

The core area in the 1972 master's degree program was revised to include three courses instead of four in the 1968 program. The three courses included Seminar in Foundations of Physical Education, Measurement and Evaluation in Physical Education, and Research Methods. Unlike core courses in the 1968 program, the core area courses in the 1972 master's degree program incorporated only physical education rather than health and physical education. The total program enabled students to elect courses from the physical education discipline as well as courses in cognate areas to enhance their program of study.

In 1975, the required credit hours within the adapted physical education concentration changed. The concentration area increased its semester hour requirements from 9 to 15 credit hours to 12 to 15 credit hours. A graduate student was required to complete at least 12 credit hours in the concentration area compared to the minimum of 9 credit hours that were required in the original concentration area in 1968. Another change was the elimination of the original cognate area from the adapted physical education model (Winnick, 1976). A prescribed elective area replaced the physical education elective area and the cognate area.

In 1977, a change in name only occurred when the name of the adapted physical education program was changed to "special physical education"

(Winnick, 1977). See Appendix A for the description of the program. However, in 1978 a more substantive change occurred in the form of a competency-based program. The competency-based concentration was implemented in 1978 (Winnick, 1978). In 1981 the competencies related to the content of the adapted physical education program were revised.

The next major revision of the concentration occurred in 1989. See Table 2.2 (Winnick, 1993a). The change included: 1) a revision of competencies relating to the special physical education program, 2) a revision in the title of the concentration from special physical education to adapted physical education, and 3) a revision of course titles and descriptions as well as updating course content (Winnick, 1989).

In 1993, an early childhood emphasis was added to the adapted physical education concentration. This emphasis was developed for students who wished to receive an emphasis in early childhood as a part of their concentration in adapted physical education. For students selecting the early childhood emphasis the credit hour requirements in the concentration were increased from 12 to 15 credit hours to 15 to 18 credit hours. PES 583 Early Childhood Physical Education was added in the concentration area and was first offered in the spring of 1995. The content of the 1993 adapted physical education program can be seen in Table 2.3 (Winnick 1993b).

In 1993, the core part of the master's degree was arranged to develop the abilities required for teaching, curriculum, and research/evaluation. In 1993 there were four core courses required for completing the master's in education



Table 2.2. 1989 Graduate Concentration in Adapted Physical Education

I. Required Courses 12-15 hours		Credit Hours
PES 601	- Analysis of Teaching Physical Education	3 hrs
PES 604	- Research and Evaluation for Physical Education Teachers	3 hrs
PES 607	- Curriculum and Design in Physical Education	3 hrs
PES 798	- Culminating Synthesis Seminar	3 hrs
or		
PES 795	- Thesis	6 hrs
II. Adapted Physical Education Concentration 12-15 hours		
PES 581	- Instructional Strategies in Adapted Physical Education	3 hrs
PES 582	- Adapted Physical Activity and Sport	3 hrs
PES 683	- Program Development in Adapted Physical Education	3 hrs
PES 684	- Seminar and Practicum in Adapted Physical Education	3 hrs
PES 699	- Independent Study in Adapted Physical Education	3 hrs
III. Prescribed Electives 6-9 hours		
PES 529	- Psychology of Sport	3 hrs
PES 617	- Seminar in Elementary School Physical Education	3 hrs
PES 621	- Self-Directed Learning in Physical Education	3 hrs
*REL 505	- Philosophy and Theory of Therapeutic Recreation	3 hrs
*REL 507	- Methods in Therapeutic Recreation	3 hrs
*DBD 513	- Learning Disabilities	3 hrs
*DBD 601	- The Exceptional Individual: Implications for Mainstreaming	3 hrs
*DBD 605	- Mainstreaming Exceptional Children	3 hrs
*DBD 610	- Behavioral Problem Children	3 hrs
EDI 581	- Microcomputers in the Classroom	3 hrs
EDI 663	- Teaching Reading to the Child with Special Needs	3 hrs
PSH 583	- Behavior Modification	3 hrs
PSH 585	- Adapted Behavior Modification	3 hrs
SQC 582	- Racial and Ethnic Minorities	3 hrs

Note. \* These courses are most frequently elected by students pursuing the Adapted Physical Education Concentration. From "Adapted Physical Education Preparation Project," by J. P. Winnick 1993. State University of New York, College at Brockport, Department of Physical Education and Sport.

Table 2.3. 1993 Graduate Concentration in Adapted Physical Education

I. Required Courses 12-15 hours		Credit Hours
PES 601	- Analysis of Teaching Physical Education	3 hrs
PES 604	- Research and Evaluation for Physical Education Teachers	3 hrs
PES 607	- Curriculum and Design in Physical Education	3 hrs
PES 798	- Culminating Synthesis Seminar	3 hrs
or		
PES 795	- Thesis	6 hrs
II. Adapted Physical Education Concentration 15-18 hours		
*PES 581	- Instructional Strategies in Adapted Physical Education	3 hrs
*PES 582	- Adapted Physical Activity and Sport	3 hrs
*PES 683	- Program Development in Adapted Physical Education	3 hrs
PES 684	- Seminar and Practicum in Adapted Physical Education	3 hrs
*PES 685	- Early Childhood Adapted Physical Activity	3 hrs
PES 599	- Independent Study in Adapted Physical Education	3 hrs
III. Electives 0-6 hours (some possible courses are listed below)		
REL 507	- Methods in Therapeutic Recreation	3 hrs
EDI 557	- Educational Programs for the Young Child	3 hrs
EDI 605	- Mainstreaming Exceptional Children	3 hrs
EDI 664	- Learning Disabilities/Strategies	3 hrs
EDI 665	- Classroom Management	3 hrs
PSH 581	- Individual Differences	3 hrs
PSH 583	- Behavior Modification	3 hrs
PSH 584	- Adolescence	3 hrs
PSH 585	- Applied Behavior Modification	3 hrs
SOC 528	- Racial and Ethnic Minorities	3 hrs
EDI 521	- Teaching the Bilingual Child	3 hrs

**Note.** \* Students completing these courses would receive an early childhood emphasis within the adapted physical education concentration if in addition their topic for PES 795 or PES 798 was in the area of early childhood adapted physical education. The basic adapted physical education program consists of PES 581, PES 582, PES 583 and PES 684. From "Professional Preparation in Adapted Physical Education: Early Childhood Emphasis," by J. P. Winnick 1993. State University of New York, College at Brockport, Department of Physical Education and Sport.

with a major in physical education and a concentration in adapted physical education (Winnick, 1994).

### Federal Support

Soon after the adapted physical education concentration was started in 1968, Dr. Winnick began writing grant proposals which would provide financial support primarily to students pursuing the concentration. In 1971, the Office of Education funded a professional preparation grant to support the program. Since 1971, SUNY Brockport has been awarded federal grants to provide financial support to the master's degree level preservice concentration in adapted physical education. The U.S. Office or Department of Education funded these grants from 1971 to 1993 for a total of \$1,136,817 (Winnick, 1996a). Table 2.4 provides a listing of grant support for funded years between 1971 and 1993 (Winnick, 1996a). The project director for each of the grants was Dr. Winnick.

Professional preparation grants typically provided funds for faculty assistance and graduate assistantships for individuals associated with the adapted physical education program. Generally, a stipend plus an 18-semester hour tuition waiver in the 30-hour program were provided to qualified students. From 1971 to 1993, approximately 145 students were provided graduate assistant support through these grants.

### Student Enrollment

Between 1968 and 1993, student enrollment in courses in the adapted physical education concentration exceeded 500 students with over 200 students

Table 2.4. Adapted Physical Education  
Professional Preparation Grants At Brockport, 1971-1993

Year	Total	Year	Total
1971-72	\$30,000	1982-83	\$44,200
1972-73	\$30,000	1983-84	\$58,509
1973-74	\$33,000	1984-85	\$58,509
1974-75	\$40,000	1985-86	\$58,509
1975-76	\$36,000	1987-88	\$66,052
1976-77	\$51,000	1988-89	\$66,052
1977-78	\$65,000	1989-90	\$65,513
1978-79	\$65,000	1990-91	\$68,621
1979-80	\$58,000	1991-92	\$68,254
1980-81	\$59,000	1992-93	<u>\$61,598</u>
1982-83	\$54,000		
		Total	\$1,136,817

Note. From "Personal Resume," by J. P. Winnick 1996. State University of New York, College at Brockport, Department of Physical Education and Sport.

graduating from the program (Winnick, 1994). A listing of the number of students enrolled in courses related to the adapted physical education concentration is presented in Appendix B. In writing grant proposals, data pertaining to class size, grant-supported graduate assistants, full-time students in the concentration, number of matriculated students in concentration, and number of graduates from the concentration were collected for the years 1980 to 1993. These data are presented in Table 2.5. The data presented indicate that the program was successful in attracting and preparing adapted physical educators at the master's degree level.

#### Practicum Experiences

There have been many sites that have been established for practicum experiences in Rochester and the surrounding areas in connection with the

Table 2.5. Student Enrollment Academic Year 1980-93

Category	Average
1. Class size	13.7
2. Number of grant-supported graduate assistants/year	6
3. Number of full-time students in the concentration/year	8.8
4. Number of matriculated students in concentration/year	36.2
5. Number of graduates from the concentration/year	9.7

Note. From "Professional Preparation in Adapted Physical Education: Early Childhood Emphasis," by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

program at SUNY Brockport. Many highly qualified professionals supervised SUNY Brockport students at these practicum sites (Winnick, 1985, 1993a). A list of the practicum sites that have been used in the program can be seen in Appendix C.

#### Evaluation of Practicum Sites

Between 1972 and 1993, graduate students evaluated practicum sites. Although the questionnaire used for the student evaluation of practicum sites and field sites has changed very little throughout the 21 years of data collection, two different procedures have been employed for the analysis of data. The first is an overall mean score of the practicum sites with a score of 5 depicting the best rating possible, a 3 depicting a fair score and a 1 depicting a poor score.

From 1972 to 1979, the mean score for all criteria measured involving 53 graduates was 4.51. The second procedure involved a questionnaire in which students rated practicum sites on 12 criteria. Information was collected from 178 graduate students from 1980 to 1993, and the general evaluation of practicum sites using this procedure was 4.42. Table 2.6 provides ratings for all 12 criteria used throughout the years.

The evaluation of practicum sites is important because these sites provided quality-supervised teaching opportunities for graduate students (Winnick, 1981, 1993b). The results of the data collection procedure employed indicate that sites were rated between good and very good. Eight of 12 ratings were 4.5 or higher. Practicum experiences are a key feature in professional preparation, and these results reflect a favorable reaction to this part of the program.

#### Practicum Supervisors

Traditionally, one of the most highly rated aspects of the program has been the practicum experience engaged in by students. A key aspect of practicum experiences is to have highly qualified staff at each site. Over the years there have also been several off-campus supervisors in practicum programs who have provided an extremely valuable service to the professional preparation program. Those providing sustained service are listed in Table 2.7.

#### Student Research

One of the requirements in the SUNY Brockport program is to complete either a culminating synthesis or a thesis. Generally graduate students had the choice of writing either a culminating synthesis project for 3 credit hours or a

Table 2.6. Student Evaluation of Practicum Sites (1980-1993)

Criteria	Mean Ratings
1. Ability of practicum supervisor to teach adapted physical education	4.55
2. Attitude of personnel at the practicum regarding adapted physical education	4.54
3. Curriculum in adapted physical education	3.99
4. Opportunity for interaction with sponsor teachers at the practicum site	4.57
5. Supervision by sponsor teachers at the practicum site	4.50
6. Pupil-teacher ratio	4.50
7. Interest of sponsor teacher	4.52
8. Enthusiasm of sponsor teacher	4.50
9. Facilities, Equipment, and Supplies	4.22
10. Sponsor teacher's awareness of current philosophy, research techniques, etc.	4.33
11. Overall qualifications of practicum personnel	4.54
12. Overall Evaluation	4.42

**Note.** Key: 5=Very Good 4=Good 3=Fair 2=Poor 1=Very Poor. From "Professional Preparation in Adapted Physical Education: Early Childhood Emphasis," by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

Table 2.7. Practicum Supervisors

Name	Practicum Sites
Pamela Tellock	United Cerebral Palsy
Paula Hanson	Rochester School for the Blind
Dennis Hanson	Rochester School for the Blind
Debbie Cromwell-Stamp	New York State School for the Blind at Batavia
Michael Querreri	St. Joseph Villa
Kim Henshaw	St. Joseph Villa
Cindy Thomas	School of the Holy Childhood
Timothy Baird	School of the Holy Childhood
Diane Agostinelli	School of the Holy Childhood
Gregory Packard	Brockport Public Schools
Jordon Jewett	Rochester City School
Roger Bunce	Rochester City School
James De Bell	Rochester City School
Pam Tellock	United Cerebral Palsy
Joseph Kelly	United Cerebral Palsy

Note. From "Adapted Physical Education Preparation Project," by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

thesis for 6 credit hours. With the addition of the early childhood emphasis in 1993, students wishing to complete this emphasis were required to write their



culminating synthesis or thesis on a topic in early childhood physical education. From 1971 to 1993, there were a total of 17 theses completed by SUNY Brockport graduates and a total of 99 synthesis projects completed (Winnick, 1993). For a listing of the titles and authors of these 116 projects completed by SUNY Brockport graduates, refer to Appendix D.

### Faculty

Over the years there have been 10 faculty with primary expertise in adapted physical education teaching in the graduate program or performing other duties in connection with grant-funded activities. Faculty with contributions in adapted physical education are discussed more specifically in Chapter 5. In 1993, the SUNY Brockport program included three full-time faculty members with expertise in the area of adapted physical education: Dr. Joseph P. Winnick, Dr. Francis X. Short, and Dr. Cathy Houston-Wilson. In addition to these faculty in adapted physical education, several other graduate faculty members with doctoral degrees have been involved in teaching in the master's degree program (Winnick, 1994). A listing of faculty at SUNY Brockport can be seen in Table 5.1.

### Evaluation of Courses

An important variable related to program quality is the evaluation of teaching by students in the program. In recent years, students have evaluated courses using a standardized form consisting of four criteria. From 1982 to 1993, three core courses within the adapted physical education program were evaluated: Instructional Strategies in Adapted Physical Education, Adapted Physical Activity and Sport, and Program Development in Adapted Physical

Education. The four criteria were evaluated on a scale from 1 to 6 where 6 represented excellent, 5 represented very good, 4 represented good, 3 represented fair, 2 represented poor, and 1 represented very poor (Winnick, 1993b). Results related to course evaluations can be seen in Table 2.8.

The results in Table 2.8 indicate that courses were consistently rated between good and excellent.

### Accomplishments of Graduates

Between 1968 and 1993, over 200 students have received master's degrees with a concentration in adapted physical education. In this section, some accomplishments of these graduates will be delineated. First, information will be provided in regard to the estimated number of pupils reached by them. Secondly, information will be presented in regard to the evaluation of graduates by their employees. In the final sections, graduates earning doctorates and receiving awards and other kinds of recognition will be identified (Winnick, 1994).

### Impact Data

One of the most important outcomes of a professional preparation program is to know the number of people reached by graduates of the program. In regard to the Brockport program, this information was estimated from available data. In one study, information related to impact data for students graduating between 1980 and 1991 was collected (Winnick, 1993b). Data collected reflect the number and type of youngsters with disabilities being taught. Table 2.9 presents the number of students taught by the 82 graduates in their first year of employment from 1980-1991. The approximate number of

Table 2.8. Course Evaluations from 1982 to 1993

Criteria	Courses		
	PES 581 N=136	PES 582 N=145	PES 683 N=129
1. The course as a whole was...	4.44	5.52	4.68
2. The course content was...	4.47	5.46	4.75
3. The instructor's contribution to the course was...	4.16	5.70	4.82
4. The instructor's effectiveness in teaching the subject matter was...	4.14	5.63	4.64

Note. Key: 6=Excellent 5=Very Good 4=Good 3=Fair 2=Poor 1=Very Poor  
 PES 581 - Instructional Strategies, PES 582 - Adapted Physical Activity and Sport, PES 683 - Program Development in Adapted Physical Activity. From "Professional Preparation in Adapted Physical Education: Early Childhood Emphasis," by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

students taught per year was 415. If this figure is used to calculate the number of people reached in 25 years, the result is 10,375. The average number of students reached between 1980 and 1991 for each graduate was 57. If this figure is multiplied by 200, the estimated number of pupils reached in the first year of employment is 11,400 over the 25 years that this study encompasses.

#### Employer Evaluations

Although, number of pupils taught is very important, it is also important to know the quality of work performed by graduates. To determine this, employers of graduates completed an instrument designed to measure the performance of graduates after their first year of employment. Graduates were

Table 2.9. Number of Pupils with Disabilities Taught by Graduates in Their First Year of Employment From 1980-1991, N=82

Type of Disability.	Approximate number of Students served	Percent of total
Emotional Disabilities	1,215	27%
Mental Disabilities	1,201	26%
Hearing Disabilities	466	10%
Visual Disabilities	30	1%
Physical/Orthopedic Disabilities	755	17%
Learning Disabilities	491	11%
Other	<u>402</u>	<u>8%</u>
Total	4,560	100%

Note. From "Professional Preparation in Adapted Physical Education: Early Childhood Emphasis," by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

evaluated by using a questionnaire, with 17 criteria. Data were continually collected from 1971-1991 (see table 2.10). A scale of 1 to 5 with a 5 representing the best, a 3 representing fair, and a 1 representing poor was used to rate the graduate (Winnick, 1993b).

Results of the surveys appear in Table 2.10. Data show that the performance of graduates for every criterion was rated between good and very good. Graduates were rated highest in regard to attitude toward individuals with disabilities and lowest in their knowledge of individuals with disabilities. Overall evaluation of graduates as teachers was 4.51, i.e. between the descriptors of

Table 2.10. Employer Evaluations of Graduates (1971-91), N=98

Criteria	Mean
1. Attitude toward individuals with disabilities	4.81
2. Knowledge regarding individuals with disabilities	4.35
3. Ability to control classes	4.37
4. Ability to individualize instructions	4.48
5. Ability to modify activities	4.48
6. Ability to diagnose motor functioning	4.49
7. Ability to establish rapport with students	4.51
8. Ability to prescribe activity according to the diagnosis	4.47
9. Ability to evaluate student performance	4.43
10. Ability to work effectively as a member of an interdisciplinary team	4.57
11. Responsibility	4.72
12. Punctuality	4.70
13. Quality of daily preparation for teaching	4.51
14. Programs relative to needs of students	4.58
15. Ability to accept constructive criticism	4.59
16. Use of standardized tests for student evaluation	4.45
17. Overall evaluation of individual as a teacher	4.51

**Note.** Key: 5=Very Good 4=Good 3=Fair 2=Poor 1=Very Poor. From "Special Physical Education Preparation Project," by J. P. Winnick, 1979. State University of New York, College at Brockport, Department of Physical Education and Sport and "Professional Preparation in Adapted Physical Education: Early Childhood Emphasis," by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

good and very good. In summary, based on the sample of data available, employers were pleased with the job performance of Brockport graduates in their profession.

### Graduates Earning Doctoral Recognition

There are 12 graduates of the SUNY Brockport adapted physical education program who went on to earn doctoral degrees at other institutions. There are also two graduates of the SUNY Brockport adapted physical education program who are presently pursuing their doctoral degrees. Graduates receiving doctorates are listed in Table 2.11, which also lists the institution where the doctoral degree was received and the present employer of each graduate (Winnick, 1993b).

One of the individuals listed in Table 2.11, Ellen Kowalski, received only her undergraduate degree in physical education at Brockport. Two other individuals who did receive a master's degree at SUNY Brockport and are presently pursuing their doctoral degree are not listed in Table 2.11: Margaret Savage at Michigan State University and Edward Hurley at St. John's University.

### Recognition and Awards Received by SUNY Brockport Graduates

Several graduates of the SUNY Brockport adapted physical education program have received recognition and awards throughout their professional careers. SUNY Brockport recipients of awards are listed in Table 2.12.

### Graduate Preservice Projects

Faculty at SUNY Brockport determined that improvement of the adapted physical education concentration at SUNY Brockport would be enhanced by other funded graduate preservice projects. Two projects were externally funded.

Table 2.11. Brockport Adapted Physical Education Graduates with Doctoral Degrees

Name	Institution Granting Doctoral Degree	Present Employer
Luke Kelly	Texas Woman's Univ.	Univ. of Virginia
Garth Tymeson	Texas Woman's Univ.	Univ. of Wisconsin-Lacrosse
James Decker	Ohio State Univ.	East Carolina Univ.
Ping Luo	West Virginia Univ.	Stanislaus State Univ.
Susan Gavron	Indiana Univ.	Bowling Green
Ellen Kowalski	Texas Woman's Univ.	Adelphi Univ.
James De Pape	New Mexico	Central Washington Univ.
Cathy Houston-Wilson	Oregon State Univ.	SUNY Brockport
Eugene Daquila	New York Univ.	New Jersey Public School
Bonnie Chalmers	Univ. of Wisconsin	Richmond, VA Public School
Terry Ryan	Ohio State Univ.	Cuyahoga County, Ohio
Michael Kozub	Ohio State Univ.	Univ. of Toledo

Note. "A Summary Sheet," (Adapted Physical Education (APE) and Higher Education) by J. P. Winnick, 1996. State University of New York, College at Brockport, Department of Physical Education and Sport.

The two funded preservice projects discussed in the following section are the Special Education Planning Grant and the Summer Session Traineeship Project. Purpose, background information, methods and procedures, personnel, and results of these two preservice projects will be presented.

Table 2.12. Recognition Awards Associated with Adapted Physical Education Graduates at SUNY Brockport

Name	Award Received by Brockport Graduate
Luke Kelly	1995 Professional Recognition Award (Adapted Physical Education Council, AAHPERD) 1996 G. Lawrence Rarick Research Award (National Consortium for Physical Education and Recreation for Individuals with Disabilities)
Joseph Kelly	1995 Achievement Award for Public Employees (New York State Developmental Disabilities Planning Council)
Roy Speedling	1995 Amazing Person Award (NYS AHPERD)
William Spadoni	1988 Coach of the Year (Monroe County Special Olympics) 1989 New York State APE Teacher of the Year (NYS AHPERD)
Michael Reif	1985 Jefferson Award for Public Service (American Institute for Public Service) 1986 Citizen of the Year (Perinton Chamber of Commerce) 1990 Service Appreciation Award (NYS Developmental Disabilities Planning Council)
Carol Wilson	1988 Coach of the Year (NYS Special Olympics) 1989 Teacher of the Year (Genesee Valley BOCES)
Pam Tellock	1994 Staff of the Year Award (NYS United Cerebral Palsy Association)
Gene Daquila	1986 Distinguished Service Award (New Jersey Special Olympics) 1989 Certificate of Merit (Special Olympics International)



Table 2.12 (continued)

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Mark Jenks	1989 Secondary Physical Education Teacher of the Year (Arizona Association of Health, Physical Education, Recreation and Dance)
Terrì Infante	1982 Outstanding Training Program (NYS Special Olympics)
James Decker	1982 Outstanding Training Program (NYS Special Olympics)
Dan Zachofsky	1995 APE Teacher of the Year – State of Florida
Dianne Agostinelli	1989 Coach of the Year (Monroe County Special Olympics)
Maggie Herman	1994 The Innovative Therapeutic Recreation Program Award 1994-95 (Maryland Recreation and Parks Association)
Cheryl Anne Clifton	1979 Teacher of the Year (Palm Beach County Public Schools, NY)
Barabara Kielaszek	1993 APE Teacher of the Year (Houston Association of Physical Education) 1995 Volunteer of the Year (Texas Special Olympics)

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Note. "A Summary Sheet," (Awards Received by APE Graduates SUNY Brockport) by J. P. Winnick, 1996. State University of New York, College at Brockport, Department of Physical Education and Sport.

### Special Education Planning Grant

In 1969, professional preparation programs related to adapted physical education were beginning to become funded by the U.S Office of Education. The policy of the U.S. Office of Education was that professional preparation in adapted physical education should include a background in recreation, special education, and physical education. This was to be demonstrated, in part, by the presence of departments in these areas on campuses preparing personnel.

Brockport did not have a special education department or program on campus; therefore, there was a desire to develop and provide a special education component (Winnick, 1973). The approach to attaining this goal was to write a request for a planning grant for a special education department to the Bureau of Education for the Handicapped, U.S. Office of Education. The proposal was written by Dr. Joseph Winnick. The purpose of the Special Education Planning grant was to obtain funds for the addition of a staff member to develop a special education program at SUNY Brockport. An important benefit of the program was to enhance the quality of the professional preparation of adapted physical education professionals to work with individuals with disabilities by having special education content and personnel resources in the program. The two-year grant was funded and was in existence from September 1, 1971 through August 31, 1973. A total of \$40,000 in funds was obtained for the special education planning grant from the Bureau of Education for the Handicapped, U.S. Office of Education (Winnick, 1996a).

The planning grant included a project director, a project coordinator, and a special education evaluation panel. Dr. Winnick served as the director of the planning grant during the first year of operation. Dr. Bruce Gordon was employed as project coordinator during the first year of planning. Dr. Winnick then appointed Dr. Gordon to take over the responsibilities of project director for the second year of the project. The personnel associated with the Special Education Evaluation Panel were Dr. Joseph P. Winnick, Darwin Palmiere, and Dr. Andrew Virgilio, who were all employees at SUNY Brockport (Winnick, 1971).

Dr. Gordon studied current programs in special education throughout the United States and developed the Learner Advocacy Training Project, which was submitted to the Bureau of Education for the Handicapped, U.S. Office of Education for a financial request of \$65,242. The project was to take place from July 1, 1973, through June 30, 1974 (Winnick, 1971). The Learner Advocacy Training Project was designed to train selected graduates to function effectively as learner advocates in public school settings. Goals of the project were to correct unnecessary classification and segregation of children who may be labeled as educationally disabled and to increase effectiveness of regular classroom settings. The project was designed so that the graduate would complete 36 hours of course requirements in one full year's duration plus two summer sessions. Students pursuing the adapted physical education concentration would be able to elect courses in the program in pursuit of their master's degree. This project essentially represented Dr. Gordon's recommendation for a special education program at SUNY Brockport (Winnick, 1973).

Appropriate local administrative officers approved the Learner Advocate Training Project for submission to the Bureau of Education for the Handicapped, U.S. Office of Education. However, the proposed grant was not approved for funding by the Bureau of Education for the Handicapped, U.S. Office of Education, and the project was not implemented. Although SUNY Brockport offered courses related to special programs in future years, no special education department was established and no learner advocate project was undertaken or approved.

### Summer Session Traineeship Project

During the late 1960s, there was an intent to improve the preparation of physical educators in adapted physical education by the New York State Education Department. To help in this regard, the New York State Education Department funded the Summer Session Traineeship Project at Brockport beginning in 1969. The Summer Traineeship Project at Brockport was designed to further contribute to a physical educator's knowledge and understanding of how to provide or improve physical education for individuals with disabilities (Winnick, 1972). In the project, individuals took six credit hours of course work each summer. These trainees received \$75 per week throughout the summer session and the college received \$75 per week for tuition and other college fees for each trainee. The director of the Summer Traineeship Project was Dr. Joseph P. Winnick. The Summer Traineeship Project was continued for a seven-year period (Winnick, 1972).

Trainees selected for the Summer Traineeship Project were provided with the opportunity to elect two three-hour courses related to adapted physical education. Lectures and demonstrations were provided by regular staff and guest lecturers to further increase the knowledge and understanding of the trainees. Trainees were provided opportunities to elect off-campus fieldwork experiences related to the program. In addition to these off-campus field experiences, the physical education department at SUNY Brockport offered on-campus field experiences. These field experiences were designed to provide trainees with an opportunity to teach and observe children in a physical education setting requiring adapted physical education (Winnick, 1972).

The primary personnel who taught the summer courses related to adapted physical education were Dr. Joseph P. Winnick and Dr. Martilu Puthoff. Dr. Bruce Gordon, on a special education planning grant for two years, was added to the SUNY Brockport staff to serve as a resource specialist for the program as well as to assist in teaching courses and supervising practicum experiences. Guest lecturers were invited to contribute to various portions of the program.

The following number of trainees were selected for the following years of the Summer Traineeship Project: 11 in 1969, 39 in 1970, 24 in 1971, 24 in 1972, 12 in 1973, 15 in 1974, and 3 in 1975. Thus, 128 trainees participated in the seven-year summer traineeship project. Trainees of the Summer Traineeship Project were asked to evaluate the program following their experiences. Ratings of required courses and field experiences by trainees suggested that a high percentage of trainees had positive experiences. They indicated that they increased their knowledge and understandings of how to provide or improve physical education for individuals with disabilities (Winnick, 1973). SUNY Brockport obtained the following funds from the New York State Education Department: \$8,000 in 1969, \$30,750 in 1970, \$18,000 in 1971, \$18,000 in 1972, \$9,000 in 1973, \$11,200 in 1974, and \$2,250 in 1975. The grand total of funds that were obtained for the following seven year summer traineeship project was \$97,200 (Winnick, 1996a).

#### Undergraduate Concentration in Adapted Physical Education:

The previous information in this chapter has been related to the adapted physical education program at the master's degree level. This section presents

information about the undergraduate concentration in adapted physical education at SUNY Brockport.

An undergraduate concentration in adapted physical education was approved at SUNY Brockport in 1982. (See Appendix E). The undergraduate concentration was developed to prepare individuals for teaching positions in the field as well as to provide a sufficient background for graduate study. A student interested in adapted physical education at the undergraduate level would pursue a Bachelor's of Science degree, a major in Physical Education, teacher certification in physical education, and a concentration in adapted physical education (Winnick 1981a).

#### Program Content

The first adapted physical education program at the undergraduate level was entitled special physical education. The requirements for the concentration are presented in Table 2.13. Beyond completion of a college-wide general education requirements, a student needed to complete the following prerequisites/corequisites: 31 semester hours in the academic major of physical education, 24 hours of teacher certification in physical education, and 12 semester hours in the adapted (special) physical education undergraduate concentration (Winnick 1981a). To complete the undergraduate adapted physical education concentration in 1993, a student would have to complete general education requirements, physical education major requirements, the teacher certification program in physical education, and the adapted physical education sequence of courses (Winnick, 1994). The undergraduate concentration in adapted physical education provided practical experiences at

Table 2.13. 1982 Undergraduate Concentration in Adapted Physical Education

1.	<u>Prerequisites/Corequisites</u>	<u>Hours</u>
a. Program Prerequisites/Corequisites		
	Academic Major - Physical Education,	31
	Teacher Certification - Physical Education,	24
b. Course Prerequisites/Corequisites		
1) Required		
	*PEP 372 [B] Introduction to Adapted Physical Education <u>OR</u>	3
	*PHE 413 [A] Movement, Human Growth, and Development <u>AND</u>	3
	*PEP 344 [B] Special Physical Education Clinic	1
	*RSH 101 [A,L] General Psychology	3
2) Recommended		
	*SOC 100 [A,S] Introduction to Sociology	3
	PEP 28 [B] Water Safety Instructor	2
2.	<u>Special Physical Education Concentration</u>	<u>Hours</u>
a. Required		
	**PEP 481 [B] Remediating Developmental Disabilities	3
	**PEP 482 [B] Physical Education for Children with Chronic and Permanent Disabilities	3
	EDI 311 [A] The Exceptional Individual: Implications for Life Adjustment and Learning	3
	***PEP 485 [B] Special Physical Education Practicum	3

Note. \*May be taken to complete general education requirements, physical education academic major requirements, or physical education teacher certification requirements. \*\*To be designed as PEP 481/PHE 581 and PEP 482/PHE 582. From "Proposal For An Undergraduate Concentration In Special Physical Education" by J. P. Winnick, 1981. State University of New York, College at Brockport, Department of Physical Education and Sport.

off-campus sites and placement of undergraduate students at teaching centers. The off-campus sites are the same sites used for the graduate program. The content of the 1993 adapted physical education concentration is presented in Table 2.14.

#### Faculty and Student Involvement

The originator of the undergraduate concentration in adapted physical education was Dr. Joseph P. Winnick. Dr. Winnick and Dr. Francis X. Short were the instructors of the program from 1985 until 1993, when Dr. Cathy Houston-Wilson began teaching. At the outset of the program student enrollment was very small, with only 10 students participating in the concentration from 1985 to 1993. Student enrollment greatly increased from 1993 to 1997, with 11 students in the concentration in 1994-95 and 18 students in 1995-96.

#### Program Changes

In 1989, the following revisions paralleling the graduate concentration were made to the undergraduate concentration in special physical education: 1) competencies were revised in the concentration, 2) the title of the concentration was revised from special physical education to adapted physical education, and 3) course titles and descriptions were revised, along with the updating of course content (Winnick, 1989). In 1995, a change occurred in the program which permitted PEP 485, Adapted Physical Education Practicum to be waived if at least 50% of the student's undergraduate practicum (PEP 478) involved pupils with UNIQUE physical education needs.



Table 2.14. 1993 Undergraduate Concentration in Adapted Physical Education

- 
- A. Prerequisites/Corequisites  
 Major in physical education  
 Teacher certification in physical education
- B. Course Prerequisites/Corequisites  
 PEP 413 Human Growth and Development  
 PEP 445 Adapted Physical Education  
 PSH 101 General Psychology
- C. Adapted Physical Education Program  
 PEP 481 Instructional Strategies in Adapted Physical Education  
 PEP 482 Adapted Physical Activity and Sport  
 EDI 325 Understanding the Exceptional Learner  
 PEP 485 Adapted Physical Education Practicum
- D. Recommended Courses  
 SOC 100 Introduction to Sociology  
 PEP 281 Water Safety Instructor

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Note. From "Programs In Adapted Physical Education," by J. P. Winnick, 1994. State University of New York, College at Brockport, Department of Physical Education and Sport.

### Inservice Areas

The inservice projects to be discussed herein regarding professional preparation at SUNY Brockport will consist of the following five projects: Project Outreach, Mainstreaming Subcomponent, Sport Skills Project, the Train-A-Champ Project, and Department of Defense Dependent Schools (DoDDS) project.

### Project Outreach

In 1975, PL 94-142: The Education for All Handicapped Children Act was passed. This act mandated physical education services for individuals with

disabilities and indicated that these services be free, appropriate, and provided in the least restrictive environment. Faculty of physical education at SUNY Brockport acknowledged this legislative movement and responded by implementing Project Outreach in 1977. Project Outreach was designed to prepare physical educators so they could provide physical education services as well as develop and implement programs for individuals with disabilities in accordance with the guidelines of PL 94-142. Project Outreach was conducted with funds provided by the U.S. Office of Education for the Handicapped, U.S. Office of Education (Winnick and Short, 1983b):

The project was directed by Dr. Joseph P. Winnick. Coordinators on the project included Dr. Paul Jansma (1977-78), Ms. Jan Hurwitz (1978-79), Dr. Francis X. Short (1979-80 and 1982-83), Dr. Ernest Degutis (1980-81), and Dr. David Porretta (1981-82) (Winnick and Short, 1983b). Project Outreach consisted of 26 two-to-three-day workshops from 1977-1983 with anywhere from 9 to 64 participants attending each workshop. An example of a Project Outreach workshop is presented in Appendix F. A two-week inservice workshop was offered at SUNY Brockport which was associated with a three-credit course entitled PHE 595: Mainstreaming Workshop. The workshop was for a total of 45 clock hours and there was no cost to individuals who elected not to receive graduate credit. Those who did elect to receive graduate credit were required to register and pay college tuition and fees for the course (Winnick and Short, 1983b).

There were times during workshops when individuals from local education agencies and graduate assistants from SUNY Brockport were included in the

workshops. There were a total of six graduate assistants who worked on Project Outreach from 1980-83 and performed such jobs as developing materials for inservice institutes, assisting in preparing flyers, disseminating information concerning workshops, arranging travel, and collecting and compiling data for evaluation. Three graduate assistants also took part in co-authoring articles that pertained to athletic opportunities for individuals with disabilities (Winnick and Short, 1983b).

The Project Outreach workshops were rated very highly by workshop participants. The workshop participants were asked to evaluate the workshops by using a scale which ranged from one to seven, with one representing the lowest and seven representing the highest possible rating. The following four criteria were used to evaluate the Project Outreach workshops: selection of speakers; quality of presentation, topics selected, and sequence of sessions. The mode from 1977-83 for all the individual criteria was 6 indicating that Project Outreach was positive to the participants in many ways.

As a part of Project Outreach, a HOTLINE service was developed and available for physical educators throughout New York State that provided immediate consultation and advisement from project staff. The HOTLINE staff included the project director, the project coordinator, and a graduate assistant. Most questions were answered immediately, but in some cases answers required a detailed written response (Winnick and Short, 1983b).

Project Outreach existed from 1977 to 1983 and a total of 992 professionals from New York State participated. Of these 992 professionals, 161 were directors of physical education, 735 were teachers of physical

education, and 96 were special educators, nurses, and other professional personnel. From 1977-1983, the total number of pupils with disabilities taught directly by institute participants was 14,487. The total number of pupils with disabilities taught by professionals directed by institute participants was 25,877. Therefore, a total of 40,364 pupils with disabilities were directly or indirectly reached by professionals attending Project Outreach inservice sessions (Winnick and Short, 1983b).

Project Outreach made many efforts to disseminate inservice information throughout New York State. Monographs included: Physical Education Inservice Resource Manual for the Implementation of the Education for all Handicapped Children Act (PL 94-142) , The Preparation of Regular Physical Educators for Mainstreaming and Special Athletic Opportunities for Individuals with Handicapping Conditions provided background knowledge which helped to distribute information throughout New York State. (Winnick and Short, 1983b).

#### Mainstreaming Subcomponent

In the 1970s, more and more individuals with disabilities were being educated in regular school settings. As this was taking place, there developed a concern about offering good quality education in these settings. There was a hope that physical educators would be prepared for these responsibilities of educating youngsters in mainstreamed settings. Hence, Dr. Winnick developed a project to create a program which would help develop the necessary competencies for physical educators to teach individuals with disabilities in a mainstreamed setting. This project was developed as a subcomponent of a professional preparation grant funded by the Bureau of Education for the

Handicapped (BEH) from 1976 to 1979 (Winnick and Hurwitz, 1979). "The Undergraduate Mainstreaming Subcomponent" was developed and funded to examine and incorporate the implications of mainstreaming in the preservice undergraduate preparation program at Brockport. In order to attain this goal, the following objectives were established: "(1) Study and determine through institutes and other activities the appropriate competencies needed by regular physical educators to conduct programs that are mainstreamed and to determine the adequacy of the existing program for such preparation; (2) identify and propose appropriate modifications and/or changes in the present certification program physical education; (3) provide inservice activities so the present faculty may implement the program; and (4) develop methods of evaluation and evaluate the program" (Winnick and Hurwitz, 1979).

The mainstreaming subcomponent existed for three years from June 1, 1976 to May 31, 1979. Funds for the project were granted by the Bureau of Education for the Handicapped (BEH). The following funds were obtained for the project: \$5,000 in 1976-77, \$5,000 in 1977-78 and \$7,000 in 1978-79 (Winnick and Hurwitz, 1979). The project director of the mainstreaming subcomponent was Dr. Joseph Winnick. Individuals serving as coordinators or consultants of the project included Dr. Ronald W. French, Dr. Paul Jansma, and Ms. Jan Hurwitz.

To attain the objectives of the project, the following activities were undertaken: (1) plan and conduct a National Symposium on mainstreaming in physical education, (2) determine the competencies required to prepare undergraduate physical educators to mainstream programs, (3) study existing

course offerings and make recommendations to make the required competencies so that they would be more suitable for a program designed to affect mainstream pupils, (4) incorporate required mainstreaming competencies into the future curriculum, and (5) provide faculty in the department with inservice and consulting services so they could develop competencies (Winnick and Hurwitz, 1979). A copy of the National Symposium is presented in Appendix G.

An evaluation of the subcomponent was completed at the end of the project. According to the evaluation, the project was successful in identifying the competencies necessary for regular physical educators to conduct programs that are mainstreamed (Winnick and Hurwitz, 1979). Several changes were found necessary to adequately prepare personnel for mainstreaming in the Brockport program to prepare physical educators. Many inservice activities were offered and many faculty benefited from the inservice activities. A manual co-edited by Dr. Joseph P. Winnick and Jan Hurwitz entitled The Preparation of Regular Physical Educators For Mainstreaming was developed. This manual was comprised of a series of papers related to mainstreaming and was designed primarily for adapted physical educators, regular physical educators, special education teachers, regular classroom teachers, administrators, supervisors, parents, paraprofessionals, and volunteers (Winnick and Hurwitz, 1979). The project made competencies related to mainstreaming a required part of the total program and convinced a large percentage of regular physical educators teaching in the program to include competencies in their courses related to

mainstreaming. It also identified core competencies, which must be taught by physical educators in adapted physical education.

### The Brockport Sport Skills Instructional Project

In the late 1970s, Special Olympics, Inc. received a grant from the Bureau of Education for the Handicapped; U.S. Department of Education to develop sport skills in individuals with mental retardation. The primary purpose of the Brockport Sport Skills Instructional Program was to field test the sport skills instructional program designed by Special Olympics, Inc., Joseph P. Kennedy Jr. Foundation. The project was designed to develop and test the program in school and recreational settings for children who were moderately or severely mentally retarded. The Sport Skills Instructional Project for the Mentally Retarded was a three-year project that began in 1978 and ended in 1981. During the first year of the project (1978-79), there was a focus upon identifying areas of sport skill instruction that would be appropriate for children and youths who are mentally retarded (Winnick and Rogers, 1980). The second phase (1979-80) consisted of 15 sport skill units being pilot tested by approximately 25 physical educators/recreators in New Jersey and New York. In the final phase of the project (1980-81) the revised program was field-tested throughout the United States (Winnick and Rogers, 1980).

SUNY Brockport was provided a total of \$7,380 by the Office for Children with Handicapping Conditions, New York State Education Department to field-test the sport skills in New York State between 1979 and 1980. The project was entitled the Brockport Sport Skills Instructional Project. The state project consultant was Dorothy Phillips, the project director from SUNY Brockport was

Dr. Joseph P. Winnick, and the project coordinator was Mr. Martin Rogers. During the fall of 1979, these three individuals were trained in sport skills instruction by Peter Wheeler (Special Olympics, Inc., Washington, D.C.) and his staff in New Jersey. The New York State project was conducted following the training in New Jersey (Winnick and Rogers, 1980).

Additional project staff consisted of two site coordinators and seven teacher implementers representing both Onondaga and Monroe Counties in upstate New York. Teacher implementers agreed to implement the project at their own school of employment (Winnick and Rogers, 1980).

The subjects for the Sport Skills Instructional Project for the Mentally Retarded consisted of 125 children and youth with mental retardation, 56% male and 44% female. The subjects were either at the elementary, junior high, or high school level, with most at the elementary level (Winnick and Rogers, 1980).

For field testing, teacher implementers selected from the following 15 sport skill units available: alpine skiing, bowling, cross country skiing, diving, frisbee disc, gymnastics, ice skating, swimming, track and field, basketball, floor hockey, poly hockey, soccer, softball, and volleyball. The teacher implementers selected a total of nine different units, some units being implemented by more than one teacher. This resulted in a total of 22 units being implemented in the study, with the teacher implementor implementing at least 3 sport skill units (Winnick and Rogers, 1980).

In order to successfully field-test the sport skill units, teacher implementers were asked to write comments and suggestions for revision on each unit. These suggested revisions and comments were presented at project



staff meetings conducted throughout the year. Teacher implementers were also asked to assess student performance by using a Sport Skills Assessment Sheet at the beginning and end of each unit (Winnick and Rogers, 1980).

According to Winnick and Rogers (1980), the most important accomplishment of the study was the revision of curricular units as a result of comments written on the units by teachers and recommendations presented during project meeting sessions. These activities resulted in appropriate and important changes in the Instructional Sport Skills Program. The project was summarized in a manual entitled Sport Skills Instructional Project for the Mentally Retarded, written by Winnick and Rogers (1980).

#### Train-A-Champ

In the 1960s, Special Olympics was created to provide athletic opportunities and experiences for individuals with mental retardation. Related to the goals of Special Olympics, it was important to develop training materials to enhance the participation and performance of individuals. The "Train-A-Champ" inservice training project, administered at Brockport was developed by Dr. Winnick to help professionals, paraprofessionals, parents, and volunteers to work more effectively with individuals with mental retardation using Special Olympic programs (Winnick, 1979).

According to Winnick (1979), "Some of the overall aims of this special project were:

1. to provide for more and expanded training opportunities for professional, paraprofessional, and volunteer workers throughout the State of New York,

2. to upgrade the quality of existing physical education and recreation services for persons with mental retardation,
3. to stimulate a broader community awareness of the potential benefits of appropriate physical education and recreation activities for youngsters with mental retardation, and
4. to provide a multiplier effect in provision of staffing through expanded inservice activities in school and agency programs".

The Train-A-Champ project included a series of two-day workshops held during January, March, and May of 1979. The workshop locations were Westchester Community College, Syracuse University, and the State University College at Brockport. A total of \$8,200 was allocated for Train-A-Champ workshops by the Office For Children With Handicapping Conditions, New York State Education Department and The State University of New York, College at Brockport (Winnick, 1979).

The project director of Train-A-Champ was Dr. Joseph P. Winnick. The assistants of the project were Dianne Abruzo and Bonnie Chalmers. Dorothy Phillips served as the State Education consultant for the project and Ralph Provenza of the New York Special Olympics, Inc. helped Dorothy Phillips and Dr. Winnick plan the project (Winnick, 1979).

Workshops started with noted individuals providing welcoming remarks and a keynote address. This was followed by a session devoted to the Kennedy Foundation-sponsored Let's Play to Grow program and three generic presentations that dealt with motor learning and development, physical development, and general techniques related to teaching individuals with mental

retardation. The workshop then consisted of individuals giving separate presentations on winter sports, polo and floor hockey, track and field, soccer, volleyball and basketball, and swimming (Winnick, 1979).

There were a total of 160 participants who attended the workshops representing the following major categories: professionals, paraprofessionals, parents, and volunteers. Of the 160 participants, 117 received stipends to help with financial expenses. Each workshop was open and free to individuals who were interested. The participants involved in the workshops insured that they would share learned information to other persons within areas of their state. There were 78 participants who filled out evaluation forms related to the workshops. The number and roles of the 78 participants are presented in Table 2.15 (Winnick, 1979).

Participants were asked to rate the two-day training sessions by using a scale of one to seven, with one representing the lowest and seven representing the highest possible rating. The following criteria were evaluated from the workshops: selection of speakers, quality of presentations, topics selected, sequence of sessions, size of sessions, meeting facilities, and an overall rating. The mode for all the criteria was a rating of 6, except for size of sessions and meeting facilities which both had a rating of 7.

#### Department of Defense Dependent Schools Project

This project was a competitive contract awarded to SUNY Brockport to provide inservice education regarding physical education for individuals with disabilities. The primary purpose of this project was to provide a five-day

Table 2.15. Train-A-Champ Participants

	Westchester	Syracuse	Brockport
• Physical Education Teachers	0	2	3
• Teacher in a special class, school or agency	6	9	4
• College Students	0	1	14
• Paraprofessionals or aides	2	2	1
• Parent of youngsters with disability	1	0	1
• Professional recreators	11	0	5
• Other (includes, high school students, directors and administrators, swimming Instructor, rehabilitation counselor, house manager, secretary, and photographer).	9	3	4

Note. By D. Shuster. From "Train-A-Champ," Edited by J. P. Winnick & D. Phillips, 1979. State University of New York, College at Brockport, Department of Physical Education and Sport.

workshop to physical educators and special educators employed by the Department of Defense Dependent Schools (DoDDS). The workshop was held June 21-25, 1982 at SUNY Brockport. The workshop included both theoretical and practical experiences, direct service responsibilities and was designed to prepare participants to effectively conduct inservice workshops for other DoDDS

teachers within their particular regions. The workshop was conducted as part of a graduate three-credit course (Winnick and Porretta, 1982).

The DoDDS project was directed by Dr. Joseph P. Winnick and coordinated by Dr. David L. Porretta. Dr. Francis X. Short joined Winnick and Porretta as primary faculty members in the course. Mr. Edward Hurley, Mark Jenks, and Karla Richards served as graduate assistants in connection with the project (Winnick and Porretta, 1982).

Prior to the first full day of the course, a formal welcome was given to the participants and an overview of the program was presented. At this time, participants were asked to complete a needs assessment. The assessment identified specific needs of participants related to physical education for individuals with disabilities, and specific needs not already included in the course were then identified (Winnick and Porretta, 1982).

An outline of the course appears in Appendix H. As part of the course, a two-hour a day practicum experience was offered in which DODDS participants were assigned to work with one individual who had a disability. The individual who was disabled was either associated with the Spencerport BOCES or Lifetime Assistance, Inc. in Brockport. The practicum provided "hands-on" experience for the participants and gave them an opportunity to develop an individualized educational program (IEP) for each of their students. This practicum experience was an integral part of the workshop program, and results indicated that 24 of the 26 participants felt that the practicum was a positive experience (Winnick and Porretta, 1982).

A total of 26 teachers were enrolled in the course: 19 physical educators and 7 special educators (see Appendix I). Participants in the course were from the following regions throughout the world: Atlantic - 5, North Germany - 7, Pacific - 7, Pacific.- 5, South Germany - 6, Washington D.C. - 1 (Winnick and Porretta, 1982).

A form to evaluate the course was jointly developed by project staff and DoDDS teachers. Information was collected on the effectiveness of meeting workshop objectives, knowledge of the presenters, use of media, quality of workshop content, effectiveness of the practicum experience; and appropriateness of administrative services. In summary, the evaluation indicated that the participants had a very positive educational experience and would attend workshops in the future similar to the one held at SUNY Brockport.

### CHAPTER III

#### FUNDED RESEARCH

The three externally funded research projects that will be discussed in this chapter are Project UNIQUE, Project UNIQUE II, and Project Target. The information covered regarding Project UNIQUE I and II includes background, objectives, methods and procedures, and results. Due to the fact that Project Target falls outside the time period of the completion of this thesis, information presented regarding Project Target will be limited to an introduction, project aim, and methods and procedures. Flyers of Brockport projects related to adapted physical education can be seen in Appendix J.

#### Project UNIQUE

Project UNIQUE encompasses a federally funded grant entitled "The Physical Fitness and Performance of Sensory and Orthopedically Impaired Youth" conducted during 1979-1982. Project UNIQUE was conducted to determine UNIQUE needs of individuals with sensory and orthopedic impairments, and from this information to develop a physical fitness test and training program for adolescents (10-17 years of age) with disabilities. Dr. Joseph Winnick served as director of the project and Dr. Francis X. Short served as the coordinator. The project included subjects who were nondisabled and subjects with: auditory, visual, or orthopedic disabilities (Winnick and Short, 1982). This project was funded by Special Education Programs, U.S. Department of Education for \$352,654 (Winnick, 1996a).

## Objectives

The purpose of Project UNIQUE was to provide basic data to determine UNIQUE needs of sensory and orthopedically impaired youngsters as well as to provide information regarding factors which may influence the development of the physical fitness of these populations. More specifically, according to Winnick and Short (1982), the objectives of this study were:

1. To provide descriptive data of the physical performance of orthopedically and sensory impaired boys and girls between the ages of 10 and 17.
2. To compare the physical fitness of orthopedically and sensory impaired samples with each other and with normal boys and girls of the same sex and age.
3. To identify, analyze, and compare age trends of the physical development of normal, orthopedically, and sensory impaired boys and girls.
4. To analyze the effects of onset of disabled conditions, physical education experiences, activity history, and geographic influences on the physical fitness of orthopedically and sensory impaired boys and girls.
5. To determine sex influences on the physical fitness of orthopedically and sensory impaired boys and girls.
6. To determine the factor structure of physical fitness of orthopedically and sensory impaired boys and girls and compare the factor structure with normal populations and with each other.



7. To identify curricular implications pertaining to physical fitness on the basis of measured physical fitness abilities of orthopedically and sensory impaired boys and girls.
8. To develop valid and reliable tests of physical fitness for the orthopedic and sensory impaired on the basis of data collected.

### Methods and Procedures

The first step taken with Project UNIQUE was to formulate a hypothesized factor structure of the physical fitness of adolescents with and without disabilities between the ages of 10 and 17. The next step was to identify, define, and classify the groups of subjects in a way which would be relevant to physical fitness performance. The third step was to select tests that would measure the various hypothesized physical fitness factors and to modify these for individuals with disabilities, as appropriate. With the fourth step, items had to be analyzed in terms of subject classification to determine whether specific test items could be administered to a particular subgroup. Items were eliminated for a particular subject group if the subjects could not appropriately take a test. Participation guides were developed so that testers knew which items should be administered or modified for a particular group or subgroup. The fifth step consisted of developing a network that could be employed for the testing of subjects throughout the United States. Steps such as training personnel to administer the test, selecting subjects, recording data, and forwarding data to The State University of New York at Brockport (SUNY Brockport) for analysis were taken following the establishment of the network. Subjects were selected after the testing personnel were trained and certified to collect data. Tests were then

administered, with the data being transferred from field data recording sheets to computerized scan sheets. The Project UNIQUE central staff then checked data before the project staff could analyze it. Once the data were analyzed, a final report including a physical fitness test and training program was developed (Winnick and Short, 1982; Winnick and Short, 1985).

### Results

The results from Project UNIQUE were taken from the eight initial objectives of the study. A total of 3,914 subjects were tested for Project UNIQUE during a two-year span from March 1980 to March 1982.

**OBJECTIVE #1:** To provide descriptive data of the physical performance of orthopedically and sensory impaired boys and girls between the ages of 10 and 17.

**OBJECTIVE #2:** To compare the physical fitness of orthopedically and sensory impaired samples with each other and with normal boys and girls of the same sex and age.

In regard to objective 1, descriptive data on the physical performance of boys and girls with orthopedic and sensory impairments is presented in detail in the project's final report. Space does not permit detailed presentation herein. However, data were used to attain other objectives.

In regard to objective two, the first comparison was between subjects without impairments and subjects with auditory impairments. When normal subjects were compared with subjects with auditory impairments, subjects with auditory impairments (skinfolds excluded) never significantly exceeded the performance of normal subjects. However, for a number of test items no significant differences were found between the two groups. Overall, the

performance of subjects who were normal was well within the reach of subjects with auditory impairments.

There were differences when comparing the physical fitness of subjects who were normal and subjects with visual impairments. In fact, more differences were found when comparisons were made between subjects who were normal and subjects with visual impairments than when making comparisons between subjects who were normal and subjects with auditory impairments. Subjects with visual impairments (skinfolds excluded) never significantly exceeded the performance of subjects who were normal, and there were instances of a lack of significant differences in certain test items. The largest difference between the two groups occurred in items involving ambulation. In certain instances, individuals with visual impairments exceeded the median point of subjects who were normal. However, this was less frequent than the case of individuals with auditory impairments (Winnick and Short, 1982).

The groups of subjects with cerebral palsy or spinal neuromuscular conditions differed significantly from the normal group on almost every performance test item, with differences favoring subjects who were normal (Winnick and Short, 1982).

In regard to individuals with congenital anomalies/amputations, comparisons were limited in this study. It was found that individuals with congenital anomalies/amputations were more variable in their performance on physical fitness tests than normal subjects (Winnick and Short, 1982).

Only one comparison was made between disability groups: the performance of subjects with auditory impairments and subjects with visual

impairments were compared. It was found that the performance of subjects with auditory impairments was generally superior to that of subjects with visual impairments (Winnick and Short, 1982).

A factor that was believed to have an effect on physical fitness performance was the severity of the disability that the individual possessed. Results indicated that, in general, differences between individuals who were hard of hearing and individuals who were deaf were not significant on measures of physical fitness. When comparing subjects with visual impairments, results favored the subjects who were partially sighted over those who were blind, where significant differences were found. When discussing the severity of condition on the performance of an individual with cerebral palsy, the less severely impaired individuals achieved superior scores over those more severely impaired. In relation to subjects with neuromuscular conditions, the severity of the condition was represented by spinal cord lesion, and the results showed that the site of lesion was not a significant factor on Project UNIQUE test items (Winnick and Short, 1982).

**OBJECTIVE #3:** To identify, analyze, and compare age trends of the physical development of normal, orthopedically, and sensory impaired boys and girls.

The results from Project UNIQUE indicated that physical fitness test scores change with age for subjects without disabilities and for subjects with auditory or visual impairments. As the age of these subjects increased, so did their performance on most Project UNIQUE test items. Although physical fitness scores tended to increase with age, there were exceptions. These tended to occur more frequently in the cases of subjects with orthopedic disabilities.

Higher scores with age on test items did not occur as commonly for subjects with orthopedic impairments. Also regarding ages, the performance of girls who were normal tended to level off between the ages of 12 and 14, while the rate of improvement for boys demonstrated an increase within these ages (Winnick and Short, 1982).

**OBJECTIVE #4:** To analyze the effects of onset of handicapping conditions, physical education experiences, activity history, and geographic influences on the physical fitness of orthopedically and sensory impaired boys and girls.

An analysis of the influence on physical fitness of age of onset of handicapping conditions was limited to the sample with visual impairments. It was found that the age of onset of a disability for subjects with visual impairments was not a significant variable in the performance of Project UNIQUE physical fitness measures (Winnick and Short, 1982).

An attempt was made to determine the effect of physical education experiences on the physical fitness performance of the subjects who participated in Project UNIQUE. Information was collected regarding how many subjects were receiving physical education, how many minutes a week the subjects were receiving physical education, and the number of subjects receiving physical education from a professional or non-professional physical educator. The effects of the variables could not be determined because almost all the subjects in the study were already receiving physical education, they were receiving it for a similar amount of time, and they were receiving it from a professional physical educator (Winnick and Short, 1982).

When analyzing the influence of educational environment on physical fitness results, subjects were classified as either institutionalized residents, institutionalized nonresidents, or non-institutionalized. Results indicated that educational environment was not a factor on physical fitness performance in the orthopedic subgroups but was a factor in the groups with sensory impairments, generally in favor of the institutionalized subjects. More test items were affected by educational environment for subjects with auditory impairments than for subjects with visual impairments (Winnick and Short, 1982).

Another stated objective of Project UNIQUE was to study the physical fitness of subjects as a function of geographical location. The locations considered involved the northeast, southeast, central, northwest, and southwest areas of the United States. There was a disproportionate number of subjects tested within the different regions of the United States and for this reason the influence of geographical location on performance was not pursued. In some cases, the number of subjects was too low and this also contributed to the decision not to analyze influence of geographical location on performance (Winnick and Short, 1982).

**OBJECTIVE #5:** To determine sex influences on the physical fitness of orthopedically and sensory impaired boys and girls.

For most subject groups on most Project UNIQUE test items, sex was a significant factor. Sex was found to have a similar effect on the performance of subjects who were normal, subjects who were auditory impaired, and subjects who were visually impaired. Boys generally exceeded the performance of girls on the Project UNIQUE test items. Exceptions included the sit-and-reach test,

where the girls performed better than the boys, and the trunk raise, where no significant sex difference was found (Winnick and Short, 1982).

There were fewer sex differences found for subjects with spinal neuromuscular conditions and even fewer differences found for subjects with cerebral palsy. Where differences occurred, scores of boys exceeded those of girls of the same age. For subjects with a spinal neuromuscular impairment, sex contributed to only one significant difference in one Project UNIQUE test item. Boys exceeded the girls in the softball throw (Winnick and Short, 1982).

**OBJECTIVE #6:** To determine the factor structure of physical abilities of orthopedically and sensory impaired boys and girls and to compare the factor structure with normal populations and with each other.

Based on the results of Project UNIQUE, it was found that the factor structure of physical fitness of the groups involved in the study exhibited similar but not identical patterns. The factor structure of the groups involved included body composition, muscular strength/endurance, flexibility, and cardiorespiratory endurance. Because the factor structure of the groups involved was similar, it was suggested that general curricular orientation related to physical fitness may be similar (Winnick and Short, 1982).

**OBJECTIVE #7:** To identify curricular implications pertaining to physical fitness on the basis of measured physical fitness abilities of orthopedically and sensory impaired boys and girls.

Project UNIQUE presented curricular implications related to 1) commonality of factor structure, 2) levels of physical fitness, 3) type and severity of handicapping condition, 4) age, 5) sex, 6) educational setting, 7) individualization, 8) educational responsibility, and 9) training materials. It was

recommended that curricular implications regarding these areas be implemented for the benefit of individuals with disabilities (Winnick and Short, 1982).

**OBJECTIVE #8:** To develop valid and reliable tests of physical fitness for the orthopedic and sensory impaired on the basis of data collected.

Based on the data collected, a norm-referenced physical fitness test was published for use with individuals with sensory or orthopedic disabilities. It was entitled Physical Fitness Testing of the Disabled (Winnick and Short, 1985).

### Publications and Presentations

Project UNIQUE yielded a 626-page final report published in November 1982 which can be used by educators when studying the physical fitness of individuals with disabilities (Winnick and Short, 1982). There were a total of 18 presentations given by either Dr. Winnick and/or Dr. Short related to Project UNIQUE. Along with these presentations, Dr. Winnick and Dr. Short published seven articles referring to Project UNIQUE and the Project UNIQUE test manual. The presentations and publications may be found in the resumes of Dr. Winnick and Dr. Short in Appendix K.

### Project UNIQUE II

Between 1986 and 1988, Dr. Winnick and Dr. Short conducted another externally funded research project entitled The Physical Fitness of Adolescents with Cerebral Palsy, Project UNIQUE II. The project was funded for a 24-month period for a total of \$130,459 by Special Education Programs, U.S. Department of Education. Dr. Winnick wrote the proposal and served as the project director while Dr. Short served as the coordinator of this follow-up study on Project UNIQUE.



## Objective

The objective of Project UNIQUE II was to determine the effect of mild retardation on the performance of physical fitness in individuals with cerebral palsy. This objective was pursued by determining whether mental retardation significantly affected the performance of physical fitness of adolescents with cerebral palsy of different ages and genders. There was also a comparison of the factor structure of physical fitness of boys and girls with cerebral palsy who are non-retarded and mentally retarded.

## Methods and Procedures

A total of 203 adolescents with cerebral palsy, between the ages of 10 and 17, were used for data analysis in Project UNIQUE II. The subjects included 70 males who were nonretarded, 52 females who were nonretarded, 42 males who were mentally retarded, and 39 females who were mentally retarded. Subjects were selected from both segregated and nonsegregated testing sites throughout the United States that agreed to participate in the study. For the final sample, subjects from several contiguous parts of the United States were included.

## The UNIQUE Test

The Project UNIQUE Physical Fitness test was selected as the test used to represent the hypothesized structure of physical fitness for Project UNIQUE II.

## Field Testers

Field testers were prepared and certified for data collection by either the project director or project coordinator of the central project staff and/or by individuals prepared and certified by the central project staff. Data for Project

UNIQUE II were collected by 53 field testers who generally were physical educators or graduate students pursuing master's or doctoral degrees. The responsibilities of field testers included identifying and selecting subjects, attaining permission to test, administering tests, recording data, and forwarding data to the central project staff for checking, computer preparation, and analysis.

### Results

The results of Project UNIQUE II were applied to the following research questions:

1. Is the physical fitness performance of adolescents with cerebral palsy significantly influenced by mental retardation?
2. To what extent, if any, do the factor structures of mildly retarded and non-retarded youngsters with cerebral palsy vary?

When Project UNIQUE II was completed, the results provided the following answers to the questions above:

1. Mild mental retardation was not a significant factor on the physical fitness test performance of individuals with cerebral palsy.
2. The physical fitness factor structure of mildly retarded and non-retarded adolescents with cerebral palsy is virtually identical.

### Dissemination

In August 1988, a final report was prepared for Project UNIQUE II (Winnick and Short, 1988). This 60-page final report is provided for individuals who may be interested in the physical fitness of adolescents with cerebral palsy.

### Project Target

The third major externally funded research project in the field of adapted physical education was designated as Project Target. Project Target was designed to establish a health-related criterion-referenced physical fitness test for individuals with disabilities, ages 10-17. In developing the test for Project Target, it was necessary to test subjects with disabilities throughout the country on physical fitness items. Project Target encompassed the years 1993 to 1998. The Office of Special Education and Rehabilitative Services, U.S. Department of Education funded this five-year research project for \$807,000. Project Target was proposed in 1993 by Dr. Joseph Winnick who served as the director. The initial coordinator who served for one year was Dr. George Lawther; Dr. Short then served as project coordinator for the remaining years of the project.

### Methods and Procedures

Several methods and procedures were outlined to attain the objectives of the project. The first step was to define health-related physical fitness. The second step was to select subjects for the study. The third step was to classify subject groups. The fourth step was to determine physical fitness items that needed modification and to determine standards for acceptable performance. The fifth step was to establish validity through a review of literature, recommendations from a panel of experts, and analysis of collected data. The sixth step was to establish reliability and validity related to test items and/or standards. The seventh step was to develop and recommend a health-related criterion-referenced physical fitness test for youths with disabilities. The eighth

step was to develop an educational component to develop physical fitness for individuals with disabilities. The ninth step was the dissemination of results.

### Dissemination of Results

Upon completion of the project, a final report was completed (Winnick and Short, 1998). Several parts of the report were subsequently published in the form of a test manual, a software package, a training manual, and a videotape.

## CHAPTER IV

### ATHLETIC SERVICES

This chapter discusses athletic activities conducted at SUNY Brockport from 1968 to 1993 for youngsters with disabilities. Athletic activities conducted at SUNY Brockport have a long association with Special Olympics and the New York State Games for the Physically Challenged. In this chapter, information will be presented to the extent possible on the following topics: relevant background information; time and location of games, participants, activities, leaders, and contributors.

#### Special Olympics

The Special Olympics were created by the Joseph P. Kennedy, Jr. Foundation, and competition is conducted at various levels including the international level. Special Olympics were created to improve physical fitness, and sports training, and to provide opportunity for athletic competition for children and adults with mental retardation.

In 1968, Jim Viggiani from Boces II in Spencerport, N.Y. approached Dr. Winnick about holding a Monroe County Special Olympic competition at SUNY Brockport. According to Dr. Winnick, the Monroe County Special Olympics were held on the SUNY Brockport campus in 1968 (personal communication, Winnick, October, 1997). Unfortunately, no detailed information regarding this competition has been found.

In the fall of 1974, Dr. Winnick initiated the idea of hosting the New York State Special Olympics at SUNY Brockport. In order to accomplish this, he designated Noel Shakeshaft, a faculty member who was funded on one of Winnick's professional preparation grants, to discuss and pursue the idea with the college administration. The idea was positively received and Dr. Albert

Brown, president of the college at the time, appointed Peter Smits, an administrator at the college, to be in charge of the major responsibilities of hosting the State games at SUNY Brockport (personal communication, Winnick, October 16, 1997). Following interaction with representatives of the New York State Special Olympics, SUNY Brockport was chosen as the site of the 1975 State Special Olympics; the games were a huge success. SUNY Brockport hosted the Special Olympics State meet on June 12-14, 1975 with approximately 1,100 athletes and 1,100 volunteers. Following the 1975 games, Dr. Albert Brown held a meeting to discuss the idea of hosting the games again in the future. At this meeting, Dr. Winnick proposed that SUNY Brockport be the host for the International Special Olympics (personal communication, Winnick, October 16, 1997). Dr. Brown and others at the meeting decided that SUNY Brockport should first host the State Special Olympics for one more year in 1976. Dr. Albert Brown felt that more experience would be beneficial prior to hosting the international games at SUNY Brockport (personal communication, Brown, October, 22 1997). He wanted the students at the college to have hands-on experience in working with individuals with mental retardation. SUNY Brockport subsequently served as the host site for the New York State Special Olympics in 1976. In 1976, more than 1,100 athletes with mental retardation and 1400 volunteers were involved in the games. Along with participating in the events, athletes had a chance to attend 22 clinics on various sports and activities.

During the morning following the 1976 New York State Special Olympics, a meeting was held in which Mr. Smits discussed the idea of hosting the International Special Olympics at SUNY Brockport with the chairman of the Board of Directors of the New York State Special Olympics, Dorothy Phillips. Mrs. Phillips supported SUNY Brockport's intentions which were refined through

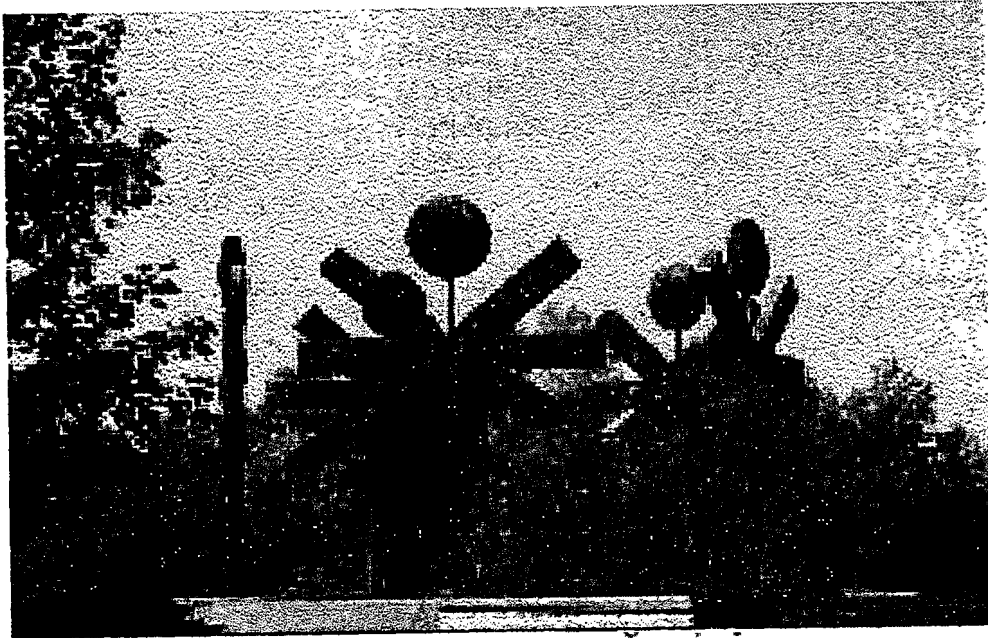
discussions between her and General Robert M. Montague Jr., executive director of Special Olympics Inc. (Stylist, 1977). Montague stated that the Joseph P. Kennedy Foundation "is not only interested in Brockport bidding for the 1979 International Games, they are excited about it" (Stylist, 1977). Mr. Smits chaired the bidding committee and a bid was submitted to Special Olympics to host the International Games. A unanimous endorsement was received (Stylist, 1977). A press conference was held at the Plaza Hotel in New York City where Mrs. Shriver, joined by Hugh L. Carey, governor of New York State, announced to the whole world that Brockport was the site for the 1979 International Special Olympics (Smits, 1977).

The facilities at SUNY Brockport were suitable for Special Olympics. The Ernest H. Tuttle Physical Education Complex contains six gymnasiums, an indoor ice rink, an Olympic-sized 50-meter pool, gymnastic rooms, weight training facilities, and handball courts. The State of New York refurbished the outdoor running track and upgraded it to an eight-lane all weather surface. A 10,000-seat stadium was constructed with the help of a private fund raising campaign.

A ten-ton monumental sculpture worth \$1.25 million was donated by the Soviet Union in honor of the Games and the International Year of the Child (see Figure 4.1) The artist of the sculpture was Zurab Tsereteli and the design consisted of five bronze sculptures surrounding a fifty foot diameter pool with a central fountain (Smits, 1977).

Many of the volunteers at the International Special Olympics were celebrities: "the great Muhammad Ali, Hank Aaron, Arnold Schwarzenegger, Bobby Orr, Rafer Johnson, Dick Fosbury, Phil Esposito, and other greats who conducted teaching clinics" (Smits, 1977).

Transportation was difficult because individuals arrived at staggered times by train and by air; additionally, people were battling airline strikes and worldwide communication delays (Smits, 1977).



**Figure 4.1** The Special Olympics symbol, a gift of the Union of Soviet Socialist Republics for the 1979 International Special Olympics hosted by State University of New York, College at Brockport.

On August 8-13, 1979, nearly 3,500 athletes from 24 countries took part in the International Special Olympics at SUNY Brockport. The 24 countries are listed in Table 4.1.

In 1979, Special Olympics International divided the competitive events up into two categories, individual sports and team sports. The individual sports included track and field, swimming, frisbee-disc, gymnastics, one-meter diving, wheelchair events, and bowling. The team sports included basketball, floor hockey, poly hockey, soccer, and volleyball. Some of the more recognizable 1979 International Special Olympics head coaches for these events are listed in Table 4.2.



Table 4.1 Participating Countries in 1979 International Games

Argentina	El Salvador	Mexico
Australia	England	Netherlands
Bahamas	Germany	Okinawa
Belgium	France	Paraguay
Brazil	Ghana	Philippines
Canada	Honduras	Spain
Columbia	Hong Kong	Venezuela
Costa Rica	Ireland	United States of America

Note. From "The Story of the 1979 International Summer Special Olympics" State University of New York, College at Brockport.

Table 4.2 Special Olympic Head Coaches (1979 International Games)

Coach	Sport
Rafer Johnson	Head Coach
Frank Gifford, Donna DeVarona	Assistant Head Coach
Julius Erving	Basketball
Brian Watson, Stan Mikita	Floor Hockey
Pele, Kyle Rote, Jr.	Soccer
Gary Erwin	Gymnastics
Janet Lynn	Ice Skating
Jennifer Chandler	Diving
John Naber	Swimming
Bruce Jenner	Track & Field
Billy Kidd	Winter Special Olympics

Note. From "The Story of the 1979 International Summer Special Olympics" State University of New York, College at Brockport.

Chaperones from each country were needed to help the athletes arrive at the Special Olympics as well as to provide any service which might be needed by the athletes. There were nearly 3,500 volunteers at the 1979 International Special Olympics at SUNY Brockport. Volunteers held such responsibilities as officiating, providing a team clinic, assisting with telephones, helping out in language translations, and being a hugger at the finish line.

The total cost to host the 1979 International Special Olympic games was \$2,500,000. This figure included transportation of athletes and chaperones, uniforms and athletic gear, on-site improvements, food, lodging, and special events (Warner, 1979).

Eunice Kennedy Shriver has said, "In Special Olympics it is not the strongest body or the most dazzling mind that counts. It is the invincible spirit, which overcomes all handicaps. For without this spirit, winning medals is empty" (Smits, 1977). This spirit has left Brockport with a gift, which cannot be found anywhere.

#### New York State Games for the Physically Challenged

The New York State Games for the Physically Challenged (NYSGPC) were developed in 1985. New York became the first state to offer a funded program of competition which included track and field, slalom, swimming, equestrian events, and table tennis for individuals with physical challenges. The NYSGPC games were an outgrowth of the 1984 International Games for the Disabled (known today as the Paralympics) that were hosted by Nassau County, Long Island. The NYSGPC games are funded by the state of New York through the New York State Parks Commission and are provided for individuals aged 5-

21 who fit in one of the following disability categories: cerebral palsy, blind, visually impaired, deaf, hearing impaired, spinal cord injured, amputee, or Les Autres (French term meaning 'the other', i.e. Muscular Dystrophy, arthritis, dwarfism, etc.).

In 1986, Susan Gordon-Ryan presented material at the NYSAPHERD conference related to the Games for the Physically Challenged. Dr. Winnick and Dr. Short were present at the conference and they became interested in the Games for the Physically Challenged. Dr. Winnick and Dr. Short approached Ms. Gordon-Ryan after her presentation and asked her to visit Brockport where she could present a workshop related to the Games for the Physically Challenged. Accordingly, Gordon-Ryan and five adult athletes came to Brockport and provided a workshop to youngsters with disabilities (personal communication, Gordon-Ryan, November, 18 1997). Winnick and Short wanted SUNY Brockport to host the Western Area Games for the Physically Challenged. Dr. Winnick suggested the idea to Dean Ginny Studer who discussed the idea with President, John Van de Wetering. Ms. Gordon-Ryan states that "the president of the college, John Van de Wetering, was very supportive of Brockport hosting the games" (personal communication, Gordon-Ryan, November 18, 1997). SUNY Brockport has hosted the western area New York State Games for the Physically Challenged annually since 1987. In 1987, Pam Maryjanowski and Ray Stoldt were two graduate assistants at SUNY Brockport who helped administer the first western area Games for the Physically Challenged at Brockport. They reported to Dr. Jim Gillete who coordinated the

games at SUNY Brockport. In 1989, Maryjanowski assumed the Western Regional Coordinator position and has held this position through 1993.

The first games were statewide and were held in 1985 on Long Island with a total 240 athletes included in the events. In 1987, the number of athletes grew to 700 when the games moved from a single site event to a two-site event. SUNY Brockport became a host to the Western Area Games for the Physically Challenged in 1987 and was joined two-years later in 1989 when Amsterdam also became a host. There are 1,000 volunteers who provide hard work and dedication to the Games for the Physically Challenged. The estimated number of children competing in 1995 in Amsterdam, Long Island, and SUNY Brockport combined was 2,500. After the games in 1995, Amsterdam dropped out as a host to the games, leaving Long Island and Brockport as the two hosts. As a result, the number of athletes has decreased to approximately 500-1,100 on Long Island and 400 in Brockport (personal communication, Pam Maryjanowski, February, 12 1998).

Most athletes in the games come from New York State. Others come from other states and countries including Massachusetts, New Jersey, Pennsylvania, Connecticut, Hawaii, Canada, and Ireland.

Each athlete who participates in the games is categorized according to age group, physical challenge, and degree of ability. The classification system for competition used for the Games for the Physically Challenged is the same classification system held by the Sport Organizations for Disabled Sports. The competitive events at the games are track events, field events, swimming events, slalom, equestrian events, table tennis, and archery.

## Chapter V

### FACULTY AT SUNY BROCKPORT

This chapter consists of information related to faculty directly associated with the adapted physical education program at SUNY Brockport. There have been ten faculty members with primary expertise in adapted physical education who have taught in and contributed to the program between 1968 and 1993. Dr. Joseph P. Winnick and Dr. Francis X. Short have been directly associated with the adapted physical education program at SUNY Brockport for more than 10 years and their contributions are briefly summarized in this chapter. Detailed information on each is presented in their resume located in appendix K.

#### Joseph P. Winnick

Dr. Joseph P. Winnick has been involved with many diverse activities at SUNY Brockport. These include teaching graduate and undergraduate preservice courses at the college, being involved with Special Olympics and the Games for the Physically Challenged, and being highly involved with professional preparation and funded research projects at the college.

Dr. Winnick completed his bachelor's degree at Ithaca College in 1960. He then moved on to Temple University where he received his master's degree in education with a major in Health and Physical Education in 1961. After teaching physical education in Baltimore County, Maryland from 1961 to 1963, he returned to Temple University, for his doctoral degree. Winnick received his doctoral degree (Ed.D) in 1967 and then completed postdoctoral work in adapted physical education at the same university. In 1985, he completed the New York State administration-supervision certification at SUNY Brockport.

Dr. Winnick served as the first President of the Research Section, New York State Association for Health, Physical Education and Recreation from 1969-70. In 1975, he co-chaired the National Advisory Committee on Physical

Education and Recreation for the Handicapped. Winnick was selected to the Board of Directors of the National Consortium on Physical Education and Recreation for the Handicapped in August, 1977 and subsequently elected as President of the National Consortium on Physical Education and Recreation for the Handicapped (held in St. Louis, Missouri on July 21, 1978).



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**Figure 5.1** Joseph P. Winnick

Dr. Winnick held the presidency from August 1979 - 1980.

Winnick has received many important honors. In the 1960's, Winnick was given the Outstanding Young Man of America and the Outstanding Teacher of Exceptional Children awards. In 1984, he received an award for outstanding research contributions from the New York State Alliance for Physical Education,

Recreation; and Dance (NYSAPERD). In 1986, The National Consortium for Physical Education and Recreation for the Handicapped awarded Dr. Winnick the Hollis Fait Scholarly Contribution Award. In 1988, Winnick was named Higher Educator of The Year by NYSAPERD and was selected as a Fellow in the Research Consortium of AAHPERD. In 1989, Winnick was given the Amazing Person Award from the Special Physical Education Section of NYSAPERD. Winnick received a Career Achievement Award from the Office of Academic Affairs, SUNY Brockport in 1989. In 1990, Winnick received the G. Lawrence Rarick Research Award from the National Consortium on Physical Education and Recreation For the Handicapped (Winnick, 1996a). In 1997 Winnick was promoted to distinguished service professor by the State University of New York, and he received the Professional Recognition Award from the Adapted Physical Activity Council of AAPERD.

From 1967 to 1993, Winnick published numerous articles in several periodicals: Physical Educator, Research Quarterly for Exercise and Sport, Adapted Physical Activity Quarterly, Palaestra, and the Journal of Physical Education, Recreation, and Dance. Winnick has also written or edited two text-type books, the most recent and most popular entitled Adapted Physical Education and Sport. His 1979 text entitled Early Movement Experiences and Development was published in the United States by W.C. Saunders Co. and was translated into Japanese and published in Toyko in 1992. He has published several monographs, seven of which were reproduced by Educational Resources Information Center (ERIC).

Winnick has also made numerous presentations at professional meetings on the state, national, or international levels. In August of 1993, he was a keynote speaker at the 9th International Symposium on Adapted Physical Activity in Yokohama, Japan.

Between 1971 and 1993, Winnick attained \$1,811,900 for grants and contracts. Grants were received for professional preparation projects in adapted physical education (these are described in Chapter III). In 1971-1972, the amount received for the professional preparation program was \$30,000, this funding level increased to \$61,598 in 1992-1993. His two largest research grants between 1968 and 1993 were Project UNIQUE (\$352,654), and UNIQUE II (\$130,459). In 1993, Winnick received \$807,000 for Project Target, a research project designed to develop a health-related criterion-referenced physical fitness test for youth with disabilities.

Winnick has performed consulting on the local, state, national, international, university and commercial levels. Some of Winnick's consulting on the national level include being a reviewer for Research Quarterly for Exercise and Sport, Journal of Physical Education, Recreation and Dance, Palaestra and Adapted Physical Activity Quarterly.

Some of Winnick's consulting on the national level includes serving as internal consultant and/or field reader of Professional Preparation Grants, U.S. Department of Education for eleven years between 1969 and 1993. He was selected as field reader and/or internal panelist, Research Projects, U.S. Department of Education for five years between 1976 and 1992. He was also selected as field reader of Special Projects for the Bureau of Education for the



Handicapped, U.S. Office of Education for two years and as field reader for student research grants for the Bureau of Education for the Handicapped, U.S. Office of Education for two years. He was selected as a field reader and panelist for Model Program Grants, Department of Education in 1979 and in 1980. He served as Internal Consultant and field reader, Secondary Educational Transitional Services for Handicapped Youth Program, Department of Education in 1986. Winnick also performed duties as a Consultant to Special Olympics Inc., Washington; D.C., 1983-84 and 1988.

On the state level, Winnick served as a consultant on adapted physical education to the New York State Education Department, Albany, NY, in 1971-72. He also served on the New York State Education Department Task Force on adapted physical education from 1992 to 1995.

At the university level, Winnick served as a consultant to the University of Puerto Rico relative to a federally funded program designed to develop teachers in the area of physical education. He also served as a consultant and three-week workshop instructor for the University of Puerto Rico in 1973. Winnick was appointed as consultant to the New York University Prototype Doctoral Preparation Program in Adapted Physical Education in 1974, 1978, 1979, 1981, and 1984. Winnick served as a consultant for a Special Physical Education Project during March 16 - April 4, 1978 at Mankato State University in Mankato, MN. He also served in March, 1989 as an Advisory Board Member for an Adapted Physical Education Project at SUNY Cortland. Dr. Winnick performed numerous consulting activities on the local level in the areas surrounding Brockport (Winnick, 1996a).

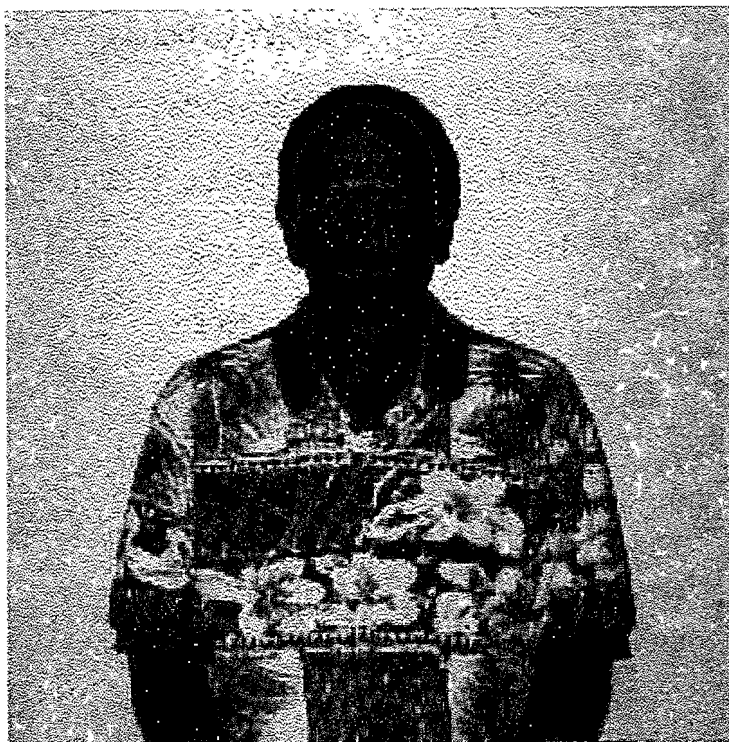
Winnick feels that his most important contributions to the adapted physical education program at Brockport include;

- Beginning the program in 1968.
- Teaching courses in adapted physical education in the Department of Physical Education and Sport.
- Obtaining external funds for students to enroll in the master's degree program, helping them to receive their education and helping them to attain employment so that they could make contributions to people with disabilities.
- Being a friend of individuals with disabilities, their parents, and organizations dedicated to serving individuals with disabilities at Brockport in order to provide a home for activities such as Special Olympics, the Games for the Physically Challenged, and other physical education, recreation and sport activities conducted on campus.
- Conducting applied research related to the physical fitness of individuals with disabilities.

#### Francis X. Short

Dr. Francis X. Short completed his undergraduate degree in physical education at Springfield College in Massachusetts in 1972. He then went on to Indiana University where he received a Master of Science degree in physical education in 1973. Short then served as an associate instructor at Indiana University from 1976-77 and as an adapted physical education specialist at Idylwild Center for Communicative Disorders, San Jose, California from 1977-79.

Lastly, in 1980, Short received a P.E.D. at Indiana University with a major in adapted physical education and a minor in special education.



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**Figure 5.2** Francis X. Short

In 1982, Short was named an Outstanding Young Man of America. This award was followed by being named a Paul Harris Fellow by the Rochester Rotary Club in 1988. In 1989, he became a recipient of the Amazing Person Award given by the Special Physical Education Section of NYSAHPERD.

Short has authored or co-authored several articles that pertain to either adapted physical education or physical education. Some of the periodicals in which Short has written are Adapted Physical Activity Quarterly, Journal of Physical Education, Recreation and Dance, and Palæstra.

Short co-authored with Winnick a Project UNIQUE fitness-testing manual in 1985. He also wrote three chapters in Adapted Physical Education and Sport, a text edited that was edited by Winnick.

Short has made several conference presentations from 1976 through 1993. He has also presented at numerous inservice workshops from 1980 through 1993. These inservice presentations pertain to adapted physical education and have taken place in mostly the eastern part of the United States.



**Figure 5.3** Short and Winnick receive The Amazing Person Awards at the 1989 NYSAPERD Conference.

Dr. Short has provided assistance as a reviewer for the following publications: Exceptional Educational Quarterly, Research Quarterly for Exercise and Sport, Journal of Physical Education, Recreation and Dance, and Adapted Physical Activity Quarterly. Dr. Short has also served as a member of an ad hoc ARAPCS committee to review AAHPERD's available fitness tests for special populations. Then, in 1984 he was a consultant in special physical education to

the Department of Defense Dependent Schools, Panama Region, August 1984. Dr. Short was also a consultant in 1984 for Project TRANSITION, a federally funded research project at Ohio State University. In 1987-89, Dr. Short served on the Monroe County (N.Y.) Board of Directors for Special Olympics.

According to Dr. Short, his most important contributions to the Adapted Physical Education program while at Brockport include serving as project coordinator for UNIQUE I and II, serving as camp director at Sunshine Camp, and writing three chapters in Adapted Physical Education and Sport (Short, 1990).

#### Other Faculty Members

There are seven other faculty members who have contributed to the adapted physical education program at SUNY Brockport in its first 25 years of existence. Table 5.1 presents a listing of the seven faculty, the years up to 1993 that they were present, and the institution from which they received their highest degree.



**Figure 5.4** From left to right: Dr. French, Dr. Winnick, and Dr. Jansma in the mid 1970's

Table 5.1 Faculty at Brockport in Adapted Physical Education, 1965-1993.

Name	Degree	Institution	Years at SUNY Brockport
Joseph Winnick	Ed.D	Temple Univ.	1965-93
Martilu Puthoff	P.E.D.	Indiana Univ.	1968-80
Noel Shakeshaft	MS.	SUNY Brockport	1974-75
Ronald French	Ed.D	Univ. of California at Los Angeles	1973-77
Paul Jansma	Ph.D	Univ. Wisconsin	1975-78
Jan Swenson-Hurwitz	MS.	SUNY Brockport	1978-79
Francis Short	P.E.D	Indiana Univ.	1979-93
Ernie Degutis	Ed.D	Oregon Univ.	1980-81
David Porretta	Ph.D	Temple Univ.	1981-82
Cathy Houston-Wilson	Ph.D	Oregon St. Univ.	1993-

## CHAPTER VI

### SUMMARY

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The project was designed to record and summarize the accomplishments associated with the adapted physical education program at SUNY Brockport from 1968 to 1993. The program at Brockport was considered worthwhile for study because it is the first and oldest concentration in adapted physical education at the master's degree level in the United States; 2) the program educated and continues to educate individuals who provide services to persons with unique needs; 3) the program serves as a model for programs in other institutions of higher education; and 4) the program has reflected various changes influencing adapted physical education in the United States. Due to the magnitude of information available, this project was delimited to four areas of inquiry. These included professional preparation, funded research, athletic services, and faculty.

In 1968, Dr. Joseph P. Winnick developed and SUNY Brockport implemented the first adapted physical education concentration at the master's degree level in the United States. In 1971 it was federally supported by the U.S. Department of Education. Between 1971 and 1993 it was funded by the U.S. Department of Education for 21 years. Funds primarily provided faculty release time and student graduate assistantships. In 1982, an undergraduate concentration in adapted physical education was initiated by Dr. Joseph P. Winnick and was approved.

The graduate adapted physical education program also stimulated the onset of many preservice and inservice projects. The preservice projects included a Special Education Planning Grant and a Summer Session Traineeship Project. The inservice projects included: Project Outreach, a Mainstreaming Subcomponent, the Brockport Sport Skills Instructional Project, Train-A-Champ, and a Department Of Defense Dependent Schools Project (DoDDS).

The Special Education Planning Grant existed from 1971 to 1973 and the purpose of the grant was to obtain funds to begin a special education program at SUNY Brockport. The Summer Session Traineeship Project was a seven-year project that began in 1969 and ended in 1975. The project was designed to further contribute to the knowledge of physical educators on how to provide or improve physical education services for individuals with disabilities.

Project Outreach was established in 1977 to prepare educators throughout New York State to develop and implement physical education programs for individuals with disabilities in accordance with the guidelines of PL 94-142. The Mainstreaming Subcomponent which existed for three years from 1976 to 1979 was developed to examine and apply the implications of mainstreaming at the preservice undergraduate physical education preparation program at Brockport. The Brockport Sport Skills Instructional Project also took place for three years from 1978 to 1981 and its primary purpose was to field test a sport-skills instructional program designed by Special Olympics, Inc.; Joseph P. Kennedy Jr. Foundation. Train-A-Champ was developed in 1979 to help professionals, paraprofessionals, parents, and volunteers to work more



effectively with individuals who participate in Special Olympics. The Department of Defense Dependent Schools Project (DoDDS) was held in 1982 at SUNY Brockport and was designed to prepare individuals to effectively implement PL 94-142 and conduct inservice workshops for other DoDDS teachers within their particular region.

SUNY Brockport began receiving external funds for research projects related to adapted physical education in 1979 when the U.S. Department of Education funded Project UNIQUE. Later in 1986, Project UNIQUE II was also funded by the U.S. Department of Education. In 1993 the most recent research project, Project Target, was funded by the U.S. Department of Education. All three projects involved the study of the physical fitness of youth with disabilities and were directed by Joseph P. Winnick and coordinated by Francis X. Short.

In its first 25 years SUNY Brockport has provided many athletic services for individuals with disabilities. The local Monroe County Special Olympics was held at SUNY Brockport in 1968. The New York State Special Olympics were held at SUNY Brockport in 1975 and 1976. In 1979, the International Special Olympics was hosted by SUNY Brockport. In 1987, SUNY Brockport hosted the western area New York State Games For The Physically Challenged for the first time. It has continued this service through 1993.

A total of 10 faculty members contributed to the adapted physical education program at SUNY Brockport. Dr. Joseph P. Winnick who arrived at SUNY Brockport in 1965 is responsible for initiating both the graduate and undergraduate professional preparation programs, directing funded professional preparation and research projects, and contributing to on-campus service

activities. The second-most senior faculty member was Dr. Francis X. Short who began at Brockport in 1979. Dr. Short served as a faculty member in the professional preparation program, as researcher in funded research projects, and as a contributor to service activities.

SUNY Brockport's adapted physical education program has reached many milestones in its first 25 years and they are summarized in Table 6.1. The program has affected many teachers and their students. The adapted physical education professional preparation program provides a worthy model for other programs.

Table 6.1 Milestones in Adapted Physical Education at SUNY Brockport

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1968	America's first concentration in adapted physical education at the master's degree level was implemented by SUNY Brockport.
1968	Monroe County Special Olympics was conducted at SUNY Brockport.
1969	The New York State Summer Traineeship Project to prepare persons in adapted physical education was initiated and continued until 1971.
1971	SUNY Brockport is awarded its first federal professional preparation grant to provide financial support for graduate students in the master's degree level preservice concentration in adapted physical education.
1975	The New York State Special Olympics was hosted by SUNY Brockport.
1976	The Undergraduate Mainstreaming Subcomponent funded by the U.S. Department of Education was implemented.
1976	The New York State Special Olympics was hosted by SUNY Brockport.
1977	The first Project Outreach workshop was held, workshops continued through 1983. Project Outreach was funded by the U.S. Department of Education.
1977	National Symposium on Mainstreaming in Physical Education was conducted.
1979	The Brockport Sport Skills Instructional Project funded by the New York State Education Department was conducted from 1979 to 1980.
1979	The first Train-A-Champ workshop was held. Train-A-Champ was funded by the New York State Education Department to help professionals, paraprofessionals, parents, and volunteers to work more effectively with individuals with mental retardation in Special Olympics events.
1979	The International Special Olympics were hosted by SUNY Brockport.

Table 6.1 (continued)

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1979	Project Unique was funded by the U.S. Department of Education, it was conducted from 1979-1982.
1979	The annual meeting of the National Consortium on Physical Education and Recreation for Individuals with Disabilities was held in Rochester, NY. Dr. Winnick served as host and president of the organization at this meeting.
1982	The U.S. Department of Defense Dependent Schools (DODDS) inservice project was conducted at Brockport.
1982	The undergraduate concentration in adapted physical education was approved.
1987	The Western area New York State Games for the Physically Challenged were hosted by SUNY Brockport for the first time.
1986	Project Unique II, a research study funded by the U.S. Department of Education was conducted between 1985 and 1986.
1993	Project Target, a research study funded by the U.S. Department of Education was initiated.
1993	An emphasis in early childhood adapted physical education was added to the graduate concentration in adapted physical education.

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## Appendix A – Content Of Programs (1972, 1977, 1978)

Winnick, J. P. (1972). Dean's Grant. (Special Project Grant Application).  
Brockport: State University of New York, College at Brockport, Department of  
Physical Education and Sport.

Winnick, J. P. (1977). (A professional preparation grant application)  
Special physical education preparation project. Brockport: State University of  
New York, College at Brockport, Department of Physical Education and Sport.

Winnick, J. P. (1978). Special physical education preparation project.  
(Special Project Grant Application No. 67922027). Brockport: State University of  
New York, College at Brockport, Department of Physical Education and Sport.

# 1972 Program Content

Model for  
Master of Science in Education (Physical Education)  
Concentration: Adapted Physical Education

## ART. I CORE (12-15 hours)

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Instructor</u>
PHE 602	Seminar in Foundations of Physical Education	3	Dr. Wilson or Dr. Fraleigh
PHE 608	Measurement and Evaluation in Physical Education	3	Dr. Wilson
PHE 605	Research Methods	3	Dr. McIntrye or Dr. Schurr

## PART II AREA OF PROFESSIONAL CONCENTRATION - Adapted Physical Education (9-15 hours)

<u>Course Number-</u>	<u>Title</u>	<u>Credit</u>	<u>Instructor</u>
Required - 3 hours			
PHE 684	Seminar and Practicum in Special Education and Recreation	3	Dr. Puthoff or Dr. Winnick

### Electives from area of Professional Concentration - (6-12 hours)

PHE 681	Remediating Developmental Disabilities	3	Dr. Winnick
PHE 682	Motor Performance Problems of Children with Chronic and Permanent Disabilities	3	Dr. Puthoff
PHE 683	Organization of Programs for Students with Motor Performance Disabilities	3	Dr. Winnick or Dr. Puthoff
PHE 795	Master's Thesis	6	Dr. Winnick, Dr. Puthoff or Dr. French
PHE 699	Independent Study in Physical Education	3	Dr. Winnick, Dr. Puthoff or Dr. French

PART III PHYSICAL EDUCATION GENERAL ELECTIVE AREA (0-6 hours)

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Instructor</u>
SME 411	Seminar in Biological Bases of Physical Education	3	Staff
SME 414	Seminar in Philosophical Concerns in Human Movement Experiences	3	Staff
SME 415	Advanced Analysis and Interpretation of Physical Activities	3	Staff
PHE 620	Supervision in Physical Education	3	Dr. Schurr
PHE 693	Basic Sport Issues	3	Dr. Fraleigh
PHE 692	Seminar in Scientific Bases of Human Movement	3	Staff
PHE 644	Advanced Theory of Motor Learning	3	Staff
PHE 645	Perception and Movement	3	Dr. Allen
PHE 660	Physiological Aspects of Exercise	3	Dr. Martin
PHE 795	Masters Thesis	6	Staff
PHE 699	Independent Study in Physical Education	3	Staff

PART IV COGNATE AREA (6-9 hours)

<u>Course Number</u>	<u>Title</u>	<u>Instructor</u>
REC 500	Planning Recreation Facilities	Rogers
REC 504	Principles of Outdoor Recreation	Gillitte
REC 506	Maintenance and Operations of Recreation Facilities	
REC 507	Recreation in Hospitals	Hoffman
REC 508	Geriatric Recreation	
REC 503	Recreation Surveys	
REC 505	Therapeutic Recreation	

RT IV - Cont'd

Psychology

<u>Course Number</u>	<u>Title</u>
PSH 434	Clinical Psychology
PSH 542	Psychogenetics
PSH 552	Complex Perception
PSH 584	Adolescent Psychology
PSH 583	Behavior Modification
PSH 682	Psychopathology of Childhood
PSH 683	Advanced Studies in Human Development
PSH 661	Psychology of Mental Retardation
PSH 711	Perception

Sociology

<u>Course Number</u>	<u>Title</u>
SOC 511	Political Sociology
SOC 512	Social Change
SOC 522	Crime, Correction, and Society
SOC 525	Juvenile Delinquency
SOC 531	Collective Behavior
SOC 532	Social Movements
SOC 533	Urban Sociology
SOC 536	Human Relations in Small Groups
SOC 541	Sociology of Complex Organizations

Educational Research

<u>Course Number</u>	<u>Title</u>
EDR 511	Teaching Techniques for the Special Child
EDR 512	Educational Programs for the Special Child
EDR 513	Children with Learning Problems

# 1977 Program Content

## GRADUATE PROGRAM IN SPECIAL PHYSICAL EDUCATION (SKELETAL FORM)

A sample program of instructional activities to be pursued to obtain competencies in the graduate specialization in Special Physical Education appears below.

Briefly stated, the required area of the master's degree is designed for the student to develop and/or improve understanding of teaching, curriculum, and research methodology. From this general framework, the student develops background in exceptionality from courses in the behavioral sciences which are assigned in his cognate area and concurrently the student enrolls in courses dealing with developmental, corrective, and Adapted Physical Education. Following these experiences, the student enrolls in a course designed to develop his skills in Special Physical Education curriculum development. Concurrently and subsequently the student applies his knowledge in practical experiences.

### Master of Science in Education (Physical Education) Concentration: Special Physical Education

I. Required Courses - 9 hours	3 hours
PHE 601 - Analysis of Teaching Physical Education	3 hours
PHE 607 - Curriculum Design in Physical Education	3 hours
PHE 605 - Research Methods in Physical Education*	3 hours
II. Special Physical Education Concentration - 12-15 hours	
PHE 681 - Remediating Developmental Disabilities	3 hours
PHE 682 - Motor Performance Problems of Children with Chronic and Permanent Disabilities	3 hours
PHE 683 - Organization of Programs for Students with Motor Performance Disabilities	3 hours
PHE 684 - Seminar and Practicum in Special Physical Education and Recreation	3 hours
PHE 699 - Independent Study in Physical Education	3 hours
III. Prescribed Electives - 6-9 hours	
PHE 522 - Theory of Motor Learning	3 hours
PHE 617 - Seminar in Elementary School Physical Education	3 hours
PHE 621 - Self-Directed Learning in Physical Education	3 hours
PHE 623 - Perceptual Motor Development	3 hours
PHE 798 - Culminating Synthesis Seminar	3 hours
REF 505 - Theory and Philosophy of Therapeutic Recreation	3 hours
PSH 511 - Perception	3 hours
PSH 661 - Psychology of Mental Retardation	3 hours
PSH 682 - Psychopathology of Childhood	3 hours
ZOL 673 - Neurobiology	3 hours
BIO 555 - Heredity and Eugenics	3 hours
HLS 604 - Mind-Body Relationships	3 hours
SPH 662 - Diagnosis of Speech and Language Disorders	3 hours
DNS 537 - Dance in Rehabilitation	3 hours
EDI 655 - Cognitive, Intellectual and Conceptual Growth in Childhood	3 hours

\*Only required of the fellowship students

# 1978 Program Content

## GRADUATE PROGRAM IN SPECIAL PHYSICAL EDUCATION (SKELETAL FORM)

A sample program of instructional activities to be pursued to obtain competencies and complete courses in the graduate specialization in Special Physical Education appears below. Briefly stated, the required part of the master's degree is designed for the student to develop abilities pertaining to teaching, curriculum, and research/evaluation. From this general framework, the student develops background in exceptionality from courses which are assigned in the elective/cognate area and concurrently the student enrolls in courses dealing with special physical education. Concurrently and subsequently the student applies knowledge in practical experiences.

### Master of Science in Education (Physical Education) Concentration: Special Physical Education

I. Required Courses - 9 hours	
PHE 601 - Analysis of Teaching Physical Education	3 hours
PHE 607 - Curriculum Design in Physical Education	3 hours
PHE 604 - Research and Evaluation for Physical Education Teachers	3 hours
II. Special Physical Education Concentration - 12-15 hours	
PHE 681 - Remediating Developmental Disabilities	3 hours
PHE 682 - Motor Performance Problems of Children with Chronic and Permanent Disabilities	3 hours
PHE 683 - Organization of Programs for Students with Motor Performance Disabilities	3 hours
PHE 684 - Seminar and Practicum in Special Physical Education and Recreation	3 hours
PHE 699 - Independent Study in Physical Education	3 hours
III. Prescribed Electives - 6-9 hours	
PHE 522 - Theory of Motor Learning	3 hours
PHE 617 - Seminar in Elementary School Physical Education	3 hours
PHE 621 - Self-Directed Learning in Physical Education	3 hours
*PHE 798 - Culminating Synthesis Seminar	3 hours
REL 505 - Theory and Philosophy of Therapeutic Recreation	3 hours
REL 507 - Methods in Therapeutic Recreation	3 hours
*PHE 795 - Thesis	6 hours
DBD 517 - Psychosocial Aspects of Mental Retardation	3 hours
DBD 601 - The Exceptional Individual: Implications for Mainstreaming	3 hours
DBD 610 - Behavioral Problem Children	3 hours
EDI 664 - Survey of Learning Disabilities	3 hours
EDI 685 - Educational Statistics	3 hours
AAS 518 - Sociology of Racial and Ethnic Minorities	3 hours
EDI 668 - Piaget for Teachers	3 hours
EDI 663 - Diagnostic Evaluation of Children With Learning Problems	3 hours
EDI 797 - Seminar: Special Needs	3 hours
HLS 604 - Mind-Body Relationships in Health	3 hours
PSH 526 - Theories of Learning	3 hours

Students are required to complete either PHE 795 or PHE 798

Appendix B – Enrollment Data For Courses 1968-1993

Winnick, J. P. (1981b). Special physical education preparation project. (Special Project Grant Application No. 68222020). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.

Winnick, J. P. (1993). Adapted Physical Education Preparation Project. (Final Performance Report, Grant No. 029B00092-91). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.



ENROLLMENT FIGURES FOR COURSES IN  
ADAPTED PHYSICAL EDUCATION  
(1968-1975)

<u>YEAR</u>	<u>SEMESTER</u>	<u>COURSE</u>	<u>ENROLLMENT</u>
1968	Fall	PHE 531	30
1969	Spring	PHE 532	20
1969	Summer	PHE 533	51
1969	Summer	PHE 534	17
1969	Fall	PHE 531	16
1970	Spring	PHE 532	21
1970	Summer	PHE 531	77
1970	Summer	PHE 532	64
1970	Summer	PHE 534	24
1970	Fall	PHE 531	9
1971	Spring	PHE 532	21
1971	Summer	PHE 533	32
1971	Summer	PHE 534	12
1971	Summer	PHE 534	8
1971	Summer	PHE 532	25
1971	Fall	PHE 533	8
1972	Spring	PHE 682	25
1972	Summer	PHE 681	26
1972	Summer	PHE 684	13
1972	Summer	PHE 682	29
1972	Summer	PHE 684	10
1972	Fall	PHE 681	11
1973	Spring	PHE 682	25
1973	Summer	PHE 681	26
1973	Summer	PHE 682	18
1973	Summer	PHE 683	15
1974	Summer	PHE 681	24
1974	Summer	PHE 682	12
1974	Summer	PHE 684	15
1974	Fall	PHE 682	13
1974	Fall	PHE 682	19
1975	Spring	PHE 683	14
1975	Summer	PHE 681	12
1975	Summer	PHE 584	14
1975	Fall	PHE 682	19

ENROLLMENT FIGURES FOR COURSES IN  
ADAPTED PHYSICAL EDUCATION  
(1976-1980)

<u>YEAR</u>	<u>SEMESTER</u>	<u>COURSE</u>	<u>ENROLLMENT</u>
1976	Spring	PHE 681	21
1976	Summer	PHE 683	12
1976	Summer	PHE 684	12
1976	Fall	PHE 681	8
1976	Fall	PHE 682	11
1977	Spring	PHE 683	13
1977	Summer	PHE 681	6
1977	Summer	PHE 684	10
1977	Fall	PHE 681	14
1977	Fall	PHE 682	15
1978	Spring	PHE 683	10
1978	Summer	PHE 684	9
1978	Summer	PHE 595	25
1978	Fall	PHE 681	20
1979	Spring	PHE 682	19
1979	Spring	PHE 684	11
1979	Summer	PHE 683	14
1979	Summer	PHE 595	21
1979	Fall	PHE 681	13
1979	Fall	PHE 682	11
1980	Spring	PHE 684	13
1980	Spring	PHE 683	13
1980	Spring	PHE 595	18

ENROLLMENT FIGURES FOR COURSES IN  
ADAPTED PHYSICAL EDUCATION  
(1980-87)

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Enrollment</u>
1980	Fall	PHE 681	16
1980	Fall	PHE 682	16
1981	Spring	PHE 683	13
1981	Spring	PHE 684	12
1981	Summer	PHE 595	12
1981	Fall	PHE 681	13
1981	Fall	PHE 682	18
1982	Spring	PHE 683	15
1982	Spring	PHE 684	12
1982	Fall	PHE 681	11
1982	Fall	PHE 682	6
1983	Spring	PHE 684	7
1983	Summer	PHE 683	10
1983	Fall	PHE 581	9
1983	Fall	PHE 582	14
1984	Spring	PHE 684	12
1984	Summer	PHE 683	10
1984	Fall	PHE 581	13
1985	Spring	PHE 582	18
1985	Spring	PHE 684	11
1985	Summer	PHE 683	20
1985	Fall	PHE 581	19
1985	Fall	PHE 582	12
1986	Spring	PHE 683	13
1986	Spring	PHE 684	8
1986	Fall	PHE 581	14
1987	Spring	PES 582	23
1987	Spring	PES 684	12
1987	Summer	PES 683	17

ENROLLMENT FIGURES FOR COURSES IN  
ADAPTED PHYSICAL EDUCATION  
(1987-92)

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Enrollment</u>
1987	Fall	PES 581	12
1987	Fall	PES 582	9
1988	Spring	PES 683	17
1988	Spring	PES 684	13
1988	Fall	PES 581	17
1988	Fall	PES 582	15
1989	Spring	PES 683	20
1989	Spring	PES 684	9
1989	Summer	PES 581	15
1989	Fall	PES 582	20
1990	Spring	PES 684	13
1990	Summer	PES 683	11

ENROLLMENT FIGURES FOR COURSES IN  
ADAPTED PHYSICAL EDUCATION  
(1990-1993)

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Enrollment</u>
1990	Fall	PES 581	19
1990	Fall	PES 582	11
1991	Spring	PES 684	7
1991	Summer	PES 683	10
1991	Fall	PES 581	13
1991	Fall	PES 582	12
1992	Spring	PES 684	10
1992	Spring	PES 683	15
1992	Fall	PES 581	20
1993	Spring	PES 582	17
1993	Spring	PES 684	10
1993	Summer	PES 683	11

### Appendix C – Practicum Sites

Winnick, J. P. (1993a). Adapted Physical Education Preparation Project.  
(Final Performance Report, Grant No. 029B00092-91). Brockport: State  
University of New York, College at Brockport, Department of Physical Education  
and Sport.

ADAPTED PHYSICAL EDUCATION PRACTICUM SITES

SEGREGATED SETTINGS

NEW YORK STATE SCHOOL FOR THE BLIND AT BATAVIA

Address: Richmond Avenue, Batavia, New York 14020  
Telephone: 716-343-5334  
Major Handicapping Conditions: Blindness with additional  
multiple handicaps  
Degree of Handicapping Condition: Mild to Severe  
Educational Level and Approximate Number Served:  
Elementary: 50; Secondary: 52

Primary Supervisor at Practicum Site:

Debbie Cromwell-Stamp - Certified to teach Physical Education,  
Master's Degree, 6+ years of exper-  
ience, completed master's degree with  
concentration in Adapted Physical  
Education.  
Tom Wigton - Certified to teach Physical Education,  
6+ years of experience.

MARY CARIOLA CHILDREN'S CENTER

Address: Al Sigi Center, 1000 Elmwood Avenue, Rochester  
New York 14620  
Telephone: 716-271-0751  
Major Handicapping Conditions: Mentally Retarded,  
Multiply Handicapped  
Degree of Handicapping Condition: Mild to Profound  
Educational Level and Approximate Number Served:  
Preschool: 115; Elementary: 175

Primary Supervisor at Practicum Site:

Karen Macomber - Master's Degree in physical education,  
and 6+ years of experience, completed a  
concentration in adapted physical  
education.

UNITED CEREBRAL PALSY CHILDREN'S PROGRAM

Address: Al Sigi Center, 1000 Elmwood Avenue, Rochester,  
New York 14620  
Telephone: 716-271-6423  
Major Handicapping Conditions: Spina Bifida; Developmental  
Lag, Cerebral Palsy  
Degree of Handicapping Condition: Mild to Severe  
Educational Level and Approximate Number Served:  
Preschool: 60; Kindergarten: 15

Primary Supervisor at Practicum Site:

Pam Tallock - Certified to teach Physical Education, Master's Degree with a concentration in adapted physical education, 6+ years of experience.

FOREMAN CENTER (FAIRPORT) - BOCES I

Address: 41 O'Connor Road, Fairport, New York 14450

Telephone: 716-377-4660

Major Handicapping Conditions: Mentally Retarded,  
Emotionally Disturbed

Degrees of Handicapping Condition: Moderate to Severe

Educational Level and Approximate Number Served:

Preschool: 30; Elementary: 400

Primary Supervisors at Practicum Site:

Bill Spadoni - Certified to teach Physical Education, Master's Degree with a concentration in adapted physical education and over 6 years of teaching experience.

John Quinn - Certified to teach Physical Education, Master's Degree, and 6+ years of teaching experience.

HOLCOMB CENTER

Address: Genesee, New York, 14454

Telephone: (716) 243-5470

Major Handicapping Conditions: Mental Retardation, Educationally Handicapped, Learning Disabled

Degrees of Handicapping Condition: Mild to Severe

Educational Level and Approximate Number Served:

Preschool: 18 School Aged: 60 Adult: 13-21

Primary Supervisor at Practicum Site:

Ostrander, Carol - Certified to teach Physical Education, Master's degree with a concentration in Adapted Physical Education, 4-6 years of teaching experience.

McKee, Jeff - Certified to teach Physical Education, Master's degree with a concentration in Adapted physical education, 4-6 years of teaching experience.

Jones, Andrea - Certified to teach Physical Education, Master's degree with a concentration in Adapted physical education, 4-6 years of teaching experience.

SAINT JOSEPH'S VILLA

Address: 3300 Dewey Avenue, Rochester, New York 14616  
Telephone: 716-865-1550  
Major Handicapping Condition: Emotionally Disturbed  
Degree of Handicapping Condition: Mild to Severe  
Educational Level and Approximate Number Served:  
Elementary: 10; Secondary: 75

Primary Supervisor at Practicum Site:

- Lori Zuller - Certified to teach Physical Education, Master's Degree, (completed concentration in adapted physical education) and 6+ years of experience.
- Michael Guerrieri - Certified to teach Physical Education, pursuing Master's degree with a concentration in adapted physical education, 2 years experience.

SCHOOL OF THE HOLY CHILDHOOD

Address: 100 Groton Parkway, Rochester, NY 14623  
Telephone: 716-359-3710  
Major Handicapping Conditions: Mentally Retarded  
Degrees of Handicapping Conditions: Moderate to Severe  
Educational Level and Approximate Number Served:  
Elementary: 50; Secondary: 40; Adult: 44

Primary Supervisors at Practicum Site:

- Cindy Sackett - Certified to teach Physical Education, Master's Degree with a concentration in adapted physical education, and 4-6 years teaching experience.
- Diane Agostinelli - Certified to teach Physical Education, Bachelor's Degree (pursuing a concentration in adapted physical education) and over 6 years teaching experience.
- Tim Baird - Certified to teach Physical Education, Bachelor's Degree (pursuing a concentration in adapted physical education at the master's degree level, less than three years of teaching experience.

ROCHESTER SCHOOL FOR THE DEAF

Address: 1545 St. Paul Street, Rochester, New York 14617  
Telephone: 716-544-1240  
Major Handicapping Conditions: Deaf/Multiple Handicaps  
Degrees of Handicapping Condition: Moderate to Severe  
Educational Level and Approximate Number Served:  
Preschool: 30; Elementary: 70; Secondary: 100



Primary Supervisors at Practicum Site:

- Paula Hanson - Certified to teach Physical Education, Bachelor's Degree, and 6+ years of teaching experience.
- Dennis Hanson - Certified to teach Physical Education, Bachelor's Degree, and 6+ years of teaching experience.
- Mary Ellen Hart- Certified to teach Physical Education, Bachelor's Degree (pursuing a concentration in adapted physical education) and 6+ years of teaching experience.
- Cathy Ryan - Certified to teach Physical Education, Master's degree with a concentration in adapted physical education, and 6+ years of teaching experience.

SUNY BROCKPORT INDIVIDUALIZED PHYSICAL EDUCATION PROGRAM (IPEP)

Address: Tuttle North Physical Education Building, Brockport  
State Campus, Brockport, New York 14420  
Telephone: 716-395-2333  
Major Handicapping Conditions: Mentally Retarded, Emotionally  
Disturbed  
Degrees of Handicapping Condition: Moderate to Severe  
Educational Level and Approximate Number Served:  
Elementary: 20

Primary Supervisors at Practicum Site:

Francis X. Short - Certified to teach Physical Education,  
Doctoral Degree, and 6+ years of  
teaching experience.  
Joseph P. Winnick - Certified to teach Physical Education,  
Doctoral Degree, and 6+ years of  
teaching experience.

PHYSICAL ENRICHMENT PROGRAM FOR YOUNGSTERS (PEPY)

Address: Tuttle North Physical Education Building, Brockport  
State Campus, Brockport, New York 14420  
Telephone: 716-395-2333  
Major Handicapping Conditions: Developmental Motor Lag  
Degrees of Handicapping Conditions: Mild to Moderate  
Educational Level and Approximate Number Served:  
Primary: 5-15

Primary Supervisor at Practicum Site:

Francis X. Short - Certified to teach physical education,  
Doctoral Degree, and 6+ years of  
teaching experience.

SUNY BROCKPORT DATA-BASED GYMNASIUM COMMUNITY RESIDENCE PROGRAM

Address: Tuttle North Physical Education Building, Brockport  
State Campus, Brockport, New York 14420  
Telephone: 716-395-2333  
Major Handicapping Conditions: Mental Retardation  
Degree of Handicapping Condition: Severe  
Educational Level and Approximate Number Served:  
Adults: 15

Primary Supervisor at Practicum Site:

Joseph P. Winnick - Certified to teach physical education,  
Doctoral Degree, and 6+ years of  
teaching experience.

SUNY BROCKPORT ADAPTED SPORT CLINIC

Address: Tuttle North Physical Education Building, Brockport  
State Campus, Brockport, New York 14420  
Telephone: 716-395-2383  
Major Handicapping Conditions: Full Spectrum  
Degrees of Handicapping Conditions: Mild to Profound  
Educational Level and Approximate Number Served:  
varies each semester

Primary Supervisor at Practicum Site:  
Joseph P. Winnick - Certified to teach physical education,  
Doctoral Degree, and 6+ years of  
teaching experience.

INTEGRATED SETTINGS

BROCKPORT PUBLIC SCHOOLS

Address: Allen Street, Brockport, New York 14420  
Telephone: 716-637-5303  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Greg Packard - Certified to teach Physical Education

BRIGHTON CENTRAL SCHOOLS

Address: 1150 Winton Road South, Rochester, New York 14613  
Telephone: 716-442-1500  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Jeff Crane - Certified to teach Physical Education

BYRON-BERGEN CENTRAL SCHOOLS

Address: Townline Road, Bergen, New York 14416  
Telephone: 716-494-1220  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Stan Sherwood - Certified to teach Physical Education

CALEDONIA-MUMFORD CENTRAL SCHOOLS

Address: 99 North St., Caledonia, New York 14427  
Telephone: 716-538-6811  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Richard Amundson - Certified to teach Physical Education

CHURCHVILLE-CHILI CENTRAL SCHOOLS

Address: 5786 Buffalo Road, Churchville, New York 14428  
Telephone: 716-293-1800  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Chris Dysart - Certified to teach Physical Education

GATES-CHILI CENTRAL SCHOOLS

Address: 910 Wegman Road, Rochester, New York 14624  
Telephone: 716-247-5050  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Bill Christina - Certified to teach Physical Education

HILTON CENTRAL SCHOOLS

Address: Hilton, New York 14468  
Telephone: 716-392-9471  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Jan Milner - Certified to teach Physical Education

HOLLEY CENTRAL SCHOOLS

Address: Holley, New York 14470  
Telephone: 716-638-6335  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Jim Palermo - Certified to teach Physical Education

KENDALL CENTRAL SCHOOLS

Address: Kendall, New York 14476  
Telephone: 716-659-2706  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Linda Curtis - Certified to teach Physical Education

SPENCERPORT CENTRAL SCHOOLS

Address: Spencerport, New York 14559  
Telephone: 716-352-3421  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Walt Tieke - Certified to teach Physical Education

GREENCE PUBLIC SCHOOLS

Address: 800 Long Pond Road, Greence, New York 14612  
Telephone: 716-227-3730  
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Frank Vito - Certified to teach Physical Education

ROCHESTER CITY SCHOOLS

School 29 -  
Address: 33 Kirkland Road, Rochester, New York 14611  
Telephone: 716-323-8228  
Jefferson High School -  
Address: Edgerton Parkway, Rochester, New York 14603  
Telephone: 716-453-2230

Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:  
Gordie Jewett - Certified to teach Physical Education  
(School 29)

Appendix D – Projects Completed By Brockport Graduates

Winnick, J. P. (1993b). Professional Preparation in Adapted Physical Education: Early Childhood Emphasis Competitive Priority. Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.

PROJECTS COMPLETED BY BROCKPORT GRADUATES  
IN  
ADAPTED PHYSICAL EDUCATION

Master's Theses Completed since 1971

Shakeshaft, Noel B. Personality Characteristics of Teachers of Exceptional Children and Teachers of Normal Children, 1971. (Major Advisor: Schurr)

Hansen, Linda Sue. The Effects of Coaction and Selected Grouping Procedures in the Learning and Performance of a Motor Task by Educably Mentally Retarded Pupils, 1972. (Major Advisor: Winnick)

Leitzke, Stanley. Performance of an Endurance Task by Educably Mentally-Retarded Subjects as a Function of Audience Reaction and Short-Term Grouping Procedures, 1974. (Major Advisor: Winnick)

Ryan, Terrence. Motor Task Performance of Educable Mentally Retarded Pupils as a Function of Reinforcement and Short-Term Grouping Procedures, 1974. (Major Advisor: Winnick)

Zachofsky, Daniel. The Effects of Extrinsic Reinforcement Upon the Motor Task Performance of Learning Disabled Children on a Selected Motor Task, 1974. (Major Advisor: French)

Reid, Carol L. The Effect of Auditory Cues on the Bowling Performance of the Visually Handicapped, 1975. (Major Advisor: French)

LeBlanc, David G. A Comparative Investigation of Performance on Static and Dynamic Balance Tasks by Down's Syndrome and Non-Down's Syndrome Trainable Mentally Retarded, 1975. (Major Advisor: French)

Kelly, Luke. The Effect of Three Auditory Frequencies on the Performance of a Sound Localization Motor Task, 1977. (Major Advisor: French)

McElroy, Eileen. The Relationship Between Teacher Enthusiasm and Student Involvement During Motor Skill Activity, 1977. (Major Advisor: Hurwitz)

Hurwitz, Jan. The Relationship Between Motor Skill Activity Choice and Enjoyment Level with Educable Mentally Retarded Students, 1978. (Major Advisor: Johnson)

Chalmers, Bonnie. A Chronometric Analysis of the Effect of Sex and Sensory Modality on the Running Performance of Visually Handicapped Students, 1979. (Major Advisor: Silva)

Patterson, Susan. A Training Program to Develop Specific Manual Dexterity Skills of Down's Syndrome Children, 1981. (Major Advisor: Winnick)

Peck, Dianne. Inservice Education Needs of Physical Educators to Integrate Students with Handicapping Conditions in Regular Programs, 1981. (Major Advisor: Winnick)

Daquila, Gene A. Reliability of Selected Health and Performance Related Test Items from the Project UNIQUE Physical Fitness Test Inventory, 1982. (Major Advisor: Shultz)

Decker, James T. The Effects of Participating in a Cross-Country Ski/Exercise Program Upon the Development of Physical and Motor Fitness in Mentally Retarded Adults, 1982. (Major Advisor: Maud)

Kozub, Francis M. The Effects of a Strength Training Program on the Elbow Extensor of a Person with Spastic Cerebral Palsy, 1986. (Major Advisor: Short).

Jones, Brian C. A Comparison of the Effects of Weight Training on Strength and Girth Measures of Prepubescent and Postpubescent Boys, 1989. (Major Advisor: Winnick)



Master's Synthesis Projects Completed Since 1977

Halpern, Harriet. Physical Activities to Enhance Learning of Prepositions by Deaf Children, 1977. (Major Advisor: French)

Salvaggio, Dorann. An Activity Card Packet to Enhance Body Perception Skills of Down's Syndrome Children, 1977. (Major Advisor: French)

Tymeson, Garth. Haptic Learning Center: Developmental Gross Motor Training Circuit for Deaf-Blind Children, 1977. (Major Advisor: French)

Spilecki, Jerrold P. Modified Adventure Activities to Enhance the Physical Fitness of Mentally Retarded Children, 1977. (Major Advisor: French)

Gianni, Rocco J. The Application of a Token Economy System in a Physical Education Program for Educationally Handicapped, 1977. (Major Advisor: French)

Clyde, Cynthia M. A Manual of Tension Control Activities for the Facilitation of Movement of Spastic Cerebral Palsy Children, 1977. (Major Advisor: French)

Pratt, Francis B. A Hatha Yoga Workbook, 1977. (Major Advisor: Ravizza)

Maldonado, Jean. Evaluation of Communication Boards for Use in Physical Education, 1977. (Major Advisor: French)

Contopidis, Ellen. Development of Exercise Activities for Orthopedic Disabled Children, 1977. (Major Advisor: Puthoff)

Convertino, Sharon. Movement Experiences for the Development and Reinforcement of Selected Academic Concepts in Visually Handicapped Children, 1979. (Major Advisor: Winnick)

Speedling, Roy. Wheelchair Events Manual for Special Olympics, 1979. (Major Advisor: Johnson)

Buchhalter, Adrian. Mainstreaming Gymnastics, 1979. (Major Advisor: Frederick)

Jones, Janet E. A Descriptive Analytic System to Code Acceptance and Non-Acceptance Behaviors of Teachers, 1979. (Major Advisor: Hurwitz)

Butler, Dixie Detlef. Guidelines for the Implementation of a Student Centered Physical Education Program, 1980. (Major Advisor: Hurwitz)

DePaepe, Jim. A Present Level of Performance Assessment for Children with Developmental Lag of Low Motor Ability, 1980. (Major Advisor: Colby)

- DiPierro, Leo J. A Survey of Teaching Emphases and Skills Required for the Sheltered Workshop Employment of Down's Syndrome Individuals, 1980. (Major Advisor: Puthoff)
- Hattenback, Roy T. A Physical Fitness Test for Children in Wheelchairs, 1980. (Major Advisor: Winnick)
- Clark, Kurt S. Simple Field Test Instruments for the Assessment of Relaxation After Instruction, 1981. (Major Advisor: Frederick)
- Newlove, Tracy Anne. Alpine Skiing for Persons with Handicapping Conditions, 1981. (Major Advisor: Garis)
- Savage, Margaret. Guidelines for Teaching Cerebral Palsied Children and Youth in Physical Education, 1981. (Major Advisor: Winnick)
- Kelly, Joseph A. An Audio-Visual Presentation: Unique Equipment and Facilities for Adapted Physical Education, 1981. (Major Advisor: Winnick)
- Mitchell, Michael. An Analysis of the Sport Activity Interests of Mentally Retarded Adults, 1982. (Major Advisor: Winnick)
- Zawitkowski, Andre J. Guidelines for the Development and Implementation of Special Physical Education Inservice Workshops in the State of South Dakota, 1982. (Major Advisor: Frederick)
- Tellock, Pamela. A Model Special Physical Education Program for Cerebral Palsied Children Exhibiting Language Delays, 1982. (Major Advisor: Porretta)
- Clifton, Cheryl A. Evaluation Procedures and Materials for the Adapted Physical Education Program at Royal Palm School, 1982. (Major Advisor: Johnson)
- Juliano, Barbara E. Mainstreaming Students in Physical Education - A Slide Presentation, 1982. (Major Advisor: Winnick)
- Pappalardi, Dennis R. Physical Education Program Guide for the Development of Decision Making Competencies for Emotionally Disturbed Students, 1982. (Major Advisor: Hurwitz)
- Morse, Linda. A Curriculum for Primary Spastic Cerebral Palsy Children in a Public School Setting, 1982. (Major Advisor: Frederick)
- Ronaldson, Michael J. A Motivational Running Program for Emotionally Disturbed Children, 1983. (Major Advisor: Short)
- Heintz, Linda D. Physical Education Assessment Instruments in Cognitive, Affective and Psychomotor Domains for Grades K, 1 and 2, 1983. (Major Advisor: Koenig-McIntyre)
- Infante, Teresa J. A Maintenance Program in Physical Education for Down Syndrome Students with Congenital Heart Defects, 1983. (Major Advisor: Goodhartz)

- Jamaica, Lucy Ibimina. A Study of Feedback for the Trainable Mentally Retarded, 1983. (Major Advisor: Colby)
- Lytle, Linda Furnal. Aerobic Dancing for Developmentally Disabled Adults, 1983. (Major Advisor: Colby)
- Eitzgerald, Neil J. A Movement Symbols Approach to Teaching Fundamental Movement Patterns to Deaf Children, 1983. (Major Advisor: Short)
- Slack, Kafen. Evaluation and Adaptation of Fitness Courses for the Wheelchair Population, 1983. (Major Advisor: Kenny)
- Visconti, Patricia. Therapeutic Horseback Riding for the Special Preschool Child, 1984. (Major Advisor: Studer)
- Lee-Brady, Eileen. Handbook for the Implementation of a Play Day for Severely Emotionally Disturbed Children, 1984. (Major Advisor: Kenny)
- Queal, Jean. A Wheelchair Polo Game, 1984. (Major Advisor: Jensen)
- Harkins, Patricia. Individualizing Basketball Activities for Educable Mentally Retarded Students at the Middle School Level, 1984. (Major Advisor: Jensen)
- Hurley, Ed. Wheelchair Team Handball, 1984. (Major Advisor: Short)
- Richards, Karla S. A Collection of Play Activities for Pre-School Handicapped Populations, 1984. (Major Advisor: Jewell)
- Clapp, Debra S. A Directory of Selected Sport and Physical Education Curricular Resources for Handicapped Pupils, 1985. (Major Advisor: Winnick)
- Spadoni, William B. A Guideline for Organizing and Conducting a Local Run Special Olympics Track and Field Meet in Monroe County, 1985. (Major Advisor: Short)
- Boyd, Wendy L. Administrative and Organizational Guidelines for Implementing and Ice Skating Program for Individuals with Disabilities, 1985. (Major Advisor: Short)
- Macomber, Karen P. Adapted PE Curriculum for the Severely/Profoundly Handicapped at the Mary Cariola Children's Center, 1985. (Major Advisor: Short)
- Payret, William C. A Comprehensive Physical Fitness Program to Teach Fitness Concepts and Develop Physical Fitness in Emotionally Handicapped Youth, 1985. (Major Advisor: Short)
- Patrick, Laurie. Functioning Level of Emotionally Disturbed Children in Classroom and Therapeutic Horseback Riding, 1985. (Major Advisor: Studer)

- Gustafson, Jean M. Communication Techniques Used in Adapted Physical Education, 1985. (Major Advisor: Winnick)
- Hooper, Beverly A. A Cross-country Training Program for Mentally Retarded Children at BOCES Monroe #1, 1985. (Major Advisor: Melnick)
- Asquith, Mary Susan. Special Athletic Opportunities for Individuals with Handicapping Conditions in Higher Education, 1985. (Major Advisor: Short)
- Sackett, Cynthia S. Sledge Hockey and Ice Picking, 1986. (Major Advisor: Winnick)
- Bellissimo, Lisa. Aerobic Exercise for Mentally Impaired Children, 1986. (Major Advisor: Marilyn Colby)
- Sireci, Mary E. Study of Sociometric Effects of a Camping Trip on Emotionally Disturbed Adolescent Girls, 1986. (Major Advisor: Gillette)
- Fetzner, Sue A. Children with Spastic Cerebral Palsy can Enjoy Dance Too: A Guide Book, 1986. (Major Advisor: Short)
- Herman, Marie M. The Maryland School for the Blind Adapted Aquatics Checklist, 1986. (Major Advisor: Winnick)
- Jenks, Mark F. An Outdoor Education Program that Enhances Language Development for Hearing Impaired Mentally Retarded Children, 1987. (Major Advisor: Winnick)
- Asquith, Mary Susan. Special Athletic Opportunities for Individuals with Handicapping Conditions in Higher Education, 1986. (Major Advisor: Short)
- Hargrave, Grace M. Modified Team Sport Activities Geared for Small Groups; 1986. (Major Advisor: Orbaker)
- Jones, Andrea L. Selected Gross Motor Activities Geared for the Severe and Profound Nonambulatory Student, 1988. (Major Advisor: Orbaker)
- Davies, Louann. Sport Opportunities for Hearing-Impaired Individuals: A Slide Presentation, 1988. (Major Advisor: Winnick)
- Brick, Katherine E. Swimming Programs for Severely Handicapped Participants: Training for the Aide, 1989. (Major Advisor: Winnick)
- Szatkowski, Denise B. A Program of Physical Development for the Older and the Aging Mentally Retarded/Developmentally Disabled Individual, 1989: (Major Advisor: Jensen)
- Cromwell-Stamp, Deborah. Deaf-Blind: Methods of Teaching Motor Development Skills in Adapted Physical Education, 1989. (Major Advisor: Koenig-McIntyre)

- DonVito, Jacquiline. A Systematic Observation Instrument for Assistants in Adapted Physical Education in a Special School Setting, 1989. (Major Advisor: Koenig-McIntyre)
- Marvin, Denise Aileen. Criterion Referenced Fitness Standards for Paraplegic Students, 1989. (Major Advisor: Short)
- Pizer, Carol H. Physical Education Curriculum and Teaching Guide for the Early Childhood Magnet School Program Rochester City School District, Rochester, NY, 1989. (Major Advisor: Colby)
- McKee, Jeffrey A. Weight Training Sports Skills Instructional Program for Mentally Retarded Athletes, 1989. (Major Advisor: Winnick)
- Asquith, Frank W. The Special Physical Education Needs of Elementary-Aged Students with Spina Bifida, 1989. (Major Advisor: Short)
- Wehs, Margaret M. Duchenne Muscular Dystrophy: Implications for Physical Education, 1989. (Major Advisor: Short)
- Agostinelli, Dianne. The Preparation of Mentally Retarded Students for Indoor Soccer, 1989. (Major Advisor: Orbaker)
- Herb, Charles B. Hydroaerobics Manual for Mentally Retarded Adults, 1990. (Major Advisor: Koenig-McIntyre)
- Bracci, Susan. Body Awareness Lesson Plans Through Creative and Imitative Movement Experiences for Preschool Children with Down Syndrome, 1990. (Major Advisor: McIntyre)
- Clarke, Carolyn S. Teacher Burnout: A Stress Related Profile of Thirty-two Adapted Physical Education Teachers, 1990. (Major Advisor: McIntyre)
- Lepak, Elizabeth. Implementation Inadequacies in a City School District Related to Public law 94-142, 1990. (Major Advisor: McIntyre)
- Leonard, Ronald B. Criterion-Referenced Physical Fitness Standards for Mentally Retarded Adults, 1990. (Major Advisor: Winnick)
- McDonald, Don. Lead-Up Skills and Activities in Softball for the Moderately and Severely Handicapped Athlete, 1990. (Major Advisor: Winnick)
- Lanzi, Todd. Adapted Physical Education Program Guide for Children with Handicapping Conditions Below the Age of Five, 1990. (Major Advisor: Orbaker)
- Baird, Timothy. Adapted Physical Education Curriculum for the Mentally Retarded Clients at the Adult Day Training Program of the School of the Holy Childhood, 1991. (Major Advisor: Smith)

Dewey, Mary P. A Survey of New York State Regional Associates: Monitoring Compliance with Federal and State Mandates in Physical Education for the Handicapped Child, 1991. (Major Advisor: Short)

Daniel, Judith E. A Guide for the Direct Care Staff of Mentally Retarded Adults with Epilepsy, 1991. (Major Advisor: Jensen)

Lown, Jill M. Behavior Enhancement Techniques for Behaviorally Disordered Students in Physical Education, 1991. (Major Advisor: Winnick)

King, Leslie A. A Physical Fitness Circuit Training Program Using Motivational Techniques for Emotionally Handicapped Adolescents, 1991. (Major Advisor: Short)

Hoepfner, Jennifer A. Guidelines on Teaching Dance to Students with Severe Cerebral Palsy who have Severe and Profound Mental Retardation, 1991. (Major Advisor: Short)

Guerrieri, Michael. Physical Education Curriculum for the Day Treatment Program at St. Joseph's Villa of Rochester, 1991. (Major Advisor: Colby)

Henshaw, Kimberly A. A Humanistic Physical Education Guide for the Emotionally Disturbed, 1991. (Major Advisor: Colby)

Scanlon, Alice D. A Multi-Media Instructional Tool for Physical Education Teachers and/or Coaches with Hearing Impaired Students Mainstreamed into their Classes, 1992. (Major Advisor: McIntyre)

Speicher, Mary Beth. A Manual for Preschool Adapted Physical Education Teachers, 1992. (Major Advisor: McIntyre)

Smith-Hanna, Carolyn. The Optimal Practice Schedule: Using Theory and Research to Enhance the Learning of Motor Skills by Individuals with Mental Retardation, 1992. (Major Advisor: McIntyre)

Selent, Jill. A Manual for Comprehending, Promoting, and Implementing Adventure Activities in a Secondary School Setting, 1992. (Major Advisor: McIntyre)

Kupersmith, Roseanne E. A Handbook for Parents of Age-Group Swimmers, 1992. (Major Advisor: McIntyre)

Greer, LeRoy S. The Use of Active Stimulation to Enhance Gross Motor Abilities with Hearing Impaired Preschoolers, 1992. (Major Advisor: Orbaker)

Pacilio, Marcia M. Guidelines for Activities to Enhance Self-Esteem and Increase Positive Behaviors in Severe to Profound M.R. Adults, 1992. (Major Advisor: Colby)

Maryjanowski, Pamela R. Guidebook for the Development of an Accessible Community Playground, 1992. (Major Advisor: Winnick)

Amedure, Carmela. Involving Individuals with Physical Disabilities in Risk Adventure Activities, 1993. (Major Advisor: Short)

Cavuoto, Ronald V. A Curriculum Guide for Pre-School Children with Cerebral Palsy, 1993. (Major Advisor: Short)

Collins, Shelly M. An Inservice Workshop to Enhance Physical Education Teachers' Attitudes Towards Integration, 1993. (Major Advisor: Short)

Setek, Joseph. Physical Education Implications for Children Prenatally Exposed to Crack-Cocaine, 1993. (Major Advisor: Short)

Barbero, Stephanie P. An Arm Ergometer Cardiovascular Fitness Training Program for Adolescents with Lower Body Disabilities, 1993. (Major Advisor: Winnick)

Appendix E – Approval Letter Of Undergraduate Program

Winnick, J. P. (1981a). Proposal For An Undergraduate Concentration In Special Physical Education. Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.





State University of New York  
COLLEGE AT BROCKPORT  
Brockport, New York 14420

Office of the Provost

November 4, 1982

TO: President Van de Wetering

FROM: Ginny Studer *Ginny*

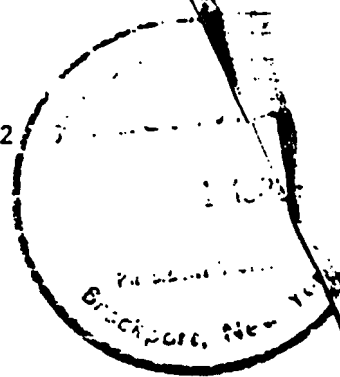
RE: Senate Resolution 16 (1981-82) Proposal for an Undergraduate Concentration in Special Physical Education

I am asking you to review the Proposal at the request of Joe Winnick and Judy Jensen. They believe the concentration will be a valuable addition to the physical education program and will attract students.

You deferred signing the Resolution until the completion of faculty reductions and reallocations. The Senate floor debate focused on the number of physical education courses required to complete the concentration. It was described on the floor as a physical education concentration built on a certification program built on a major. It was approved by the Senate, but stimulated a re-examination of the definition of a major.

The first meeting to clarify or redefine an academic major is scheduled for Friday, November 5, 1982.

GS:db  
xc:Provost Douglas



*Approved  
11/8/82  
JW*

*cc: D. Douglas  
J. Jensen  
A. Winnick  
GS 11/8/82*

**Appendix F – Copy Of Project Outreach Workshop**

ADDRESS OF HOST SITE:

Union-Endicott High School  
Main Street  
Endicott, N.Y. 13760

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TELEPHONE: (607) 757-2191

"PROJECT OUTREACH"

HOST: Mr. Tom Breese  
Department of Physical Education  
and Athletics

Inservice Education

Joseph P. Winnick  
David L. Porretta

INFORMATION:

PHYSICAL EDUCATION AND PUBLIC LAW 94-142

Joseph P. Winnick or David L. Porretta  
Physical Education Faculty  
State University College  
Brockport, N.Y. 14420  
(716) 395-2383

At:  
Union-Endicott High School  
Main Street  
Endicott, N. Y. 13760

During:  
November 10, 1981

Project Outreach is being conducted with funds provided by the Office of Special Education and Rehabilitative Services, Department of Education, Washington, D.C. The points of view presented during the project are those of the speakers and do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

PROGRAM  
November 10, 1981 - Tuesday

- 8:00 - 8:30 REGISTRATION, HOSPITALITY, EDUCATIONAL DISPLAYS
- 8:30 - 9:45 HIGHLIGHTS AND RECENT DEVELOPMENTS PERTAINING TO PL 94-142  
by Joseph P. Winnick
- 9:45 - 11:00 DEVELOPING AN IEP  
by David L. Porretta
- 11:00 - 11:15 BREAK
- 11:15 - 12:00 ASSESSMENT AND THE IEP  
by Joseph P. Winnick
- 12:00 - 1:30 LUNCH
- 1:30 - 2:05 UNIQUE FACILITIES AND EQUIPMENT AIDS  
by David L. Porretta
- 2:05 - 2:45 TECHNIQUES FOR INTEGRATING REGULAR AND HANDICAPPED PUPILS IN PHYSICAL EDUCATION ACTIVITIES  
by Joseph P. Winnick
- 2:45 - 3:15 FILMS - "Physical Education Activities for the Blind"  
"Physical Education Activities and Methods for the Orthopedically Involved"
- 3:15 - 3:30 CRACKERBARREL AND EVALUATION

**Appendix G – Copy Of National Symposium On Mainstreaming**

# NATIONAL SYMPOSIUM ON MAINSTREAMING IN PHYSICAL EDUCATION\*



February 10-12, 1977

Americana of Rochester  
70 State Street, Rochester, N.Y.

Conducted by  
The State University College, Brockport N.Y.

February 10, 1977-Thursday

REGISTRATION AND RECEPTION 6:15 P.M. - 7:15 P.M.

## SESSION I

- 7:15 p.m. - 7:30 p.m. Introduction and Welcome  
by Joseph P. Winnick, State University College, Brockport, N.Y.
- 7:30 p.m. - 8:15 p.m. The Meaning and Value of Mainstreaming  
by Horace Mann, State University College, Buffalo, N.Y.
- 8:15 p.m. - 9:00 p.m. The Meaning and Implications of Mainstreaming in Physical Education  
by Julian Stein, American Alliance for Health, Physical Education and Recreation, Washington, D.C.
- 9:15 p.m. - 10:00 p.m. Resource Material on Mainstreaming and film: "Those Other Kids"  
by Julian Stein, American Alliance for Health, Physical Education and Recreation, Washington, D.C.
- 10:00 p.m. Social

February 11, 1977-Friday

REGISTRATION 8:00 p.m. - 8:30 p.m.

## SESSION II

- 8:15 a.m. Coffee
- 8:30 a.m. - 9:20 a.m. Issues Pertaining to Mainstreaming  
by Maynard C. Reynolds, University of Minnesota
- 9:30 a.m. - 10:15 a.m. Education for All Handicapped Children Act (PL 94-142): Implications for Mainstreaming  
by William Chasey, George Washington University

## SESSION III

- 10:30 a.m. - 11:15 a.m. The Special Olympics and Mainstreaming  
by Thomas Songster, Joseph P. Kennedy, Jr. Foundation, Ralph Provenza, Director of the Special Olympics of New York State, Jim Flanagan, Association for Retarded Citizens, Troy, New York.
- 11:15 a.m. - 12:00 p.m. Legislation Pertaining to and Status of Mainstreaming in New York State  
by Bernice Kipfer, Assistant Commissioner, Office for the Education of Children with Handicapping Conditions, New York State Education Department.
- 12:00 p.m. - 1:15 p.m. Luncheon

\* The symposium planning committee consists of Joseph P. Winnick, Ronald W. French, and Paul Jansma. The symposium is being conducted with funds provided by the Bureau of Education for the Handicapped, U.S. Office of Education, Grant No. G007402652. The points of view presented in the symposium are those of the speakers and do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred. Attendance at the symposium is encouraged by the NYSAHPER Central Western Zone.

#### SESSION IV

1:30 p.m. - 2:15 p.m.

The Development of Teacher Competencies Through Pre-Service Education

by Raymond Weiss, New York University

2:15 p.m. - 3:00 p.m.

In-Service Training for Mainstreaming

by Paul Jansma, State University College, Brockport, New York

#### SESSION V

3:15 p.m. - 4:00 p.m.

Federal Mainstreaming Projects in Physical Education

by William Hillman, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C.

#### SESSION VI

4:15 p.m. - 4:45 p.m.

Small Group Discussions

4:50 p.m. - 5:20 p.m.

Symposium Participants will be provided opportunities to meet with symposium speakers for small group discussions.

5:30 p.m. - 6:45 p.m.

Dinner

#### SESSION VII

7:00 p.m. - 8:15 p.m.

Identification and Analysis of Currently Operating Mainstreaming Programs in the United States

by Jack W. Birch, University of Pittsburgh

8:15 p.m. - 9:15 p.m.

Consumer Reaction to Mainstreaming

by Ronald W. French, State University College, Brockport, New York

In this session, the moderator and symposium participants will interview individuals with handicapping conditions and parent(s) relative to their reaction to mainstreaming.

9:30 p.m.

Social

February 12, 1977-Saturday

#### REGISTRATION

8:00 a.m. - 8:30 a.m.

#### SESSION VIII

8:15 a.m.

Coffee

8:30 a.m. - 10:00 a.m.

The Saratoga Springs Mainstreaming Program (Emphasis: Mentally Retarded, Educationally Handicapped)

by Richard Lyman (Principal) and Patricia Seligman (Physical Educator) Saratoga Springs City Schools, N.Y.

#### SESSION IX

10:15 a.m. - 11:00 a.m.

Project Active's Approach to Mainstreaming

by Thomas Vodola, Township of Ocean School District, New Jersey

11:15 a.m. - 12:00 p.m.

Project Aquatics - Mainstreaming

by Grace D. Reynolds, YMCA of Southwest Washington, Longview, Washington

and

The Jefferson Physical Education Program for the Physically Handicapped

by James DeBell, City School District, Rochester, N.Y. (Crossroads Room)

12:00 p.m. - 1:15 p.m.

Luncheon

#### SESSION X

1:30 p.m. - 2:15 p.m.

The Development of Individualized Education Program for the Handicapped

by David Auxter, Slippery Rock State College, Pa.

2:15 p.m. - 3:00 p.m.

Special Problems in Mainstreaming the Mentally Retarded

by David Auxter, Slippery Rock State College, Pa.

and

Special Problems in Mainstreaming the Visually Handicapped

by Chuck Wetzell, New York State School for the Blind, Batavia, N.Y. (Crossroads Room)

## SESSION XI

3:15 p.m. - 4:00 p.m.

Principles for Mainstreaming the Deaf  
by Milo Bishop, National Technical Institute for the Deaf (NTID),  
Rochester, N.Y.

and

Special Problems in Mainstreaming the Orthopedically Handicapped  
by James DeBell, City School District, Rochester, N.Y. (Crossroads  
Room)

### REGISTRATION AND FEE

Anyone interested is welcome to attend the symposium. No fee is required for admission to symposium activities. Although registration may occur on the days of the conference, it is requested that individuals pre-register as soon as possible to enhance planning by the conference planning committee. Registration may be made by completing the registration form or writing to Joseph P. Winnick, Physical Education Faculty, State University College, Brockport, N.Y. 14420.

### LODGING

Overnight accommodations at the Americana of Rochester will be provided free of charge for the first 100 selected participants. Applications for these accommodations may be made by completing the attached registration form. In selecting participants for free accommodations, preference will be given to those unable to commute to Rochester for the conference. Participants not granted free lodging but who wish to lodge at the Americana of Rochester should complete the attached application and the symposium director will make arrangements.

### MEALS

Symposium participants will be requested to make their own arrangements for breakfast and dinner (restaurants are easily accessible). Reservations at the Americana of Rochester will be made for luncheons on February 11 and 12 for those desiring the same. Participants desiring such reservations should indicate this on the application form.

### TRANSPORTATION

Participants reserving a room at the Americana of Rochester will be provided free limousine service to and from the airport. However, it is necessary that those needing such service indicate arrival and departure time on the application form.

Joseph P. Winnick, Physical Education Faculty  
State University College  
Brockport, N.Y. 14420



Joseph P. Winnick, Physical Education Faculty,  
State University College,  
Brockport, N.Y. 14420

**Registration Form**  
**National Symposium on Mainstreaming in Physical Education**

Name \_\_\_\_\_ Telephone \_\_\_\_\_ Agency, Institution or School \_\_\_\_\_

Address of Place of Employment \_\_\_\_\_

Role (check all the appropriate spaces)

<input type="checkbox"/> teacher (pre-college)	<input type="checkbox"/> regular classroom teacher
<input type="checkbox"/> teacher (college or university)	<input type="checkbox"/> college student (full-time only)
<input type="checkbox"/> administrator (Pre-college)	<input type="checkbox"/> other (please specify) _____
<input type="checkbox"/> special educator	_____
<input type="checkbox"/> physical educator	_____

check here if you need transportation to and from the Rochester airport. If yes, give:

Flight # \_\_\_\_\_ Airline \_\_\_\_\_ Time & Date of Arrival \_\_\_\_\_

Time & Date of Departure \_\_\_\_\_

check here if you wish reservations for lunch on February 11 and/or February 12.

\_\_\_\_\_ February 11, 1977 - Old Fashioned Pot Roast - \$5.69

\_\_\_\_\_ February 12, 1977 - Chicken Coq Au Vin - \$4.54

Those individuals wishing reservations for luncheons should mail a check payable to the Americana of Rochester covering the costs of the luncheon(s).

check here if you are applying for free lodging at the Americana of Rochester

Indicate the dates for which you would like lodging (limit of two):

\_\_\_\_\_ February 10 \_\_\_\_\_ February 11 \_\_\_\_\_ February 12

check here if you are registering for the symposium but do not need lodging accommodations.

Applications may be made by completing this form or by writing a letter providing the information requested in this form. Return this form to Joseph P. Winnick, Physical Education Faculty, State University College, Brockport, N.Y. 14420. For further information, call 1-716-395-2383.

Appendix H – Department Of Defense (Dodds) Course Outline

Winnick, J. P. & Porretta, D. L. (1982). Physical Education For Handicapped Students Workshop, K-12. (Final Report, Grant No. MDA9038200327). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.

## Course Outline

Dates: June 21-25, 1982

Faculty: Dr. Joseph P. Winnick  
Dr. David L. Porretta  
Dr. Francis X. Short

Credit: 3 graduate credits

Student Evaluation:

Quizzes	20%
Final Test	25%
IEP Development	20%
Module Development	10%
Plan of Action	25%
	<u>100%</u>

Practicum Coordinators:

Mr. Mark Jenks  
Ms. Karla Richards

Administrative Assistant:

Mr. Ed Hurley

Course Assignments (see course assignment supplement):

Selected Readings  
IEP Development  
Module Development  
Plan of Action

General Course Objectives:

To attain knowledge of federal and state laws related to the education of the handicapped, understand the concept of mainstreaming, and be able to plan and possess the knowledge and skill to implement a mainstreamed physical education program.

Competencies:

- Develop a broad understanding of PL 94-142 and its implications on physical education programming for the handicapped.
- Develop an understanding of the least restrictive environment concept.
- Develop an understanding of safety considerations in implementing physical education, intramural, and athletic programs for persons with handicapping conditions.
- Develop an understanding of unique facilities and equipment aids for teaching the handicapped.
- Develop the ability to establish and individualize education programs for the handicapped in physical education.
- Develop a knowledge of professional materials relating to the establishment of individualized programs.
- Develop an understanding of methods of individualizing programs in segregated, integrated, or mainstreamed settings.
- Develop an understanding of techniques of combining regular and special pupils in physical education activities.
- Develop an understanding of several and successfully utilize one appropriate assessment technique to objectively determine levels of physical and/or motor proficiency.
- Develop the ability to analyze physical and motor tasks (task analysis) for successful teaching of the handicapped.

## Individualizing Instruction

- Philosophy and Definitions
- Importance and Relevance to PL 94-142
- How to Individualize Instruction
- Instructional Strategies and Methods

## Assessment

- Assessment for Child Placement
- The Role of Content, Criterion, and Norm-Referenced Tests in Pupil Assessment
- Examples of Content-Referenced Assessment
- Norm-Referenced Tests in Physical Education
- Assessment and the IEP

## Supportive Services and Resource Materials

- Professional Organizations
- SEA and LEA Supportive Services
- School Personnel
- Films
- Professional Literature

## Reactions to Mainstreaming

- Teachers
- Parents (parents of regular as well as handicapped pupils)
- Administrators
- Pupils (those with and those without handicapping conditions)

## Practicum Related Experiences

- Demonstration of Techniques of Individualizing Instruction
- Demonstration of Techniques of Integration
- Assessing Performance in Physical Education Activities
- Task Analysis
- Establishing a Pupil Profile
- Writing IEP's Based on Assessment During Practicum

## Textbooks:

Annick, Joseph P. Early Movement Experiences and Development: Habilitation and Remediation. Philadelphia: W. B. Saunders Co., 1979.

Annick, Joseph P. and Jansma, Paul (eds.) Physical Education Inservice Resource Manual. Brockport: State University College, 1978.

Annick, Joseph P. and Short, Francis X. (eds.) Special Athletic Opportunities for Individuals with Handicapping Conditions. Brockport: State University College, 1981.

Implementation of Section 504 of PL 93-112 on Intramurals and Athletics

Prevent Denial of Program Benefit

Equal Opportunity to Attain Same Results

Equivalent vs. Identical Service

Equal Treatment vs. Equal Opportunity

Service in the Most Normal Setting

Total Integration

Continuum of Alternative Placements

Separate Programs or Activities

Eliminate Exclusion from Participation

Architecture Barriers

Other Environmental Barriers (numbers, testing, auxiliary aids and services, rules, scholarships, insurance, finances, transportation, equipment, supplies, other supportive personnel)

The Relationship of Selected Handicapping Conditions and Physical and Motor Performance

Mentally Retarded

Visually Handicapped

Auditory Handicapped

Learning Disabled

Emotionally/Behaviorally Disturbed

Cerebral Palsy

Other Physical/Neuromuscular Handicaps

Methods and Activity Needs for Special Pupils in Physical Education

Mentally Retarded

Visually Handicapped

Deaf

Learning Disabled

Emotionally/Behaviorally Disturbed

Cerebral Palsy

Other Physical or Neuromuscular Handicaps

Unique Facilities and Equipment

Architectural Barriers

Sport Equipment

Facilities

Safety Implications for Mainstreaming

Medical Examination

Medical Exemptions and Referral Forms

Safety Precautions in Conducting Programs

Overview of Related Unique/Model Ability Programs

I CAN

Project Active

Project Perfect

Individually Prescribed Instruction (IPI)

Techniques of Integrating Regular and Handicapped Pupils in Physical Education Activities

Basic Principles of Integration

Basic Principles Applied to Sport Areas

· Appendix I – Department Of Defense (Dodds) Workshop Participants  
Winnick, J. P. & Porretta, D. L. (1982). Physical Education For  
Handicapped Students Workshop, K-12. (Final Report, Grant No.  
MDA9038200327). Brockport: State University of New York, College at  
Brockport, Department of Physical Education and Sport.

WORKSHOP PARTICIPANTS: NAMES, PROFESSIONAL AFFILIATION, AND REGIONAL LOCATION.

Region	Name	Professional Affiliation
Atlantic	Ballard, Bruce	Physical Education
	Bickel, Prudence	Physical Education
	Ennis, Jean	Physical Education
	Fons, Robert	Special Education
	Starnes, Jan	Physical Education
Mediterranean	Inselman, Debra	Physical Education
	Silverstein, Burt	Physical Education
North Germany	Callison, Ron	Physical Education
	Chiarello, Verna Marie	Special Education
	Hicks, Charlotte	Physical Education
	Himango, Gary	Physical Education
	Hobbs, Donald	Physical Education
	Holland, Hugh	Physical Education
	McNulty, Margaret	Special Education
Pacific	Bowen, Dwight	Physical Education
	Mistark, Dorothy	Physical Education
	Selditz, Jeffery	Physical Education
	Slyck, Linda	Special Education
	Weigand, Barbara	Physical Education
South Germany	Boring, Michael	Special Education
	Konowicz, Robert	Physical Education
	Roehl, Frank	Physical Education
	Roehl, Margaret	Special Education
	Smith, Don	Physical Education
	Sweet, Janet	Special Education
DoDDS Washington	Sponberg, JanaLee	Physical Education

**Appendix J – Flyers Of SUNY Brockport Projects**



### IMPLICATIONS OF PROJECT UNIQUE

The implications of Project UNIQUE to curricular concerns in physical education and recreation are enormous. The ability to determine specific fitness needs of several special populations will now become data based. Systematic programs enhancing the fitness of handicapped individuals and complying with PL 94-142 will become a reality in the 1980's. Information will also be provided on the relationship between age, sex, nature of handicap, onset on handicapping condition, and the level of physical fitness possessed. Project UNIQUE's contribution will be of practical and scientific value in promoting our understanding of the fitness needs of special populations.

### PROJECT UNIQUE

For additional information on how you and your school can participate in Project UNIQUE, please call or write:

Joseph P. Winnick or Francis X. Short  
Department of Physical Education  
State University of New York  
College at Brockport  
Brockport, N.Y. 14420  
(716) 395-2761

#### Project Officer:

Melville Appell  
Bureau of Education for the Handicapped  
United States Office of Education  
Washington, D.C. 20202

#### Project Advisory Board:

G. Lawrence Rarick - *University of California at Berkeley (Chair)*  
Robert Christina - *Pennsylvania State University*  
James Horgan - *University of Illinois at Chicago Circle*  
Stan Labanowich - *University of Kentucky*  
Helen Jo Mitchell - *Department of Recreation - Washington, D.C.*  
Claudine Sherrill - *Texas Woman's University*

### PROJECT UNIQUE

The Physical Fitness and Performance  
of Sensory and Orthopedically  
Impaired Youth

#### *Sponsored by:*

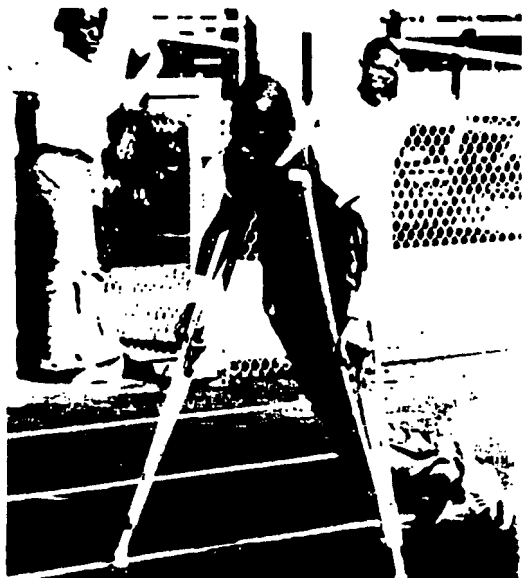
The Bureau of Education  
for the Handicapped  
U.S. Office of Education  
and  
State University of New York  
College at Brockport

*Project Director:* Joseph P. Winnick  
*Project Coordinator:* Francis X. Short  
Faculty of Physical Education  
State University of New York  
College at Brockport  
Brockport, N.Y. 14420  
(716) 395-2761

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Project UNIQUE is a three-year federally sponsored project that is designed to study the physical fitness and performance of children and youth with handicapping conditions in school and institutional settings. The project will establish normative fitness data for sensory and orthopedically impaired populations by testing individuals from across the United States.

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## INTRODUCTION

The benefits of fitness in enhancing physical and mental well-being have been documented by scientists in several fields. It is not surprising that the past decade has witnessed a tremendous increase in the participation of Americans in activity programs. While the level of fitness possessed by Americans has been receiving nationwide attention, the physical fitness of several special populations remains unknown. The assessment of fitness and performance needs of children and youth with handicapping conditions will enhance the establishment of quality activity programs for these groups. Fitness and performance information will also facilitate the setting of program objectives, goals and individual education programs. Such information will expedite physical education curriculum compliance with PL 94-142. Improving UNIQUE needs will enable special populations to benefit fully from instructional, intramural, athletic and recreative programs.

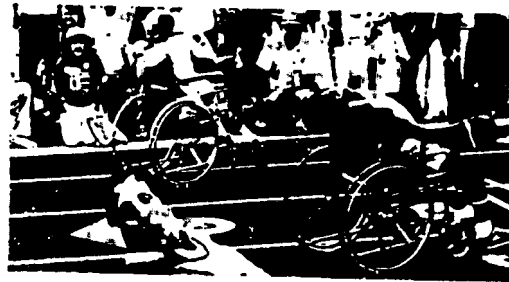


## PROJECT AIM

The aim of this project is to provide basic descriptive data which may be utilized by professionals who work with the activity and health needs of persons with handicapping conditions. This information provides a reference upon which to determine the UNIQUE needs of an individual. By determining the unique fitness needs of an individual with handicapping conditions, an appropriate program may be instituted. Such a program can provide meaningful and valuable experiences and increase the opportunity to enjoy the benefits derived from physical fitness.

## PROJECT STRUCTURE

Project UNIQUE is structured as a three-year program. The participants will be drawn from regional satellite centers throughout the United States. Testing will take place in the urban, suburban and rural sections of each region. Every satellite center will have personnel trained to conduct fitness testing on the following populations: auditory handicapped, orthopedically handicapped, visually handicapped and normal. All participants will be tested on muscular strength/endurance, agility, cardiorespiratory endurance, balance, flexibility, and various anthropometric measures.



## PROJECT DISSEMINATION

The results of Project UNIQUE will be disseminated through the development of several publications. These publications will explain in detail the procedures, implications, and fitness status of the special populations tested. Guidelines for exercise program modification will then be developed with the practitioner in mind.

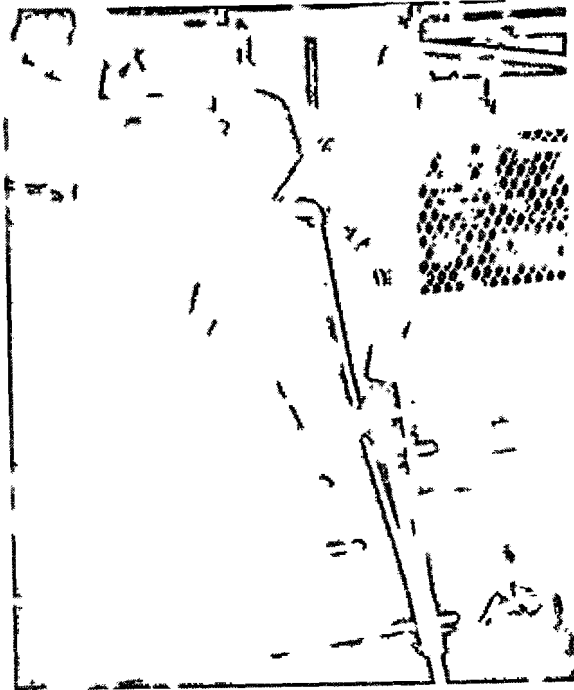
Several manuals will be generated through Project UNIQUE. These manuals will include information on the purpose of the testing program, test development, directions for test administration, test scoring, and norms for the various impaired populations.

The publications will serve as educative tools designed to assist the physical education teacher involved with handicapped students in school and other institutional settings.



## IMPLICATIONS OF PROJECT UNIQUE

The implications of UNIQUE Project II to curricular concerns in physical education and recreation are enormous. The ability to determine specific fitness needs of pupils with Cerebral Palsy will now become data based. Systematic programs enhancing the fitness of these individuals and complying with PL 94-142 will become a reality in the 1990's. Information will also be analyzed on the relationship between age, gender, nature of handicap, and the level of physical fitness possessed. Project UNIQUE's contribution will be of practical and scientific value in promoting our understanding of the fitness needs of special populations.



## UNIQUE Project II

For additional information on how you and your school can participate in UNIQUE Project II, please call or write:

Joseph P. Winnick or Francis X. Short  
Department of Physical Education and Sport  
State University of New York  
College at Brockport  
Brockport, N.Y. 14420  
(716) 395-2383

### Project Advisory Board:

Claudine Sherrill - *Texas Woman's  
University (Chair)*  
Geoffrey Broadhead - *Louisiana  
State University*  
Julian Stein - *George Mason University*  
Diane Lewandowski - *Chicago  
Public Schools*

## UNIQUE Project II

The Physical Fitness of Adolescents  
with Cerebral Palsy

*Sponsored by:*

Special Education Programs  
U.S. Department of Education  
and  
State University of New York  
College at Brockport

*Project Director:* Joseph P. Winnick  
*Project Coordinator:* Francis X. Short  
Department of Physical Education and Sport  
State University of New York  
College at Brockport  
Brockport, N.Y. 14420  
(716) 395-2383

---

UNIQUE Project II is a federally sponsored project that is designed to study the physical fitness and performance of adolescents with Cerebral Palsy in school and institutional settings. The project will establish normative fitness data based upon testing from across the United States.

---

### PROJECT AIM

The benefits of fitness in enhancing physical and mental well-being have been documented by scientists in several fields. It is not surprising that the past decade has witnessed a tremendous increase in the participation of Americans in activity programs. While the level of fitness possessed by Americans has been receiving nationwide attention, the physical fitness of several special populations remains unknown. The assessment of fitness and performance needs of children and youth with handicapping conditions will enhance the establishment of quality activity programs for these groups. Fitness and performance information will also facilitate the setting of program objectives, goals and individual education programs. Such information will expedite physical education curriculum compliance with PL 94-142. Improving UNIQUE needs will enable special populations to benefit fully from instructional, intramural, athletic and recreative programs.

The aim of this project is to provide basic descriptive data which may be utilized by professionals who work with the activity and health needs of persons with handicapping conditions. This information provides a reference upon which to determine the UNIQUE needs of an individual. By determining the unique fitness needs of an individual with handicapping conditions, an appropriate program may be instituted. Such a program can provide meaningful and valuable experiences and increase the opportunity to enjoy the benefits derived from physical fitness.

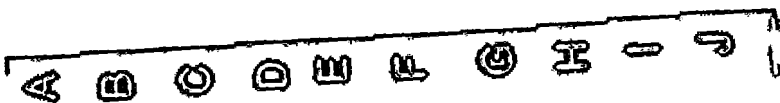
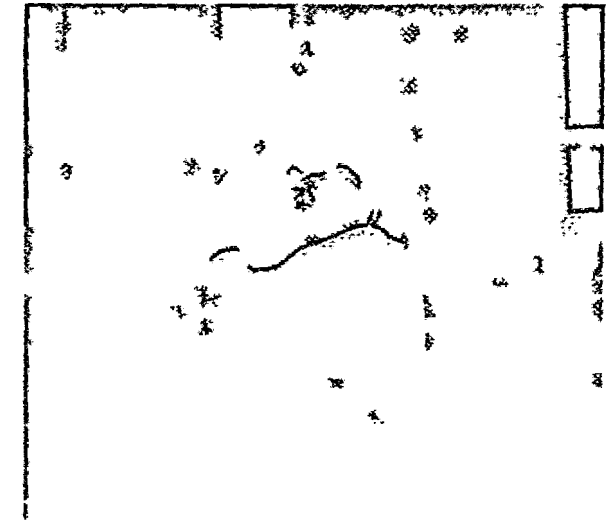
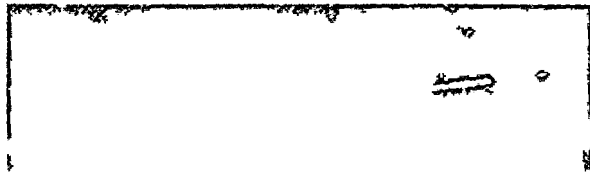
### PROJECT STRUCTURE

Testing will take place in urban, suburban and rural sections throughout the United States. Satellite center will have personnel prepared to conduct fitness testing. All participants will be tested on muscular strength/endurance, cardiorespiratory endurance, flexibility, and various anthropometric measures.

### PROJECT DISSEMINATION

The results of Project UNIQUE will be disseminated through the development of publications. These publications will explain in detail the procedures, implications, and fitness status of the special populations tested. They will include information on the purpose of the testing program, test development, directions for test administration, test scoring, and norms for the various impaired populations.

The publications will serve as educational tools designed to assist the physical education teacher involved with students with Cerebral Palsy in schools, and agencies.

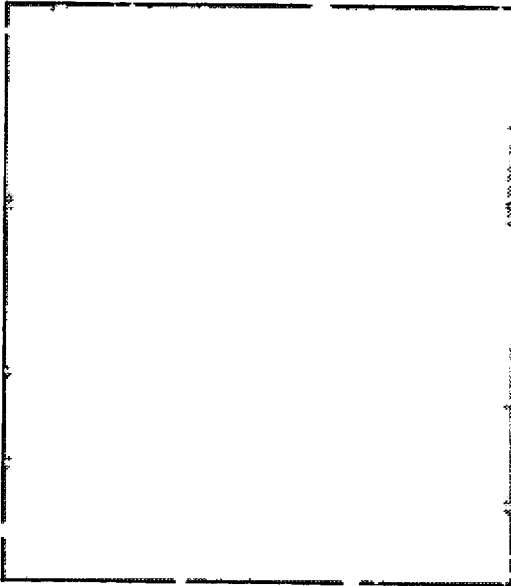


## PROJECT TARGET

The results of Project Target will have an important impact on the physical well-being of individuals with disabilities.

The valid, criterion-referenced test items and standards of physical fitness will help professionals to measure present status in physical fitness, determine strengths and weaknesses, measure progress, motivate youngsters, evaluate teaching, and evaluate and justify programs.

This program, developed to enhance physical fitness, will motivate youngsters with disabilities to reach healthful fitness levels.



**Project Target** is a federally sponsored research project designed to establish and validate criterion-referenced physical fitness test items and standards for adolescents with selected disabilities.

This project was approved by the SUNY College of Brockport Institutional Human Subjects Review Board (#101-109).

## PROJECT TARGET I

For additional information on how you and your school can participate in Project Target, please call or write:

**Joseph P. Winnick**

Department of  
Physical Education and Sport  
State University of New York  
College at Brockport  
Brockport, NY 14420  
(716) 395-2383

## PROJECT ADVISORY BOARD

**Kirk J. Cureton, Ph.D.**  
The University of Georgia

**Harold W. Kohl, Ph.D.**  
The Cooper Institute for  
Aerobics Research

**Kenneth Richter, D.O.**  
Medical Director, United States Cerebral  
Palsy Athletic Association

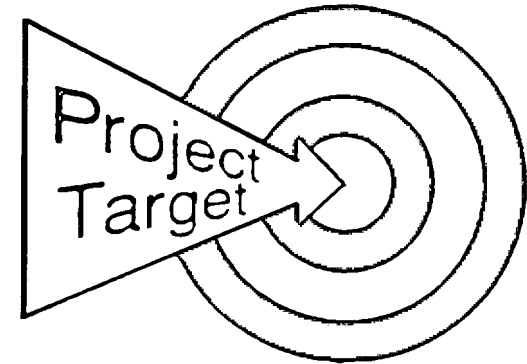
**James H. Rimmer, Ph.D.**  
Northern Illinois University

**Margaret Jo Safrit, Ph.D.**  
American University

**Roy J. Shephard, M.D., Ph.D., D.P.E.**  
The University of Toronto

**Julian U. Stein, Ed.D.**  
George Mason University (retired)

March 1995



## PROJECT TARGET

**Criterion-Referenced Physical Fitness  
Standards for Adolescents with Disabilities**

- a research project -

*Sponsored by:*  
**The Office of Special Education and  
Rehabilitative Services  
U.S. Department of Education  
and the  
State University of New York  
College at Brockport**

*Project Director:*  
**Joseph P. Winnick, Ed.D.**

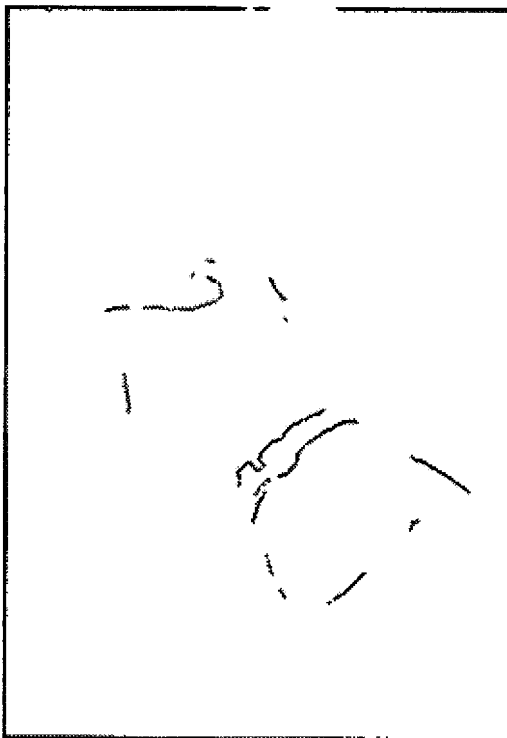
*Project Coordinator:*  
**Francis X. Short, P.E.D.**

The positive value of physical fitness is widely accepted throughout the United States today. Physical fitness is important for enhancing the quality and length of life. It assumes an important role in the play and development of children and youth, enhances their participation in leisure time pursuits and athletic endeavors. It helps in carrying out the requirements of daily living. Although physical fitness is important for all persons, it is particularly important for adolescents with disabilities. Where higher levels of physical fitness are attained, individuals are more likely to participate in play and sport activities and receive the same physical and social benefits as non-disabled adolescents and young adults. Because an enhanced physical fitness status helps persons in carrying out the requirements of daily living, it is of particular importance in the transition from school to the work place.

To help adolescents with disabilities develop and maintain levels of physical fitness necessary for healthful living, this project will identify standards for them to master, and ways to determine if these standards are mastered. To accomplish this, help is needed from students with disabilities, parents, teachers, administrators and researchers.

In order to develop valid standards, it will be necessary to test subjects with disabilities on physical fitness test items throughout the country. The results of this testing will provide the empirical data needed for developing valid standards, or targets.

This project is designed to establish and validate criterion-referenced test items and standards for adolescents with disabilities. These standards will provide targets for the attainment of healthful living through physical fitness. Once these targets are established, a program of physical fitness will be developed to help youngsters with disabilities to reach them.



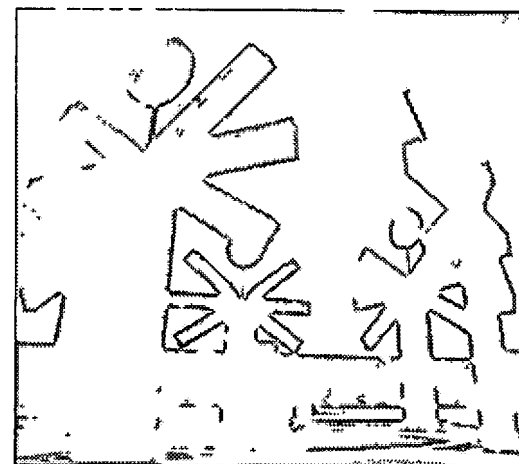
## PROJECT PRODUCTS AND DISSEMINATION

Plans are now being made to develop and disseminate the results of Project Target in a variety of ways.

First, a Project Target criterion-referenced test will be published in a form readily usable by practitioners in the field of Physical Education. Accompanying this will be an educational program for the development of physical fitness. Technical information, serving as a basis for the test, will be submitted for publication in professional journals.

Secondly, the project will recommend criterion-referenced test items and standards in connection with currently existing tests. The purpose is to make these tests *accessible* to persons with disabilities.

Finally, it is expected that information relevant to the validity of tests and standards will be available for dissemination and publication.



Appendix K – Faculty Resumes

# RESUME

JOSEPH P. WINNICK



June 11, 1998

## EDUCATION

Ithaca College	-Physical Education, B.S., 1960
Temple University	-Health and Physical Education, M.Ed., 1961
Temple University	-Physical Education, Ed.D., 1967
Temple University	-Post-Doctoral Work in Adapted Physical Education
SUNY College at Brockport	-New York State Administration-Supervision Certification (completed 5-15-85)

## TEACHING/EXPERIENCE

- Distinguished Service Professor, SUNY College at Brockport (1997-present)
- Professor, SUNY College at Brockport (1965-1997)
- Departmental Graduate Coordinator, (1989-92)
- Visiting Professor, Department of Physical Education, San Diego State University, (Spring 1991)
- Head Varsity Baseball Coach, SUNY College at Brockport, (1987-88)
- Chair, Department of Physical Education, SUNY College at Brockport, (1973-76)
- Research Assistant, Temple University, (1963-65)
- Elementary Physical Education Teacher, Baltimore Co., Md., (1961-63)
- High School Health and Physical Education, Temple High School, Philadelphia, PA (1960-61)

## PROFESSIONAL OFFICES

- Elected as first President of the Research Section, New York State Association for Health, Physical Education and Recreation, 1969-70.
- Co-chairman, National Advisory Committee on Physical Education and Recreation for the Handicapped, 1975.
- Selected on the Board of Directors, National Consortium on Physical Education and Recreation for the Handicapped, August, 1977.
- Elected as President of the National Consortium on Physical Education and Recreation for the Handicapped, St. Louis, Missouri, July 21, 1978. Dates of Presidency: August 1979-1980.



## TEACHING INTERESTS

- Adapted Physical Education, Elementary Physical Education, Growth and Development, Research Methods, Curriculum in Physical Education, Measurement and Evaluation, Performance (skill) Courses.

## CONSULTING

### National Level

- Internal consultant and/or field reader of Professional Preparation Grants, U.S. Department of Education, 1969-70, 1970-71, 1971-72, 1972-73, 1973-74, 1974-75, 1975-76, 1976-77, 1977-78, 1991-92, 1992-93.
- On-site Evaluator on behalf of the U.S. Department of Education: North Carolina Central University, 1970; University of Texas at Austin: University of Kentucky, 1978.
- Consultant-Northern Regional Institute to develop guidelines for Professional Preparation Programs in Physical Education and Recreation for the Handicapped, Cleveland, Ohio, October 11-14, 1970.
- Selected as field reader and/or internal panelist, Research Projects, U.S. Department of Education, 1976-77, 1977-78, 1979-80, 1983-84, 1991-92.
- Selected as field reader of Special Projects for the Bureau of Education for the Handicapped, U.S. Office of Education, 1976-77, 1977-78.
- Selected as field reader for student research grants for the Bureau of Education for the Handicapped, U.S. Office of Education, April, 1978 and May, 1989.
- Selected as field reader and panelist for Model Program Grants, Department of Education, 1979 and 1980.
- Reviewer for the Research Quarterly for Exercise and Sport.
- Reviewer for the Journal of Physical Education, Recreation and Dance.
- Consultant for the Department of Defense - conducted a two-day inservice workshop for teachers employed at Dependent Schools in Panama City, Panama, August 23-24, 1984.
- Selected and performed duties as a Consultant to Special Olympics Inc., Washington, D.C., 1983-84, 1988.
- Internal Consultant and field reader, Secondary Educational Transitional Services for Handicapped Youth Program, Department of Education, 1986.
- Charter member of the Editorial Board, Adapted Physical Activity Quarterly, 10 years.
- Reviewer for Palaestra.
- Served as a member of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Special Populations Fitness Assessment Task Force, 1993-95.

## CONSULTING' - continued

### State Level

- Consultant on Physical Education for the Handicapped, Special Study Institute sponsored by the New York State Education Department and conducted at the Board of Cooperative Educational Services, Spencerport, NY, August 21-24, 1970.
- Consultant on Adapted Physical Education to Special Education Instructional Materials Center, New York State Education Department, Albany, NY, 1971-72.
- Served on the New York State Education Department Task Force on Adapted Physical Education, 1992-95.

### Local Level

- Consultant on Physical Education for the Emotionally Disturbed Convalescent Hospital for Children, Rochester, NY, 1969.
- Consultant, Physical Education for the Handicapped, Corning, New York Public Schools, July 16, 1975.
- Consultant, Adapted Physical Education Assessment, Hilton, NY, October, 1980.
- Consultant, DOD Panama Region Schools, Panama City, Panama, August, 1984.
- Special Olympics Train-A-Champ Workshops, Westchester Community College, Syracuse University, SUNY Brockport in 1979.

### University Level

- Consultant and three-week workshop instructor - University of Puerto Rico, 1973.
- Appointed as Consultant to the New York University Prototype Doctoral Preparation Program in Adapted Physical Education, 1974, 1978, 1979, 1981, 1984.
- Consultant, University of Puerto Rico federally funded program designed to develop leaders in the area of physical education, August 29-September 2, 1976.
- Consultant, Mankato State University, Special Physical Education Project, March 16 -April 4, 1978.
- Advisory Board Member, Adapted Physical Education Project, SUNY College at Cortland, March 1989.

### Commercial Level

- Consultant, Motor Development and the Handicapped, Charles E. Merrill Publishing Co., February, 1977.
- Consultant, Text on Physical Activities for Atypical Persons, Charles E. Merrill Publishing Co., February, 1977.
- Review of proposed text, Adapted Physical Education, Burgess Publishing Co., April, 1980 and April 1981.
- Review of text, Special Physical Education, Saunders College Publishing, April 16, 1982.

- Review of text, Principles and Methods of Adapted Physical Education and Recreation, Times Mirror/Mosby College Publishing, 1987.

**GRANTS: Grants Funded: \$2,962,900**

- Grant Approved - Higher Education Act - Prepared equipment recommendations for "matching funds" grant submitted by the College at Brockport for Physiology of Exercise Laboratory. Total \$18,000, 1966.
- Grant Approved - Project Director - "Summer Session Traineeships in Adapted Physical Education" (U.S. Office of Education - awards through the New York State Education Department). Total of \$8,000 in 1969, \$30,750 in 1970, \$18,000 in 1971, \$18,000 in 1972, \$9,000 in 1973, \$11,200 in 1974, and \$2,250 in 1975. Grand total: \$97,200.
- Grant Approved - Project Director - (first year), Consultant (second year) "Special Education Planning Grant" Bureau of Education for the Handicapped, U.S. Office of Education, 1971-73. This grant was obtained to start a special education program at Brockport. Total \$40,000.
- Grant Approved - Project Director - "Development of Materials Retrieval System and Two Computer Based Resource Units in Adapted Physical Education," funded by the Special Education Instructional Materials Center, State Education Department, Albany, NY, 1971-1972. Total \$1,200.
- Grant Approved - Project Director - Professional Preparation in Adapted Physical Education, Office of Special Education and Rehabilitative Services, U.S. Department of Education. These grants have primarily provided financial support for Brockport's master's level pre-service program in Adapted Physical Education and provided funds for in-service education (Project Outreach) throughout New York State. From 1971 to 1993, the following funds have been received:

<u>Year</u>	<u>Total</u>	<u>Year</u>	<u>Total</u>
1971-72	\$30,000	1985-86	\$58,509
1972-73	\$30,000	1987-88	\$66,052
1973-74	\$33,000	1988-89	\$66,052
1974-75	\$40,000	1989-90	\$65,513
1975-76	\$36,000	1990-91	\$68,621
1976-77	\$51,000	1991-92	\$68,254
1977-78	\$65,000	1992-93	\$61,598
1978-79	\$65,000	1994-95	\$86,000
1979-80	\$58,000	1995-96	\$86,000
1980-81	\$59,000	1996-97	\$86,000
1981-82	\$54,000	1997-98	\$86,000
1982-83	\$44,200		
1983-84	\$58,509		
1984-85	\$58,509		

1971 to 1998 = \$1,480,817

- Grant Approved - Project Director - "Training of Professionals, Para-Professionals, Parents and Volunteers in Physical Education for the Handicapped." New York State Education Department, 1978-79. Total \$8,200.
- Grant Approved - Project Director - "Sport Skills Instructional Program for the Mentally Retarded," New York State Education Department, 1979-80. Total \$7,380.
- Research Grant Approved - Project Director - "Project UNIQUE - Physical Fitness and the Orthopedic and Sensory Impaired," Bureau of Education for the Handicapped, U.S. Office of Education. Total \$118,000 in 1979-80, \$126,654 in 1980-81, \$108,000 in 1981-82. Grand Total \$352,654.
- Special Project Approved - Project Director - In-service training in "Physical Education for Handicapped Students, K-12." This project was funded by the Department of Defense, Washington, D.C. It was funded to provide in-service education to 40 special education and physical education teachers teaching in dependent schools for the Department of Defense throughout the world. Dates: June 21-25, 1982. Total \$20,000.
- Research Grant Approved - Project Director - "Physical Fitness and Cerebral Palsy - UNIQUE II." Funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. The grant was funded for a 24-month period for a total of \$130,459.
- Research Grant Approved - Project Director - "Project Target:" Criterion Referenced Physical-Fitness Standards for Adolescents with Disabilities. Funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. This is a five-year research grant (1993-1998) funded for approximately \$807,000.

## PUBLICATIONS

### Articles.

- Winnick, Joseph P., Corcoran, Eileen, & Orbaker, Eugene (1967). Using Student Instructors. Challenge (pp. 99-100).
- Winnick, Joseph P., & Orbaker, Eugene (1968). Enriching Experiences in Adapted Physical Education. New York State Journal of Health, Physical Education and Recreation, 21, 23-26.
- Winnick, Joseph P. (1969). Professional Preparation in Adapted Physical Education in the State of New York. New York State Journal of Health, Physical Education and Recreation, 21, 23-26.
- Winnick, Joseph P. (1970). Planning Physical Activities for the Diabetic. Physical Educator, 27, 15-16.
- Winnick, Joseph P. & Olson, Arne L. (1970). The Relationship Between Selected Elements of Physical Fitness and the Caloric Cost of Standardized Exercises. Pennsylvania Journal of Health, Physical Education and Recreation, 40, 18-24.
- Winnick, Joseph P. & Landers, Daniel, M. (1971). Try Trampolining with Handicapped Children. Teaching Exceptional Children, 3, 181-188.
- Winnick, Joseph P. (1972). The Prediction of Maximum Oxygen Intake from Recovery Heart Rates. American Corrective Therapy, 26, 19-23.

- Winnick, Joseph P. (1972). Issues and Trends in Training Adapted Physical Education Personnel. Journal of Health, Physical Education and Recreation, 43, 75-78.
- Winnick, Joseph P. (1972). Relationship Between Indices of Subcutaneous Fat and the Caloric Cost of Standardized Exercises. New York State Journal of Health, Physical Education, and Recreation, 25, 48-50.
- Winnick, Joseph P. (1975). Piaget-Based Early Developmental Experiences in Physical Recreation and Physical Education. In Winnick, Joseph P. & French, Ronald W. (eds.) Piaget for Regular and Special Physical Educators and Recreators. Brockport, NY, State University College.
- Winnick, Joseph P. (1977). Physical Activity and the Asthmatic Child. American Corrective Therapy Journal, 31, 148-151.
- Winnick, Joseph P. (1978). Early Movement Experiences and Program Components for the Stimulation of Cognitive Development. Piaget & the Helping Professions. Proceedings of the Seventh Annual International Interdisciplinary UAP Conference of Piagetian Theory and Its Implications for the Helping Professions. Los Angeles: University of Southern California.
- French, Ronald W., Jansma, Paul, & Winnick, Joseph P. (1978). Preparing Undergraduate Regular Physical Educators for Mainstreaming. American Corrective Therapy Journal, 32, 43-48.
- Winnick, Joseph P. (1978). Techniques for Integration. Journal of Physical Education and Recreation, 49, 22.
- Winnick, Joseph P. (1979). Review of Developmental and Adapted Physical Education, by Clarke, H., & Clarke, D.H., in Research Quarterly, 50, 151-152.
- Winnick, Joseph P. (1979). Physical Development for Special Olympic Sports. In Winnick, Joseph P. (ed.) Train-A-Champ: Processing of a Series of Workshops on the Development of Sport Skills of Special Olympic Participants. Brockport, NY: State University College.
- Winnick, Joseph P. (May 1979). A View on the Delivery of Inservice Education Related to PL 94-142. In Dunn, John M. & Harris, Jerry L. (eds.) Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Corvallis, OR: Oregon State University (pp. 44-46).
- Winnick, Joseph P., et. al. (1980). Implications of Section 504 of the Rehabilitative Act as Related to Physical Education Instructional, Personnel Preparation, Intramurals, and Interscholastic/Intercollegiate Sport Programs. Practical Pointers, 3, 1-20, and ERIC ED. 207312.
- Winnick, Joseph P. & Short, Francis X. (1984). The Physical Fitness of Youngsters with Spinal Neuromuscular Conditions. Adapted Physical Activity Quarterly, 1, 37-51.
- Winnick, Joseph P. (1984). Recent Advances Related to Special Physical Education and Sport. Adapted Physical Activity Quarterly, 1, 197-206.
- Winnick, Joseph P., & Short, Francis X. (1984). Test Item Selection for the Project UNIQUE Physical Fitness Test. Adapted Physical Activity Quarterly, 1, 296-314.
- Winnick, Joseph P. (1985). The Performance of Visually Impaired Youngsters in Physical Education Activities: Implications for Mainstreaming. Adapted Physical Activity Quarterly, 2, 292-299.

- Short, Francis X., & Winnick, Joseph P. (1986). The Performance of Adolescents with Cerebral Palsy on Measures of Physical Fitness. Sport and Disabled Athletics: The 1984 Olympic Scientific Congress Proceedings. Champaign, IL: Human Kinetics.
- Winnick, Joseph P., & Short, Francis X. (1986). The Physical Fitness of Adolescents with Auditory Impairments. Adapted Physical Activity Quarterly, 3, 58-66.
- Winnick, J.P. (1986). History of Adapted Physical Education: Priorities in Professional Preparation. Adapted Physical Activity Quarterly, 3, 112-117.
- Short, F.X., & Winnick, J.P. (1986). The Influence of Visual Impairment on Physical Fitness Test Performance. Journal of Visual Impairment and Blindness, 80, 729-731.
- Winnick, J.P.; & Short, F.X. (1986). Be New York Fit: A Physical Fitness Award Program for All Students. Palaestra, 1, 20-22.
- Winnick, J.P., Stein, J., Beaver, D., Hayes, A., Cizek, R., & Colston, L. (1986). Round Table: Presidential Physical Fitness Award and the Disabled. Palaestra, 1, 13-16, 46-52.
- Winnick, J.P. (1988). Classifying Individuals with Handicapping Conditions for Testing. Journal of Physical Education, Recreation, and Dance, 59, 34-37.
- Gustafson, J., & Winnick, J.P. (1988). Communication Techniques Used in Adapted Physical Education. NYSAPERD Journal, 38, 14-16.
- Short, F.X., & Winnick, J.P. (1988). Adolescent Physical Fitness: A Comparative Study. Journal of Visual Impairment & Blindness, 82, 237-239.
- Winnick, J.P., & Short, F.X. (1988). A Comparison of the Physical Fitness of Segregated and Integrated Hearing Impaired Adolescents. Clinical Kinesiology, 42, 104-109.
- Winnick, J.P., & Short, F.X. (1991). A Comparison of the Physical Fitness of Nonretarded and Mildly Retarded Adolescents with Cerebral Palsy. Adapted Physical Activity Quarterly, 8, 43-56.
- Winnick, Joseph P. (1994). Adapted Physical Education in New York State: Problems and Remedies. NYSAPERD Journal, 42, 1: 3-5.
- Winnick, Joseph P. (1994). Legislative Influences on Adapted Physical Activity and Sports in the USA. In Yabe, K., Kusano, K., & Nakata, H. (eds.) Adapted Physical Activity: Health and Fitness. Proceedings of the 9th International Symposium in Adapted Physical Activity, Tokyo: Springer-Verlag. (pp. 26-31).
- Winnick, Joseph P. (1995). Personalizing Measurement and Evaluation for Individuals with Disabilities. In Seaman, J. (ed.) Physical Best and Individuals with Disabilities: A Handbook for Inclusion in Fitness Programs. Reston, VA: The American Alliance for Health, Physical Education, Recreation, and Dance. (pp. 21-30).
- Rimmer, J.H., Connor-Kuntz, F., Winnick, J.P. and Short, F.X. (1997). Feasibility of the Target Aerobic Movement Test in Children and Adolescents with Spina Bifida "Adapted Physical Activity". 14: 147-155.
- Fernhall, B., Pitteti, K., Vukovich, M., Stubbs, N., Hensen, T., Winnick, J., & Short, F. (1998). Validation of cardiovascular fitness field tests in children with mental retardation. American Journal on Mental Retardation, 102(6), 602-612.

## PUBLICATIONS - continued

### Books/Monographs (University-Published)

Have published several monographs. Those accepted by ERIC for reproduction:

- Winnick Joseph P., & French, Ronald W. (eds.) (1975) Piaget for Regular and Special Physical Educators and Recreators. Proceedings of the National Symposium on Piaget for Regular and Special Educators and Recreators, Brockport, NY: SUNY, College at Brockport, 80 pgs. (monograph) ERIC (ED 117-874).
- Winnick, Joseph P., & Jansma, Paul. (May 1978) Physical Education Inservice Resource Manual for the Implementation of the Education for All Handicapped Children Act (PL 94-142). Brockport, NY: SUNY, College at Brockport, 151 pgs. (monograph).
- Winnick, Joseph P. (ed.). (1979) Train-A-Champ: Proceedings of a Series of Workshops on the Development of Sport Skills of Special Olympic Participants. Brockport, NY: SUNY, College at Brockport, 89 pgs. (monograph).
- Winnick, Joseph P., & Hurwitz, Jan (eds.) (1979) The Preparation of Regular Physical Educators for Mainstreaming. Brockport, NY: SUNY, College at Brockport, 129 pgs. (monograph) ERIC (ED 220 028).
- Winnick, Joseph P., & Rogers, Martin. (August 1980) Sports Skills Instructional Project for the Mentally Retarded. A final report of a project sponsored by the Office for the Education of Children with Handicapping Conditions. Albany, NY: New York State Education Department, 44 pgs.
- Winnick, Joseph P., & Short, Francis X. (eds.) (1981) Special Athletic Opportunities for Individuals with Handicapping Conditions. Brockport, NY: SUNY, College at Brockport, 120 pgs. (monograph) ERIC (ED 210 897).
- Winnick, Joseph P., & Short, Francis X. (Nov. 1982) Physical Fitness of Sensory and Orthopedically Impaired Youth. Project UNIQUE Final Report. Brockport, NY: SUNY, College at Brockport, 626 pgs. ERIC (ED 240 764).
- Winnick, Joseph P., & Short, Francis X. (August 1988) The Physical Fitness of Adolescents with Cerebral Palsy. Project UNIQUE II Final Report. Brockport, NY: SUNY, College at Brockport, 60 pgs.

### Books/Monographs (Commercial-Publications)

- Winnick, Joseph P. (1979) Early Movement Experiences and Development: Habilitation and Remediation. Philadelphia: W.B. Saunders, Co., 525 pgs.
- Winnick, Joseph P. (issue ed.) (May 1982) Adapted Physical Education, Exceptional Education Quarterly. Gaithersburg, MD: Aspen Systems Corporation, Vol. 3, No. 3, 85 pgs.
- Winnick, Joseph P., & Short, Francis X. (1985) Physical Fitness Testing of the Disabled. Champaign, IL: Human Kinetics Pub., 167 pgs.
- Winnick, Joseph P. (ed.) (1990 and 1995) Adapted Physical Education and Sport. Champaign, IL: Human Kinetics Pub., 488 pgs. (1st edition), 459 pgs. (2nd edition).

- Winnick, Joseph P. (1992) Early Movement Experiences and Development: Habilitation and Remediation. Tokyo, Japan: Taishukan, 315 p. (Translated into Japanese by Y. Kobayashi).
- Winnick, J.P., & Short, F.X. (1998). The Brockport Physical Fitness Test Manual. Champaign, IL: Human Kinetics.
- Winnick, J.P., & Short, F.X. (1998). The Brockport Physical Fitness Test Videotape. Champaign, IL: Human Kinetics.
- Winnick, J.P., & Short, F.X. (1998). Criterion-Referenced Physical Fitness Standards for Adolescents with Disabilities: Final Report, Project No. H023C30091 funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. Brockport, NY: SUNY, College at Brockport.
- Short, F.X., & Winnick, J.P. (1999). The Brockport Physical Fitness Test Technical Manual. Champaign, IL: Human Kinetics.
- Winnick, J.P., & Short, F.X. (1999). The Brockport Physical Fitness Test Training Manual. Champaign, IL: Human Kinetics.

#### Abstracts

- Fernhall, B. George Washington University, K. Pitetti, M. Vukavich, N. Stubbs, T. Hensen, Wichita State University, J. Winnick and F. Short, SUNY Brockport. "Validation of Cardiovascular Fitness Field Tests in Children with Mental Retardation." (1996). Abstract in Medicine and Science in Sports and Exercise, vol. 28, no. 2 suppl., p.550.
- Winnick, Joseph P., State University of New York - Brockport, James H. Rimmer, Northern Illinois University, Fiona Conner-Kuntz, Indiana University - Purdue University Indianapolis, Francis X. Short, State University of New York - Brockport (1996). "The Reliability of an Aerobic Movement Test in Children with Spina Bifida." Abstract in Medicine and Science in Sports and Exercise, vol. 28, no. 5 suppl., p.56.
- Winnick, Joseph P., State University of New York - Brockport, James H. Rimmer, Northern Illinois University, Fiona Connor-Kuntz, Indiana University - Purdue University Indianapolis, Francis X. Short, State University of New York - Brockport (1996). "Feasibility of the Target Movement Test in Children with Spina Bifida." Abstract in Research Quarterly for Exercise and Sport, vol. 67, no. 1, p.124.



## PRESENTATIONS AT PROFESSIONAL MEETINGS

### National/International Level

- Olson, Arne L., Winnick, Joseph P., & Field, Robert. "The Reliability of a Gas Chromatography - Dry Spirometer System for Determining Energy Cost of Exercise." Presented at the Research Section Meeting, National AAHPER Convention, Dallas, TX, March, 1965.
- Winnick, Joseph P. "The Relationship Between Selected Elements of Physical Fitness and the Caloric Cost of Standardized Exercises." Presented at the Convention of the AAHPER, Las Vegas, NV, March 1967.
- Winnick, Joseph P. "The Relationship of Subcutaneous Fat to the Caloric Cost of Certain Standardized Exercises." Presented at the Convention of the Eastern District Association of the AAHPER, Buffalo, NY, April, 1967.
- Winnick, Joseph P. "The Prediction of Maximum Oxygen Uptake from Recovery Heart Rates." Presented at the National Convention of the American Association of Health, Physical Education and Recreation, Houston, TX, April, 1972.
- Winnick, Joseph P. "Issues in Training Adapted Physical Education Personnel." Presented at the National American Association for Health, Physical Education and Recreation Convention, Houston, TX, April, 1972.
- Winnick, Joseph P. "Piaget-Based Early Developmental Experiences in Physical Recreation and Physical Education." Presented at the National Symposium on Piaget for Regular and Special Physical Educators and Recreators, State University College, Brockport, NY, October 8, 1975.
- Winnick, Joseph P. "Report on the National Symposium on Mainstreaming in Physical Education." Presented at the Annual Meeting of the National Consortium of Physical Education and Recreation for the Handicapped, Kansas City, MO, July 29, 1977.
- Winnick, Joseph P., French, Ronald W., & Jantsmas, Paul. "Preparing Undergraduate Regular Physical Educators for Mainstreaming." Presented at the Annual Meeting of the National Consortium of Physical Education and Recreation for the Handicapped, Kansas City, MO, July 29, 1977.
- Winnick, Joseph P. "Early Movement Experiences and Program Components for the Stimulation of Cognitive Development." Presented at the Seventh Annual International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping Professions, University of Southern California, Los Angeles, CA, January 28, 1977.
- Winnick, Joseph P. "A View on the Delivery of Inservice Education Relative to PL 94-142." Presented at the National Conference on Inservice Physical Education and Public Law 94-142, Oregon State University, Corvallis, OR, June 15-16, 1978.
- Auxter, David, & Winnick, Joseph P. "Implications of Section 504 of the Rehabilitation Act of 1973 on Physical Education Instruction, Professional Preparation, Intramurals, and Interscholastic Sport Programs." Presented at the Annual Meeting of the National Consortium of Physical Education and Recreation for the Handicapped. St. Louis, MO, July 21, 1978.
- Winnick, Joseph P. "Infusing Concepts Related to the Handicapped Into Undergraduate Organization and Administration Courses/Modules." Presented at the Project INFUSE National Symposium, University of Colorado, Boulder, November 10, 1978.

- Winnick, Joseph P. - Panelist - Personnel Preparation for the Mainstreamed Program, Project PAM Training Institute, Washington, D.C., January 23, 1979.
- Winnick, Joseph P. "Mainstreaming - It Isn't All Bad." Presented at the Midwest Conference for Physical Education/Recreation for the Disabled and Handicapped, University of Wisconsin at La Crosse, April 21, 1979.
- Winnick, Joseph P. Guest Speaker at an Adapted Physical Education Seminar, Texas Women's University, Denton, TX, July 16-18, 1979.
- Winnick, Joseph P. "The Why, What, and How of Assessing Handicapped Individuals in Physical Education and Recreation." Presented at the Midwest Conference on Physical Education/Recreation for the Disabled, La Crosse, WI, May 1, 1981.
- Winnick, Joseph P. "Project UNIQUE." Presented at the Midwest Conference on Physical Education/Recreation for the Disabled, La Crosse, WI, May 1, 1981.
- Winnick, Joseph P. "Fitness for the Orthopedically and Sensory Impaired Child." Presented at the Symposium on Mental Retardation and Physical Activity, University of Manitoba, Winnipeg, Manitoba, March 6, 1981.
- Winnick, Joseph P. "Fitness for the Handicapped." Presented at the Chicago Forum on Youth Fitness and Sports sponsored by the President's Council on Physical Fitness and Sports, Chicago, IL, October 14, 1981.
- Winnick, Joseph P., & Short, Francis X. "Physical and Motor Performance Testing of the Sensory and Orthopedic Impaired: Project UNIQUE's Approach." 3rd International Symposium on Adapted Physical Education, New Orleans, LA, November 23, 1981.
- Winnick, Joseph P. "Assessing the Fitness of Children/Youth with Sensory and Orthopedic Impairments, A Project UNIQUE Update." AAHPERD National Convention, Houston, TX, April 22, 1982.
- Short, Francis X., & Winnick, Joseph P. "Motor Assessment of the Physically Disabled." Presented at the Council for Exceptional Children (CEC) National Convention, Detroit, MI, April 4, 1983.
- Winnick, Joseph P., & Short, Francis X. "The Project UNIQUE Physical Fitness Test and Training Program for Normal, Sensory Impaired, and Orthopedically Impaired Youth." Presented at the AAHPERD National Convention in Minneapolis, MN, April 9, 1983.
- Winnick, Joseph P. "A Physical Fitness Test for Youngsters with Orthopedic Impairments." Presented at the Seminar on Sports and Recreational Programs for the Physically Disabled Child. Seminar conducted by the Committees on Pediatric Orthopedics and Rehabilitation, American Academy of Orthopedic Surgeons, Winter Park, CO, April 11, 1983.
- Winnick, Joseph P. "The Project UNIQUE Physical Fitness Test." Presented at the 4th International Symposium on Adapted Physical Activity, West London Institute of Higher Education, London, England, September 1, 1983.
- Winnick, Joseph P. "Project UNIQUE Physical Fitness Test and Training Program." Presented at a workshop entitled Assessing the Motor Abilities of Physically and Severely Handicapped Individuals, San Diego State University, CA, May 4-6, 1984.
- Short, Francis X., & Winnick, Joseph P. "The Performance of Youngsters with Cerebral Palsy." Presented at the 1984 Olympic Scientific Congress, Eugene, OR, July 14, 1984.
- Winnick, Joseph P. "Project UNIQUE - Implications for Practitioners - an Assessment Tool." Presented at the 13th Annual Conference on Physical Activity for the Exceptional Individual. University of the Pacific, Stockton, CA, October 16, 1984.

- Winnick, Joseph P. "Oral History of Adapted Physical Education: Priorities in Professional Preparation." Presented at the AAHPERD National Convention, Georgia World Congress Center, Atlanta, GA, April 18, 1985.
- Short, Francis X., & Winnick, Joseph P. "The Influence of Visual Impairment on Physical Fitness Test Performance." Presented at the 5th International Symposium on Adapted Physical Activity, Toronto, Canada, Oct. 3, 1985.
- Winnick, Joseph P., & Short, Francis X. "Project UNIQUE Physical Fitness Test." Presented at the AAHPERD National Convention, Cincinnati, OH, April 12, 1986.
- Winnick, Joseph P., & Short, Francis X. "Physical Fitness and Educational Environment of the Auditory Impaired." Presented at the AAHPERD National Convention, Cincinnati, OH, April 13, 1986.
- Winnick, Joseph P. (1986). "The New York Games for the Physically Disabled." Presented at the Annual Convention of the American Alliance for Health, Physical Education and Recreation, Las Vegas, NV, April 13, 1987.
- Rich, Sarah, Short, F.X., & Winnick J.P. "A Comparison of Fitness Levels of American and British Visually Impaired Youths." Presented at the Annual Convention of the American Alliance for Health, Physical Education and Recreation, Kansas City, MO, April 8, 1988.
- Winnick, Joseph P. "A Comparison of the Physical Fitness of Nonretarded and Mildly Retarded Adolescents with Cerebral Palsy." Presented at the 7th International Symposium on Adapted Physical Activity, Berlin, West Germany, June 23, 1989.
- Winnick, Joseph P. "SUNY Brockport's Liberal Arts Major." Presented at the Annual Convention of the National Association for Physical Education in Higher Education, San Diego, CA, January 5, 1990.
- Winnick, Joseph P. "Field Experiences for Professional Preparation in Adapted Physical Education." Presented at the Annual Convention of the National Consortium on Physical Education and Recreation for the Handicapped, Lexington, KY, July 28, 1990.
- Winnick, Joseph P. "SUNY, College at Brockport Graduate Concentration in Adapted Physical Education." Presented at the Annual Convention of the National Consortium on Physical Education and Recreation for the Handicapped, Arlington, VA, July 1991.
- Winnick, Joseph P., & Broadhead, G. "Confusing and Controversial Questions/Issues in Adapted Physical Education." Presented at the Annual Convention of the National Consortium on Physical Education and Recreation for the Handicapped, Arlington, VA, July 17, 1992.
- Winnick, Joseph P., & Jankowski, L. "Evolution and Conflict in Adapted Physical Education, Adapted Physical Activity and Therapeutic Exercise." Presented at the North American Federation of Adapted Physical Activity Symposium, Montreal, Quebec, Oct. 9, 1992.
- Winnick, Joseph P., & Broadhead G. "Confusing and Controversial Questions/Issues in Adapted Physical Education." Presented at the Annual Meeting of the National Consortium on Physical Education and Recreation for the Handicapped (NCPERH), Arlington, VA, July, 1992.
- Winnick, Joseph P. "Legislative Influences on Adapted Physical Activity and Sport in the USA." Presented as a keynote address at the 9th International Symposium on Adapted Physical Activity, Yokohama, Japan, August 6, 1993.

- Winnick, Joseph P. "Teaching Strategies in Undergraduate APE/SPE Courses." Presented at the 1993 Annual Meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Albuquerque, NM, July 17, 1993.
- Winnick, Joseph P. Conducted a workshop on Adapted Physical Education, Movement Education Program, Tokyo, Japan, August, 1993.
- Winnick, Joseph P. "Measurement and Evaluation of Physical and Motor Ability in the Educational Process of Persons with Disabilities." Presented at the International Course on Sport and Physical Education for Disabled People, Cordoba, Spain, October, 1993.
- Winnick, Joseph P. Workshop (6 clock hours) on Measurement and Evaluation of Physical and Motor Activity in Adapted Physical Education, Cordoba, Spain, October, 1993.
- Winnick, Joseph P. "Measurement and Evaluation in Adapted Physical Education: Present and Future." Presented at the Annual Meeting of the National Association for Physical Education in Higher Education, San Antonio, TX, January 6, 1994.
- Winnick, Joseph P., & Short, Francis X. "Research Related to Criterion-Referenced Physical Fitness." Presented at the Annual Meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Arlington, VA, July 14, 1994.
- Winnick, Joseph P., Short, Francis X. "Research Needs Related to Criterion-Referenced Health-Related Physical Fitness Tests for Adolescents with Disabilities." Presented at the 1995 Conference of the National Association for Physical Education in Higher Education, Palm Springs, CA, January 5, 1995.
- Winnick, Joseph P. "Health-Related Criterion-Referenced Physical Fitness Test for Adolescents with Mental Retardation." Presented at the 4th National Conference on Adapted Physical Activity, Macomb, IL, March 23, 1995.
- Winnick, Joseph P., Short, Francis X. "Criterion-Referenced Health-Related Physical Fitness Testing for Individuals with Disabilities." Presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation, and Dance, Portland, OR, March 31, 1995.
- Winnick, Joseph P. "The Measurement and Evaluation of Physical Fitness in Adolescents with Disabilities." Presented at the 10th International Symposium on Adapted Physical Activity, Oslo/Beitostolen, Norway, May 23, 1995.
- Short, Francis X. and Joseph P. Winnick (1995). "A Health-Related Criterion-Referenced Physical Fitness Test for Adolescents with Spinal Cord Injuries." Presented at the annual meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Alexandria, VA, July 15, 1995.
- Winnick, Joseph P. "Conducting Adapted Physical Education On-campus Practica." Presented at the "A Total Commitment" conference, North Carolina A & T State University, March 12, 1996.
- Winnick, J., F.X. Short, (State University of New York, College at Brockport), J. Rimmer (Northern Illinois University), F. Conner-Kuntz (Indiana-Purdue University at Indianapolis). "Feasibility of the Aerobic Movement Test in Children with Spina Bifida." A research presentation at the 1996 AAHPERD National Convention, Atlanta, GA, April 20, 1996.
- Winnick, Joseph P. "Health-Related Physical Fitness for Individuals with Disabilities." Keynote address at the 1996 International Symposium on Adapted Physical Education, National Taiwan Normal University, Taipei, Taiwan, May 22, 1996.

- Winnick, Joseph P. "Personalized Health-Related Criterion-Referenced Physical Fitness Test Items and Standards for Individuals with Disabilities." Keynote address at the 1996 International Symposium on Adapted Physical Education, National Taiwan University, Taipei, Taiwan, May 23, 1996.
- Fernhall, B., K. Pitetti, M. Vukavich, N. Stubbs, T. Hensen, J. Winnick, F. Short. "Validation of Cardiovascular Fitness Tests in Children with Mental Retardation." Presented at the 1996 American College of Sports Medicine Annual Meeting, Cincinnati, OH, May 29-June 1, 1996.
- Winnick, J.P., J.H. Rimmer, F. Connor-Kuntz, F. Short. "Reliability of an Aerobic Movement Test in Children with Spina Bifida." Presented at the 1996 American College of Sports Medicine Annual Meeting, Cincinnati, OH, May 29-June 1, 1996.
- Winnick, Joseph P. "The Do's and Dont's of Sportsmanship." Presented at the 1996 Distinguished Visiting Scholar Program at the Ohio State University, June 26-29, 1996.
- Winnick, Joseph P. "Health Related Physical Fitness of Adolescents Who Are Blind: Relationship to Sport." Presented at the Third Paralympics Congress, Atlanta, GA, August 15, 1996.
- Winnick, Joseph P. and Francis X. Short. "Standards for a Health-Related Criterion-Referenced Physical Fitness Test for Adolescents with Spinal Cord Injuries." Presented at the annual meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities. Atlanta, GA, August 16-17, 1996.
- Winnick, Joseph P. "The Meaning and Significance of Adapted Physical Education." Keynote address presented at the Fourth International Symposium on Adapted Physical Activity and Exercise, Kyung Hee University, Seoul, Korea, September 13-15, 1996.
- Winnick, Joseph P. "Health-Related Criterion-Referenced Physical Fitness Measurement Evaluation for Children and Adolescents with Disabilities." Invited lecturer at Ewha Woman's University, Seoul, Korea, September 16, 1996.
- Winnick, J.P. and Short, F.X. "A Health-Related Criterion-Referenced Physical Fitness Test for Children and Adolescents with Disabilities". Presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation, and Dance, St. Louis, MO, March 24, 1997.
- Winnick, J.P., & Short, F.X. "Physical Fitness for Individuals with Disabilities" Presented a three-day workshop at the National Taiwan Normal University in Taipei, Taiwan, May 20-22, 1998. This was an invited workshop funded by the Government of Taiwan.

#### State Level

- Winnick, Joseph P. "Articulation Between Two and Four-Year Colleges." Presented at the Pennsylvania State Convention, December 3, 1970.
- Winnick, Joseph P. "Efficiency of Human Movement." Presented at the New York State Convention, January, 1971.
- Winnick, Joseph P. "A Materials Retrieval System in Adapted Physical Education (MRS)." Presented at the New York State Convention, January, 1972.
- Winnick, Joseph P. "Examination of the 'Cons' of Special Physical Education Certification." Presented at the Conference on the Training of Teachers in Special Physical Education at the College and University Level, Glenmont, NY, December 2, 1974.

- Winnick, Joseph P. "Grant Funding in Health and Physical Education." Presented at the New York State Convention, January 23, 1975.
- Winnick, Joseph P. "Federal Laws 94-142 and Section 504, PL-93-112." Presented at the Workshop in Adaptive Physical Education, Mankato State University, Mankato, MN, March 31, 1978.
- Winnick, Joseph P. "Project OUTREACH." Presented at the 12th Annual Convention of the New York State Association of Teachers of Handicapped, Inc., November 3, 1978.
- Winnick, Joseph P. "Ending Discrimination Toward the Handicapped: Implication for Teacher Preparation." Presented at the NYSAHPER Annual Convention, Kiamesha Lake, NY, April 4, 1979.
- Winnick, Joseph P. "Physical Education for the Handicapped." Presented at the NYSAHPER Annual Convention, Kiamesha Lake, NY, April 3, 1979.
- Winnick, Joseph P. "Strategies for Integrating Handicapped Students into Regular High School Physical Education Programs." Presented at the Alabama State Association for Health, Physical Education, Recreation and Dance. Birmingham, AL, October 7, 1983.
- Winnick, Joseph P., & Short, Francis X. "Project UNIQUE." Presented at the Annual Convention of the New York State Association for Health, Physical Education and Recreation, Syracuse, NY, January 17, 1984.
- Winnick, Joseph P. "Recent Advances in Special Physical Education and Sport." Presented at the Annual Convention of the New York State Association for Health, Physical Education and Recreation, Liberty, NY, November 9, 1984.
- Winnick, Joseph P. "Assessment." Presented at the 10th Annual Minnesota D/APE Conference, Camp Courage, MN, September 26, 1985.
- Winnick, Joseph P. "It CAN Be Done." Keynote address at the Minnesota D/APE Conference, Camp Courage, MN, September 26, 1985.
- Winnick, Joseph P. "Be New York Fit: A Physical Fitness Award Program for ALL Students." Presented at the Annual Convention of the New York State Association for Health, Physical Education, and Recreation, Monticello, NY, November 15, 1986.
- Winnick, Joseph P. "Physical Fitness and Educational Environment of The Auditory Impaired." Presented at the Annual Convention of The New York State Association for Health, Physical Education, and Recreation, Monticello, NY, November 15, 1986.
- Winnick, Joseph P. "Certification and Licensure in Special Physical Education." Presented at the Annual Convention of The New York State Association for Health, Physical Education, and Recreation, Monticello, NY, November 16, 1986.
- Winnick, J.P., & Short, F.X. "Physical Fitness and Educational Environment of the Auditory Impaired." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation and Dance, Inc., Monticello, NY, November 15, 1986.
- Winnick, J.P., & Gilson, D. "Certification and Licensure in Physical Education." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation and Dance, Inc., Monticello, NY, November 15, 1986.
- Winnick, J.P. "Be New York Fit." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation and Dance, Inc., Monticello, NY, November 15, 1986.

- Winnick, J.P., & Short, F.X. "Issues and Trends in Adapted Physical Education in New York State." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance Inc., November 20, 1987.
- Winnick, J.P. Served as a panelist on the topic: "Adapted Physical Education - Where Do We Want To Go?" Panel discussion took place at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Inc., Syracuse, NY, November 20, 1987.
- Winnick, J.P. "Data-Based Gymnasium for Severely Handicapped Students." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Monticello, NY, November 18, 1988.
- Winnick, Joseph P. "Project UNIQUE." Presented at the Ohio Adapted Physical Education Conference, Columbus, OH, November 3, 1989.
- Winnick, Joseph P. "Compliance Strategies in Adapted Physical Education with regard to PL 94-142." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Rochester, NY, November 17, 1989.
- Winnick, J.P. "Adapted versus the other Terminologies: An open forum debate." Participated in this debate at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Monticello, NY, December 8, 1990.
- Winnick, J.P. "Adapted Physical Education in New York State: Problems and Remedies." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Monticello, NY, November 13, 1992.
- Winnick, Joseph P. "Dialogue with the State Education Department on Adapted Physical Education." This was a presentation and discussion at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance (NYSAPERD), Monticello, NY, November 13, 1992.
- Winnick, Joseph P. "Project Target: A Criterion-Referenced Health-Related Physical Fitness Program for Students with Disabilities." Presented at the Annual Convention of the New York State Association on Health, Physical Education, Recreation and Dance, Saratoga Springs, NY, November 5, 1994.
- Winnick, Joseph P. "A Health-Related Criterion-Referenced Physical Fitness Test for Adolescents with Selected Disabilities." Presentation at the annual convention of the Illinois Association for Health, Physical Education, Recreation, and Dance. Arlington Heights, Illinois, November 16, 1995.

#### Local Level

- Winnick, Joseph P. "Isometrics for the Elementary School Child." Presented at the Finger Lakes Area Teachers Conference, Waterloo, NY, April, 1967.
- Winnick, Joseph P. "The Contributions of Physical Education to Perceptual-Motor Training." Presented at the Fifth Annual Conference for Campus School Supervisors and Physical Education Instructors, State University College, Brockport, NY, May, 1968.
- Winnick, Joseph P. "An Academic Major in Physical Education." Presented at Bucks County Community College, Newton, PA, December 2, 1970.
- Winnick, Joseph P. "Movement Activities as a Stimulus for Cognitive and Academic Functioning." Presented at CASDA and Capitol District BOCES Special Education Workshop, Hudson Falls, NY, November, 1972.

- Winnick, Joseph P. "The Physical Educators Approach to Learning Disabilities." Presented at Monroe County Association for Children with Learning Disabilities Meeting, November, 1972.
- Winnick, Joseph P. "The Use of Physical Education Activities as a Stimulus for Cognitive and Academic Development." Presented at a Workshop on the Mentally Retarded, State University of New York at Buffalo, NY, August 14, 1973.
- Winnick, Joseph P. "The Contribution of Movement to Perceptual, Academic, and Cognitive Development." Presented at the El Camino School, Pajoma, CA, May 25, 1976.
- Winnick, Joseph P. "The Adapted Physical Education Program at Brockport." Presented to the Monroe County Department of Health (Physical Therapists), September 22, 1980.
- Winnick, Joseph P. "Techniques for Integrating Handicapped and Non-handicapped Youngsters in Physical Education." Presented at the Wayne Co. Finger Lakes BOCES, March 18, 1983.
- Winnick, Joseph P. Adapted Physical Education Workshop. This was a workshop presented for Central Western Zone of NYSAHPER Administrators - conducted at SUNY, Brockport, November 30, 1983.
- Winnick, Joseph P. "Planning Programs in Adapted Physical Education." This was a presentation at a graduate course/institute at the State University College at Cortland., June 26, 1992.
- Winnick, Joseph P. "Recent Advances in Adapted Physical Education." Inservice Presentation for the Rochester City School District, Rochester, NY, October 10, 1997.
- Winnick, Joseph P. "The Do's and Dont's of Grantsmanship." Scholars Day Presentation, SUNY, College at Brockport, March 25, 1998.

### Unique Presentations

- Winnick, Joseph P. "Special Physical Education and Athletics for Persons with Handicapping Conditions: Status, Progress, Hope," Visiting Scholar Program, Ithaca College, Ithaca, NY, April 7, 1981.
- Winnick, Joseph P. "Planning Programs in Adapted Physical Education." This was a presentation at a graduate course/institute at the State University College at Cortland, June 26, 1992.

### **CONFERENCES AND/OR SPECIAL EVENTS**

- Have received funds for and have served as director of several conferences in Adapted Physical Education for nine years. Three of these were national in scope and are presented below:
  - National Symposium on Mainstreaming in Physical Education, Rochester, N.Y., February 10-12, 1977. (Funds received from the U.S. Office of Education)
  - National Symposium on Piaget for Regular and Special Physical Educators and Recreators, Brockport, N.Y., October 7-9, 1974. (Funds received from the U.S. Office of Education)



- Initiated, proposed and helped to conduct (with staff on federal grant projects) at SUNY College at Brockport, the Monroe County Special Olympics, the New York State Olympics (two consecutive years) and the International Special Olympics (1979).

## HONORS

- Outstanding Young Man of America - 1968.
- Dean's List, Ithaca College, 1957-1960,
- Graduate Assistant - Temple University, 1960-61 and 1963-65.
- Nominated for Phi Beta Kappa in 1965 (did not apply because of lack of minimal funds required for application).
- Post-doctoral Fellowship Recipient - for eight weeks of study in the "College Professor's Seminar in Physical Education for the Emotionally Disturbed" at Temple University, Summer of 1967. Receipt of 8 hours post-doctoral work.
- Selected as Outstanding Teacher of Exceptional Children.
- Received an award for outstanding research contributions - New York State AAHPERD, 1984.
- Received the Hollis Fait Scholarly Contribution Award - National Consortium for Physical Education and Recreation for the Handicapped, 1986.
- Named Higher Educator of The Year by The New York State Association for Health, Physical Education, Recreation, and Dance, April 8, 1988.
- Selected as a Fellow in the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance, April, 1988.
- Named Amazing Person Award from the Special Physical Education Section - New York State AAHPERD, 1989.
- Career Achievement Award from the Office of Academic Affairs, SUNY Brockport, 1989.
- Received The G. Lawrence Rarick Research Award from the National Consortium on Physical Education and Recreation For The Handicapped, 1990.
- Selected as Distinguished Visiting Scholar, School of Health, Physical Education and Recreation, The Ohio State University, June 26-29, 1996.
- Promoted to Distinguished Service Professor, State University of New York, College at Brockport, May 1, 1997. This rank may be given to persons demonstrating sustained effort in the application of intellectual skills, drawing from scholarly and research interests to issues of public concern.
- Received the Professional Recognition Award from the Adapted Physical Activity Council of the American Alliance for Health, Physical Education, Recreation and Dance in March of 1997 in recognition of significant contributions to the promotion of health, physical education, recreation or dance for individuals with disabilities.
- Received Career Achievement Award from the Office of Academic Affairs, SUNY, College at Brockport for receiving over \$1.5 million in external funding at Brockport between 1986 and 1997.

## GOVERNANCE

Continual involvement in departmental and college-wide committees (including chairmanship of the departmental personnel committee for eight years and chairmanship of the departmental

curriculum committee for five years) throughout my years at SUNY, College at Brockport. In addition, I have served as Undergraduate Physical Education coordinator (department head) at Brockport for three years (1973-76) and the department's graduate Coordinator for three years (1989-92). The following is a listing of committees served on at the local level:

- Disabled Student Services Advisory Committee, college-wide committee appointed by the president, 92-93, 94-97 (member)
- Section 504 Self Evaluation Committee, college-wide committee appointed by the President, 78-79 (member)
- Human Services Committee, college-wide committee appointed by the President, 78-79 (member)
- Subcommittee on the Handicapped, Affirmative Action Advisory Committee, 1982 (chair)
- Departmental Committee on the Handicapped, 77-79 (chair)
- Departmental Subcommittee on Adapted Physical Education, 28 years (chair)
- Departmental Personnel Committee, (chair for 8 years, member for 3 years)
- Personnel Council, faculty-wide committee, 81-82 (member)
- Curriculum Council, faculty-wide committee, 79-80 (chair)
- Departmental Curriculum Committee (chair for 7 years, member for 3 years)
- Curricular Program Committee, college-wide committee, 77-79 (member)
- Departmental Master Plan Committee, 1972 (chair)
- Departmental Facilities Planning Committee, 69-70 (member)
- Friends of Brockport Athletics, charter member of Board of Directors, 83-93
- Biokinetics Laboratory Committee, 65-71 (chair)
- Faculty Senate Governance Committee, 70-72 (member)
- Ad Hoc Committee on the Evaluation of the College Recreation and Leisure Program, college-wide committee appointed by the President, 82-83 (member)
- SUNY Committee on Academic Programs in Poland, 72-73 (member)
- Departmental Teacher Certification Committee, 83-93 (member)
- Scholar's Day Planning Committee, college-wide committee appointed by the Vice President for Academic Affairs, 88-89 (member)
- Research Advisory Committee, college-wide committee appointed by the Vice President for Academic Affairs 93-96 (member 1 year, chair 2 years)
- Graduate Coordinator in the Department of Physical Education & Sport, 89-92
- Director of Departmental Physical Fitness Testing Program, 89-92.
- Departmental Recruitment Committee, member or chair of several faculty searches over several years.
- College-Wide Health Cluster, 95-96 (member)
- Chairperson of subcommittee on Adapted Physical Education during the 1997-98 academic year.
- Served as a member of the Monroe-Orleans County BOCES Special Education Advisory Committee for several years.
- Was selected to serve as an external reviewer of faculty for tenure/promotion at other colleges/universities throughout the United States, 1997-98.
- Served as a review panel member for the Research Consortium, AAHPERD, 1997-98.

**PROGRAM DEVELOPMENT:**

I personally wrote and gained approval for the Adapted Physical Education Concentration at the Master's Degree Program at Brockport in 1968. This was the first professional preparation program in Adapted Physical Education in the United States at the Master degree level. In 1981-82, I proposed and had approved an undergraduate concentration in Adapted Physical Education. In 1993 an emphasis in Early Childhood Adapted Physical Education was added as a part of the Adapted Physical Education concentration at the master's degree level. I was administrative unit head at Brockport when the following career options were developed and accepted at the undergraduate level: (1) Athletic Training, (2) Sport Management, and (3) Coaching. I was involved in writing the proposals for all these career options. In 1996-1997 I served as chair of the Departmental Curriculum Committee which revised both the graduate and undergraduate physical education programs at Brockport.

Francis X. Short

**Education:**

- 1972 Bachelor of Science, Springfield College  
Major: Physical Education
- 1973 Master of Science, Indiana University  
Major: Physical Education
- 1980 Doctor of Physical Education, Indiana University  
Major: Adapted Physical Education  
Minor: Special Education

**Professional Experience:**

Aug. 1996 - Present Associate Professor and Chairperson of the Department of Physical Education and Sport, SUNY College at Brockport.

Responsibilities: Administer a major in physical education with concentrations in teacher certification, adapted physical education, sport management, athletic training, and exercise physiology; supervision includes responsibility for approximately 550 undergraduate majors, 100 graduate students and a faculty and staff of about 40; until May 1998 served as Project Coordinator for Project Target, a federally-funded national research study designed to develop criterion-referenced, health-related physical fitness tests for adolescents with disabilities.

Sept. 1994- Aug. 1996 Associate Professor and Project Coordinator  
SUNY College at Brockport

Responsibilities: Taught graduate and undergraduate courses in the Department of Physical Education and Sport; coached the women's volleyball team; served as Project Coordinator for Project Target, a federally-funded national research study designed to develop criterion-referenced health-related physical fitness tests for adolescents with disabilities.

Sept. 1989-  
Aug. 1994

Associate Professor and Chairperson of the Department of Physical Education and Sport, SUNY College at Brockport.

Responsibilities: Administered a major in physical education with concentrations in teacher certification, adapted physical education, sport management, athletic training, and exercise physiology/adult fitness; supervision included responsibility for approximately 400 undergraduate majors, 100 graduate students, and a faculty and staff of about 35; taught and/or coached (volleyball) the equivalent of six credit hours per semester.

Aug. 1986-  
Aug. 1989

Assistant Professor, SUNY College at Brockport.

Responsibilities: Taught graduate and undergraduate courses in the Department of Physical Education and Sport; coached the Women's Varsity Volleyball team; participated in departmental governance and scholarship activity.

Jan. 1985-  
Dec. 1989

Camp Director, Rotary Sunshine Camp, Rush, New York.

Responsibilities: Oversaw an eight-week, resident summer camping experience for youngsters with physical handicaps and health impairments; hired and supervised a staff of approximately 55 employees; planned and administered a budget of approximately \$100,000.

Sept. 1982-  
May 1986

Visiting Assistant Professor/Research Associate, SUNY College at Brockport.

Responsibilities: Taught graduate and undergraduate courses in the Department of Physical Education and Sport; supervised special physical education graduate students in their field placements; coordinated on-campus practicum experiences in special physical education for graduate and undergraduate students.

July 1980-  
July 1982

Research Associate (Project Coordinator for Project UNIQUE, federally-funded national research study designed to assess the fitness levels of orthopedically and sensory impaired children and youth), SUNY College at Brockport.

Responsibilities: Organized data collection procedures (trained field testers, identified and contacted potential sources of data, tested subjects and coordinated test equipment needs throughout the country); analyzed the data (descriptive and inferential data analysis including univariate and multivariate statistics), and prepared written materials pertaining to the project (final report, test manual, training manual). A total of 3,900 subjects from 23 states were tested on 17 measures of physical fitness.

Aug. 1979 -  
June 1980

Research Associate, SUNY College at Brockport.

Responsibilities: Taught graduate and undergraduate classes in the area of special physical education; supervised special physical education students in their field placements; planned and conducted inservice education in special physical education at various sites throughout the State of New York.

Sept. 1977 -  
July 1979

Adapted Physical Education Specialist, Idylwild Center for Communicative Disorders, San Jose, California.

Responsibilities: Taught physical education to preschool and elementary-aged aphasic children; assessed all students and wrote appropriate goals and objectives; attended IEP conferences; represented physical education at various staff meetings.

Sept. 1976 -  
May 1977

Associate Instructor, Indiana University.

Responsibilities: Student coordinator of the adapted physical education public school practicum program; taught classes for emotionally disturbed and educable mentally retarded students; supervised graduate and undergraduate practicum students.

March 1974 -  
Aug. 1977

Head Coach, Indiana University Volleyball Club

Responsibilities: Coached men's intercollegiate volleyball team in the Midwest Intercollegiate Volleyball Association; scheduled all matches; directed tournaments; coordinated facilities; supervised the club's instructional program.

Aug. 1975 -  
June 1976

Rehabilitation Specialist, I.U. Developmental Training Center.

Responsibilities: Worked as a graduate assistant in a model program of deinstitutionalization; identified alternative living arrangements for institutionalized mentally retarded people; helped to form community advocacy teams; helped to develop a crisis intervention telephone service for the mentally retarded.

Sept. 1973  
June 1975

Demonstration Teacher, I.U. Developmental Training Center

Responsibilities: Taught adapted physical education (full-time) to developmentally disabled children at a university affiliated facility; represented physical education in an interdisciplinary setting; worked with Indiana University faculty and students to provide a quality practicum site for students studying adapted physical education.

Jan. 1973 -  
June 1973

Graduate Assistant, I.U. Developmental Training Center.

Responsibilities: Taught adapted physical education to developmentally disabled children in a demonstration program; represented physical education in an interdisciplinary setting.

#### Courses Taught at SUNY College at Brockport (since 1979):

Special Physical Education Clinic

Adapted Physical Education

Normal and Abnormal Human Growth, Development and Movement

Seminar in Measurement and Evaluation

Intermediate and Advanced Volleyball

Adapted Aspects of Special Physical Education and Sport\*

Research and Evaluation for Physical Education Teachers\*

Program Development in Special Education\*

Seminar and Practicum in Special Physical Education and Recreation\*

Workshop in Special Physical Education\* (team taught)

\*graduate course

**Honors:**

Graduated cum laude from Springfield College, 1972.

All-East selection in volleyball in 1971 and 1972; member of the 1971 Springfield team which competed in the NCAA National Championships.

Awarded graduate assistantships at Indiana University, 1973 and 1977.

Awarded a \$300 grant from the Graduate School at Indiana University for the purchase of equipment for doctoral research, 1976.

Named an Outstanding Young Man of America, 1982.

Named a "Paul Harris Fellow" by the Rochester Rotary Club, 1988.

Departmental nominee for the SUNY-wide Chancellor's Award for Excellence in Teaching, 1989.

First recipient of the Special Physical Education Section of NYSAHPERD's "Amazing Person" Award, 1989.

SUNYAC Volleyball Coach of the Year, 1989, 1990, and 1992.

**Professional Affiliations:**

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

New York State Association of Health, Physical Education, Recreation, and Dance (NYSAHPERD).

National Consortium on Physical Education and Recreation for Individuals with Disabilities (NCPERID).

American Volleyball Coaches Association (AVCA)

**Technical Assistance:**

Reviewer for the following publications:

Exceptional Educational Quarterly, (Issue entitled "Adapted Physical Education"), August 1981.



Research Quarterly for Exercise and Sport, January 1982 - September 1983.

Journal of Physical Education. Recreation and Dance (book review), submitted in March 1983.

Adapted Physical Activity Quarterly, February 1987-present.

Member of an ad hoc ARAPCS committee to review AAHPERD's available fitness tests for special populations, March 1983.

Consultant in special physical education to the Department of Defense Dependent Schools, Panama Region, August 1984.

Consultant to Project TRANSITION, a federally-funded research project at Ohio State University, September 1984.

Served on the Monroe County (N.Y.) Board of Directors for Special Olympics, 1987-89.

Assistant coach for the Western Men's volleyball team in the Empire State Games, Summer 1992 (Bronze Medal) and Summer 1993 (Gold Medal).

#### **Publications:**

Short, F.X. (1975). "Team teaching for developmentally disabled children," Journal of Physical Education and Recreation, 46, 45-46.

Short, F.X. and Liemohn, W.P. (1975). Case study on encephalitic child, appears in the test manual of the McCarron Assessment of Neuromuscular Development, Dallas, TX: Common Market Press.

Winnick, J.P. and Short, F.X. (eds.). (1981). Special Athletic Opportunities for Individuals with Handicapping Conditions. Brockport, NY: State University College. (ERIC reference: ED 210 897) (Monograph includes four authored or co-authored articles.)

Winnick, J.P. and Short, F.X. (1982). The Physical Fitness of Sensory and Orthopedically Impaired Youth. Project UNIQUE Final Report, Brockport, NY: State University College. (ERIC reference: ED 240 764)

Winnick, J.P. and Short, F.X. (1984). "The physical fitness of youngsters with spinal neuromuscular conditions," Adapted Physical Activity Quarterly, 1, 37-51.

Winnick, J.P. and Short, F.X. (1984). "Test item selection for the Project UNIQUE Physical Fitness Test," Adapted Physical Activity Quarterly, 1, 296-314.

Winnick, J.P. and Short, F.X. (1985). Physical Fitness Testing of the Disabled: Project UNIQUE. Champaign, IL: Human Kinetics.

Short, F.X. and Winnick, J.P. (1986). "The performance of adolescents with cerebral palsy on measures of physical fitness," in Sherrill, C. (ed.) Sport and Disabled Athletes: Proceedings of the 1984 International Scientific Congress, (pp 239-244). Champaign, IL: Human Kinetics.

Winnick, J.P. and Short, F.X. (1986). "The physical fitness of adolescents with auditory impairments," Adapted Physical Activity Quarterly, 3, 58-66.

Short, F.X. and Winnick, J.P. (1986). "The influence of visual impairment on physical fitness test performance," Journal of Visual Impairment and Blindness, 80, 729-731.

Winnick, J.P. and Short, F.X. (1986). "Be New York Fit: A physical fitness program for All students," Palaestra, 2(3), 20-22.

Short, F.X. and Winnick, J.P. (1988). "Adolescent physical fitness: A comparative study," Journal of Visual Impairment and Blindness, 82, 237-239.

Payret, W.C. and Short, F.X. (1988). "Physical fitness and visual aids in the elementary school physical education program," NYSAPERD Journal, 39, 8-9.

Winnick, J.P. and Short, F.X. (1988). "A comparison of the physical fitness of segregated and integrated hearing impaired adolescents," Clinical Kinesiology, 42 (4), 104-109.

Short, F.X. (1990). "Individualized education programs, "Measurement and appraisal," and "Physical fitness," in Winnick, J.P. (ed.) Adapted Physical Education and Sport, Champaign, IL: Human Kinetics.

Winnick, J.P. and Short, F.X. (1991). "A comparison of the physical fitness of nonretarded and mildly mentally retarded adolescents with cerebral palsy," Adapted Physical Activity Quarterly, 8, 43-56.

Short, F.X. (1993). "Physical fitness assessment: Some questions and answers," in Grosse, S.J. and Thomson, D. (eds.) Play and Recreation for Individuals with Disabilities: Practical Pointers, (pp 132-139). Reston, VA: AAHPERD.

Short, F.X. (1995). "Individualized education programs," "Measurement and assessment," and "Physical fitness." in Winnick, J.P. (ed.) Adapted Physical Education and Sport (second edition). Champaign, IL: Human Kinetics.

Rimmer, J.H., Connor-Kuntz, F., Winnick, J.P., and Short, F.X. (1997). Feasibility of the Target Aerobic Movement Test in children and adolescents with spina bifida. Adapted Physical Activity Quarterly. 14, 147-155.

Fernhall, B., Pitetti, K., Vukovich, M., Stubbs, N., Hansen, T., Winnick, J., and Short, F. (1998). Validation of cardiovascular fitness: Field tests in children with mental retardation. American Journal on Mental Retardation, 102(6), 602-612.

Winnick, J.P. and Short, F.X. (in press). The Brockport Physical Fitness Test Manual. Champaign, IL: Human Kinetics.

Short, F.X. and Winnick, J.P. (in press). Technical Manual for the Brockport Physical Fitness Test [CD-Rom]. Champaign, IL: Human Kinetics.

Winnick, J.P. and Short, F.X. (eds.) (in press). Developing the Physical Fitness of Youth With Disabilities [CD-Rom]. Champaign, IL: Human Kinetics.

#### **Conference Presentations:**

Short, F.X. and Liemohn, W.P. "Rhythm, sequential memory and motor planning in developmentally disabled children," presented at the AAHPERD National Convention, Milwaukee, Wisconsin, 1976.

Short, F. "Activities to enhance motor development," presented as part of a workshop entitled "The Child with Special Needs," at DeAnza College, Cupertino, California, December 2, 1978.

Short, F. "Adapted physical education: Individualization and integration," presented as part of a workshop entitled "Regional Workshop on the Disabled Adolescent (Spina Bifida)," at the University of Rochester Medical Center, Rochester, New York, March 27, 1980.

Short, F.X. "Physical fitness testing for the sensory and orthopedically impaired: The Project UNIQUE approach," presented at the NYSAHPER Convention, Kiamesha Lake, New York, January 23, 1981.

Short, F. "Project UNIQUE: A national program at the grass roots level," presented at the Midwest Conference on Physical Education/Recreation for the Disabled and Handicapped, University of Wisconsin at La Crosse, May 1, 1981.

Short, F.X. "Project UNIQUE: Assessing the physical fitness of sensory and orthopedically impaired children," Presented at the 10th National Conference on Physical Activity for the Exceptional Individual, San Jose, California, October 23, 1981.

Winnick, J.P. and Short, F.X. "Physical and motor performance testing of the sensory and orthopedic impaired: Project UNIQUE's approach," presented at the IIIrd International Symposium on Adapted Physical Activities, New Orleans, Louisiana, November 23, 1981.

Short, F. "Issues in special athletics," presented to the New York State College Student Council for Special Olympics, Brockport, New York, March 7, 1982.

Short, F.X. "Assessing the fitness of children/youth with sensory and orthopedic impairments: A Project UNIQUE update," presented at an AAHPERD Pre-Convention workshop entitled "Assessment of the Exceptional Individual," Houston, Texas, April 22, 1982.

Short, F.X. "Assessing the physical fitness of orthopedically impaired students," presented at a Council for Exceptional Children Pre-Convention Workshop entitled "Motor Performance Assessment in Adapted Physical Education," Detroit, Michigan, April 4, 1983.

Winnick, J.P. and Short, F.X. "The Project UNIQUE physical fitness test and training program for normal, sensory impaired and orthopedically impaired youth," presented at the AAHPERD National Convention, Minneapolis, Minnesota, April 9, 1983.

Short, F. "Special athletic opportunities," presented to the New York State College Student Council for Special Olympics, Brockport, New York, November 6, 1983.

Winnick, J.P. and Short, F.X. "The Project UNIQUE physical fitness test and training program," presented at the NYSAHPER Convention, Syracuse, New York January 27, 1984.

Short, F.X. and Winnick, J.P. "The influence of visual impairment on physical fitness test performance," presented at the 5th International Symposium on Adapted Physical Activity, Toronto, Canada, October 3, 1985.

Winnick, J.P. and Short, F.X. "Project UNIQUE Physical Fitness Test," presented as part of a symposium entitled "New Standardized Tests for Use in Adapted Physical Education" at the AAHPERD National Convention, Cincinnati, Ohio, April 12, 1986.

Winnick, J.P. and Short, F.X. "Physical fitness and educational environment of the auditory impaired," presented at the AAHPERD National Convention, Cincinnati, Ohio, April 13, 1986.

Short, F.X. "Testing in Special Physical Education" presented at Connecticut Consortium on Special Physical Education at Central Connecticut State College, May 19, 1987.

Winnick, J.P. and Short, F.X. "Issues and trends in adapted physical education in New York State," presented at the NYSAHPERD Convention, Kiamesha Lake, New York, November 1987.

Rich, S. Short, F.X. and Winnick, J.P. "A comparison of fitness levels among American and British visually impaired youth," presented at the AAHPERD National Convention, Kansas City, Kansas, April, 1988.

Short, F.X. "Recent trends in physical fitness testing: Implications for adapted physical education," presented at the Central Western Zone (NYSAHPERD) Conference, Bushnell's Basin, NY, March 10, 1989.

Winnick, J.P. and Short, F.X. "The effects of mild mental retardation on the physical fitness of adolescents with cerebral palsy," presented at the AAHPERD National Convention, Boston, MA, April 1989.

Winnick, J.P. and Short, F.X. "Research related to criterion-referenced physical fitness," presented at the Annual Meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Arlington, VA, July 14, 1994.

Winnick, J.P. and Short, F.X. "Research needs related to criterion-referenced health-related physical fitness tests for adolescents with disabilities," presented at the annual conference of the National Association for Physical Education in Higher Education, Palm Springs, CA, January 5, 1995.

Winnick, J.P. and Short, F.X. "Criterion-referenced health-related physical fitness testing for individuals with disabilities," presented at the national convention of the American Alliance for Health, Physical Education, Recreation, and Dance, Portland, OR, March 31, 1995.

Short, F.X. and Winnick, J.P. "A health-related criterion-referenced physical fitness test for adolescents with spinal cord injuries," presented at the annual meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Alexandria, VA, July 15, 1995.

Winnick, J.P., Rimmer, J.H., Connor-Kuntz, F., and Short, F.X. "Feasibility of the Target Aerobic Movement Test in children with spina bifida," presented at the national convention of the American Alliance for Health, Physical Education, Recreation, and Dance, Atlanta, GA, April 20, 1996.

Winnick, J.P. and Short, F.X. "Standards for a health-related criterion-referenced physical fitness test for adolescents with spinal cord injuries," presented at the annual meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Atlanta, GA, August 17, 1996.

Fernhall, B., Pitetti, K., Vukovich, M.D., Stubbs, N., Hansen, T., Winnick, J., and Short, F. "Validation of cardiovascular field tests in children with mental retardation," presented at the annual meeting of the American College of Sports Medicine, Cincinnati, OH, May 29, 1996.

Winnick, J.P., Rimmer, J.H., Connor-Kuntz, F., and Short, F.X. "The reliability of an aerobic movement test in children with spina bifida," presented at the annual meeting of the American College of Sports Medicine, Cincinnati, OH, May 29, 1996.

Winnick, J.P. and Short, F.X. "Health-related criterion-referenced physical fitness measurement and evaluation for children and adolescents with disabilities," a three hour presentation at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, St. Louis, MO, March 24, 1997.

#### **Inservice Presentations:**

Winnick, J.P. and Short, F.X. "Physical Education and Public Law 94-142," a series of 15 federally-funded two-day workshops conducted throughout New York State for public school physical education January 1980 - May 1983.

Short, F.X. "Project UNIQUE Training Session," a series of 20 four-hour workshops conducted at various sites across the United States to train prospective testers in Project UNIQUE procedures, July 1980 - August 1981.

Short, F.X. Invited presentations on various aspects of special physical education presented on teacher in service days at:

Spencerport, N.Y. June 3, 1980  
Watertown, N.Y. May 7, 1981  
Wayne-Finger Lakes BOCES June 18, 1983  
Ithaca, N.Y. March 6, 1984  
Auburn, N.Y. June 13, 1984  
Binghamton, N.Y. June 18-19, 1984  
Hornell, N.Y. October 13, 1984  
Binghamton, N.Y. March 15, 1984  
Geneseo, N.Y. April 29, 1991

Short, F.X. "Project UNIQUE II Training Session" a series of two-hour training sessions conducted for the New York City Public Schools, the Chicago Public Schools, the Cicero-North Syracuse School District, the Albany Center for the Disabled, the Eastern District Association of AAHPERD, NYSAHPERD, the University of Northern Illinois, the Connecticut Consortium on Special Physical Education, and SUNY, College at Brockport.

Short, F. Conducted a Volleyball Coaches Training Program for Monroe County (N.Y.) Special Olympics at SUNY, College at Brockport, April 7 & 14, 1988.

Short, F. "Legal Aspects and N.Y.S. Procedures in Adapted Physical Education" and "Assessment and Criteria for Placement in the Adapted Physical Education Setting," presented at a conference entitled "Workshop on Adapted Physical Education" at the BOCES in Geneseo, N.Y., June 12, 1991.

Short, F. "Coaching Volleyball," a two-hour presentation to students enrolled in New York State coaching certification courses in Henrietta, NY, May 1992, May 1993, May 1994, May 1995.

Short, F. "Project Target Training Session" a series of workshops designed to acquaint prospective testers with test procedures associated with the Project Target Physical Fitness Test, at the New York City Public Schools (January, 1995) and Michigan School for the Blind (April, 1995).

Winnick, Joseph, P. and Short, Francis, X. "Taiwan Workshop on Physical Fitness for Youth with Disabilities," a three-day workshop conducted for physical education teachers in the Republic of China at the National Taiwan Normal University, Taipei, Taiwan, May 20-22, 1998.