



IN THIS ISSUE.....

Warm Springs Eternal

“I’m afflicted, not disabled; I’m as much an athlete as any man with two good legs.”
Franklin D. Roosevelt, President of the United States 1933-45, polio survivor

In the 1920s, after being afflicted with the dreaded polio virus, for which there was no cure, Franklin Roosevelt, then a promising young politician, retired from public life. Depressed, discouraged and desperately ill, Roosevelt retreated to his family’s summer home and disappeared from view.

A sailor, swimmer and tennis player in his youth, Roosevelt soon tired of life as a shut-in. One morning, wearing heavy leg braces, FDR decided to retrieve the mail from a mailbox at the end of a long driveway. After dragging his withered legs a few feet, he collapsed in agony, sobbing in frustration. But he did not give up. Over several weeks, he walked a little further each day along the path to the mailbox.

Months after his first failed attempt he reached his destination. Weeks after that accomplishment, he achieved another milestone: He was able to slowly make his way to the mailbox and back to his front door. The future president, who would lead the United States through the Great

Depression and World War II, who was president longer than anyone else in American history, called his mailbox round trip his life’s greatest accomplishment.

His arduous journey inspired FDR to help change public opinion regarding the value of exercise to those who were termed “crippled.” He threw his support behind a rehabilitation facility in Warm Springs, GA where those were afflicted with polio and other disabling illnesses and conditions learned self-reliance and the value of sports and hard physical exercise. Roosevelt himself swam in the great pool and competed in water polo matches. His arm, shoulder and neck muscles bulged with new strength. Later, in the White House he created what was perhaps the first piece of custom-designed assistive technology: a manual wheel chair whose seat was a wooden office chair from the White House Oval Office.

In 1939, at a Thanksgiving address at Warm Springs, FDR declared, “There was a time when individuals who were ‘crippled’ were kept in an attic away from family and friends. Here at Warm Springs we are showing that those who may be crippled can achieve a triumph of the human spirit.”

FDR termed that approach “The Spirit of Warm Springs.” In this issue we honor that spirit by focusing on the value and availability of a cornucopia of adaptive sports

Family Center on Technology and Disability

Academy for Educational Development
1825 Connecticut Avenue, N.W., 7th Floor
Washington, D.C. 20009-5721
Email: fctd@aed.org
Web Site: <http://www.fctd.info>
Phone: (202) 884-8217

programs and instruction nationwide.

Bill Price Speaks

In 1965 Bill Price returned from duty in Vietnam to resume a college education begun in 1960. Thanks to a professor's encouragement at the University of South Florida (USF) in Tampa, Price elected to concentrate on a field with a growing profile: adapted physical education. For the next 38 years, Bill Price became the Johnny Appleseed of adapted PE, creating a series of videos that disseminated his teaching techniques and those of the program he co-founded, the I'm Special Program, now called the Civitan I'm Special Program after the Tampa civic organization that helps fund it, to schools throughout the nation.

In the process, Bill earned undergraduate and graduate degrees from USF and, through the students, teacher candidates and teachers that have passed through his classes, programs and training sessions, has spread his professional gospel: anybody – and everybody – can play.

His instruction methods and encouragement have demonstrated to physical education teachers that there are ways for all students to participate in valuable, school-based strength and confidence-building exercise and sports programs. The happy result of the Spirit of Warm Springs and the hard work through the decades of dedicated teachers like Bill Price is that millions of children with disabilities, whose lives would have withered as FDR's nearly did, have joyously learned first hand the truth of college football coach Lou Holtz's axiom: "*Nobody ever drowned in sweat.*"

Supporting our interview with Bill Price is an article by Annette Cerreta of the PACER Center as well as resources to assist parents and others in learning more about adaptive sports and recreation programs throughout

the country. We also feature members of our *Knowledge Network*. The members spotlighted this month focus on adaptive sports programs featuring assistive technology. We invite you to contact these members for further information.

Please share this newsletter with other organizations, families and professionals who may benefit from it. We invite you to contact us at <http://www.fctd.info>. We welcome feedback, new members and all who contribute to our growing knowledge base.

Adapted Physical Education: Anybody Can Play

An Interview with Bill Price, Adapted PE Pioneer

"I never liked the term 'adapted physical education,' declares Bill Price. "I don't like the concept of modifying physical education activities for *any* reason."

In addition to co-founding the I'm Special Program, which has created and disseminated adapted PE instructional videos and printed material to PE teacher candidates and schools around the U.S. since the mid-1980s, Price is Program Coordinator, Adapted Physical Activity Programs and Elective Physical Activity Programs, University of South Florida.

"I believe all physical education teachers should be teachers of *all* kids," Price stresses. "PE is for everyone."

The Bad Old Days

After growing up in Indiana, Price entered a small Florida college in 1960. "I was pretty ignorant back then," he remembers. "The college never mentioned anything to me about a draft board. The US Army didn't

know where I was, so the school helped them out.” After just two years, Price received the same “Greetings” letter from the Army that heralded the induction of millions of his contemporaries into the armed forces during the Vietnam War.

Price “spent some time in “the Nam,” returned to “the world” of civilian life, got married and elected to return to college, this time the University of South Florida, on the GI Bill.

“When I was admitted into USF undergrad, my professor/mentor was interested in adapted physical education,” Price recalls. Adapted PE was a new field in the 1960s, he remembers. Dealing with kids with disabilities was a fairly primitive endeavor. “Back then, the three levels of mental retardation were ‘idiot, imbecile and moron.’ I tell my students that now and they cringe in horror, as well they should. We were so ignorant, but we had to start somewhere.”

An Individualistic Philosophy

A field internship, Price says, “put me in the schools every day for two years – a priceless experience for someone just starting out.”

That internship blossomed into an undergraduate degree and graduate work at USF. “Some experts advise against a student doing all of his or her academic course work at a single university, but I asked myself, ‘Why go somewhere else when some the most innovative people in this field were right here, at USF.’”

His years at USF, Price says, have exposed him to an approach to education that suits him and matches his own. “The philosophy of education here [at USF], which frames the environment I’ve grown up in academically and professionally, is very individualistic.

That philosophy, he explains, dictates that “I recognize, plan for and am empathetically aware of the fact that each child is different.” If an instructor follows that approach then there is no need to call what we do ‘adapted PE.’ Instead, he asserts, “You can just call it good, sound physical education that services all kids.”

“Running Ourselves Ragged”

The I’m Special concept was born in the early 1980s. “It was the brainchild of my two partners” who were USF colleagues. There was a fast-growing need then for in-service education and to prepare pre-teacher students via classroom instruction, fieldwork and workshops. In trying to meet those needs, plus working with kids with disabilities, Price and his colleagues “were running ourselves ragged.”

“We thought back then that there had to be a more efficient way to reach as many people as possible beyond what we could physically do. That’s when we thought of developing set of special videotapes.”

“We Had to Buy a Set of Our Own Tapes”

In the early 1980s Price’s two colleagues wrote a grant to the US Department of Education, division of special education, to cover videotape production over a five-year period. Fifteen videotapes were produced. The tapes were designed to be viewed by teachers in-service after the conclusion of the school day. The tapes were only 15 minutes in length but were created to fit a format for instructional TV as well, in 15 and 30-minute segments.

The tapes covered a range of topics and were called, “IMSPECIAL,” an acronym for “Instructional Modules: Special Physical Education for Children; Individualized Appropriate Learning.” Print material had been prepared to accompany each module.

“The modules were produced on 16mm film first to preserve the color,” Price recalls. “We filmed in schools with the kids, using real situations.”

The modules were in the can, “but nobody knew about them; the grant we had received provided only for funds to produce the modules, not to disseminate them. We had to buy a set of our own tapes for ourselves!”

Training Sessions at Five Locations, Nationwide

I’m Special’s next grant, unsurprisingly, was a dissemination grant. A follow-up grant provided for training educators around the U.S. I’m Special set up five 2 1/2- day training sessions at five locations across the nation. Invitations were extended to non-Florida state physical education coordinators and special education coordinators as well as university special education and physical education teacher preparation coordinators.

Recalls Price, “We trained a large cadre of professionals to use our videotapes in county in-service education, in state resource systems and in universities that used them for education students and teacher candidates. We trained a large number of people in the three-plus years that we had the grant.” I’m Special held training sessions at the University of Massachusetts/Amherst, in Tampa for the Southeast states and Puerto Rico, in New Orleans and in Salt Lake City.

“It was a substantive learning experience for all participants,” notes Price, “plus the grant paid for every participant to receive a complete set of videotapes with permission to duplicate the copyrighted material.”

The training sessions, combined with the dissemination of I’m Special training tapes by physical education teachers themselves, spread the word among field professionals

with an interest in adapted physical education that there was a better, more efficient and more “individualistic” way to teach adapted PE.

Enter a Benefactor: Civitan

Back in Tampa, the local Civitan organization approached I’m Special and offered to help. The local Civitan clubs connected I’m Special to the International Civitan headquarters, resulting in a grant to disseminate an I’m Special newsletter. Another grant from a Tampa Civitan funded in-state Florida teacher training using the same premise as the earlier nationwide training sessions but in a one-day session.

Says Bill Price, “Civitan has been very helpful in perpetuating the I’m Special series, so we created a website (<http://pe.usf.edu/projects/civitan/civitanhome.html#spec>) and other print material and gave Civitan credit for providing the funds. I wrote about 10 booklets that were produced and distributed free of charge. We created high visibility displays that also gave Civitan credit, because now we’re called the Civitan I’m Special Project.” Initial funding support came from North Central Civitan, but I’m Special now exists under the Tampa Metro Civitan organization.

“I Wanted Racing Chairs!”

Tampa Metro has been “very generous,” Price explains. “I’ve been wanting wheelchairs for a number of years for my PE teacher training classes. All I had were a couple of old, rickety institution-type chairs. I wanted racing chairs!”

Civitan, says price, was able to provide funding. “I was hoping for three chairs. I walked away with eight, thanks to Civitan’s generosity.” Sports chairs, he explains, range in price from \$1,200 to more than \$3,000 apiece. “I was so excited about those chairs

because I want to start a wheelchair basketball intramural program at USF.” Negotiations for that program, he adds, are well underway with USF officials. “It’ll be a league in which anybody can play – *anybody!*”

Price coordinates university-level activity courses for the entire USF student body. These activity courses include golf, racquetball and tennis. He is interested in advocating wheelchair sports, like basketball, that any student can take. In addition to basketball, these activities could include racquet sports and track and field, among others. “All I need is a few more chairs!” Bill Price declares.

“All of this,” he asserts, “is made possible by the I’m Special project – and we try to perpetuate the I’m Special approach.” I’m Special videotapes are now available on DVD. They are now part of the USF Physical Activity for All program that, in turn, was originated from a later grant. “Believe it or not, we’re still getting orders for the original I’m Special videotapes from the 1980s. Of course those videos are dated now in some respects.” The content holds up, “but the 1980s hairstyles don’t!”

According to Price, I’m Special videotapes have been distributed in at least 48 states and 19 countries. “Hardly a week goes by when I don’t hear from someone overseas who has accessed the Civitan I’m Special website and wants either additional information or video or print material.” There has been so much mileage gleaned from I’m Special training material, Price insists, “and it would be illuminating just to see and measure the actual impact of that material on the lives of teachers and students who have used that material and have benefited from it.”

Training, Training, Training

Before coming to USF, Price says that he taught PE in special centers for years. “Sending kids to those centers is very expensive and many mild to moderately mentally disabled youngsters are now in regular schools.” Special centers, he adds, are maintained to accommodate children with severe to profound mental disabilities and those with special respiratory needs. Earlier, he remembers, adapted physical education was designed exclusively for use in special centers, but no longer.

The biggest issue he and others in his profession face, he declares, is “how do you include kids who have more diverse needs than others in PE classes?” The solution, he asserts, is training. “A good quality teacher education program is designed to help PE teachers learn how to teach *all* kids.” His USF students, he says, “leave here with that approach firmly embedded. They get the same philosophy in every teacher prep class here at the university.” Sometimes, he jokes, students complain about the repetitive message. “They say, ‘We hear the same thing in every class.’ Well, yes, they certainly do!”

Inching Forward

Looking forward, he’d like to see the “anybody can play” approach adopted everywhere. “We’re inching toward that,” he asserts, but public – and university – perception of the role of physical education is hampering progress toward that goal.

“Members of the general public base their understanding of the value of PE on their own experiences,” he observes. “They may have had some bad experiences with PE or believe that it’s overly game-oriented or athletics-oriented.” The profession, he says, is still fighting that perception. Teaching physical education “is the only profession I know of where, after 35 years in it, a

professional still has to justify the importance – the value -- of what he or she does.”

Physical education continues to be regarded as game-oriented, even by universities. “As long as we’ve been here [at USF] we have been part of the College of Education, but we share a building here with the Athletic Department. I’ve had people say to me, ‘I didn’t know that physical education had professors.’”

Spreading the Seeds

Among in-service PE teachers, Price notes, there is a need for reorientation regarding the value of adapted physical education. He has conducted “hundreds” of training sessions for in-service PE teachers. “I usually begin each session by talking about my philosophy. There’s always a small handful in every audience that eats up that philosophy.” The response of the majority of most audiences, he claims, is “Entertain me but don’t tell me anything that I’m going to have to change.”

They listen, he says, and then realize that change is required, “that I don’t treat every kid the way Bill Price thinks I need to treat them.” Consequently, he notes, “those listeners turn off” – but there is always a small group that becomes animated with interest. It is those animated listeners, Price says, who will plant the “anybody can play” seeds in their home districts. Those PE teachers, he predicts, are the future of adapted physical education. “They are the ones who will continue to push forward long after I’m retired. They make my profession fun, rewarding – and meaningful.”

RESOURCES

Special Camp for Special Kids

Special Camp was created in 1992 to meet a growing need in Southern California for

summer camp opportunities for children with disabilities, especially in South Orange County. Since its inception special Camp has expanded its reach annually, touching the lives of more than 1,000 youths with disabilities and more than 1,500 volunteer counselors.

Kyle Garrity, Executive Director

Phone: (949) 661-0108

<http://www.specialcamp.org>

America’s Athletes with Disabilities (AAD)

Founded in 1985, AAD is a consortium of five member sports organizations. AAD’s mission is to raise and manage the funds necessary to support the Victory Games, athletic competitions held nationwide that youths and adults with disabilities “crucial and valuable experiences in personal growth and achievement.” The group administers a disability awareness education program, various youth programs and publishes *The Victory Voice* newsletter.

<http://www.americasathletes.org>

American Amputee Soccer Association (AASA)

AASA focuses on new or youthful amputees, introducing them to amputee soccer through recreational programs from PeeWee through adult, while also identifying, developing and training athletes to represent the U.S. in elite international amputee soccer competition, and in Paralympic competition when the sport achieves Paralympic status.

<http://www.ampsoccer.org>

Courage Center

Courage Center administers Courage Camps, consisting of two residential camps in rural Minnesota and regional day camps in five neighboring states, which serve the adaptive recreational needs of children and youths with disabilities.

Courage Center

3915 Golden Valley Road

Minneapolis, MN 55422

Phone (Toll Free): (888) 846-8253

<http://www.courage.org>

Camp Channel: Bringing Summer Camps to the Internet

This website features an interactive search engine which assists in finding the right camp by taking into consideration all the qualities and activities that are preferred. Individuals are also given the option to browse the Camp Channel database according to: U.S. states and regions, Canadian provinces, international camps, day camps, adult camps, travel-adventure camps, plus family camps/retreats.

<http://www.campchannel.com/info@campchannel.com>

Kidscamps.com

Kidscamps.com is a website specializing in several different camps for children and adolescents with disabilities. Camps for various disabilities include: burn, epilepsy, physical disabilities, developmental disabilities, visual impairments, and others. The camps are overnight and day camps. www.kidscamps.com for more information.

Wonderland Camp

Wonderland Camp is located in Rocky Mount, Missouri. Wonderland offers camp sessions for people with varying ages and disabilities. Throughout the week, campers participate in a variety of activities including crafts, music, hiking, swimming, boating, campfires, fishing, and many more. Wonderland's staff assists the campers and helps them with their daily needs. In addition, they encourage all campers to try as many different activities as possible.

For more information, contact:

Wonderland Camp

18591 Miller Circle

Rocky Mount, MO 65072

Phone: 1-573-392-1000

Email: wondcamp@advertisnet.com

Summer Camps from ADHD.com

An on-line community:

<http://www.adhd.com/fun/camps.htm>

Therapy/ Respite Camps for Kids

<http://wmoore.net/therapy.html>.

Boundless Playgrounds

Boundless Playgrounds seeks to increase public awareness of the tremendous need for playgrounds where children of all abilities can laugh, play and grow together. And, to demonstrate how all children benefit from them. Of equal importance, the Boundless Playgrounds team provides direct services to people, groups and companies who want to design and develop these special, and much needed playgrounds. The goal is to ultimately have fully integrated, universally accessible playgrounds in reach of every child in America - a minimum goal of 1,000 playgrounds.

<http://www.boundlessplaygrounds.org>

Civitan I'm Special Network Project

The following menu consists of instructional materials that have been published and distributed by the Tampa Metro Civitan Club, Tampa, Florida through the Civitan I'm Special Network Project. The I'm Special Project's aim is to provide pertinent printed material free of charge to those involved and interested in physical education for students with disabilities.

The "BilKare" Wheelchair Fitness Center and Movement Improvement Stations.

The Booklet introduces the concept of the center and includes chapters that detail its use, design schematics and materials needed for construction.

"On the Other Side of the Wall" Physical Education Activities in Limited Space and Classrooms.

A booklet describing principles for program designs and summary of suggested activities.

"R.U.P.E." Rope Utilization in Physical Education

An instructional booklet on the care and various uses of rope in physical education including extensive instruction and diagrams on knot tying.

"Teacher Made Physical Education Equipment."

An instructional booklet with principles and designs.

"The I.M.F.I.T. Course."

A booklet that introduces the concepts of a fitness course designed for its users and provides information concerning the prototype designed and constructed at a center for mentally retarded adults. The Booklet features design rationale, principles of design, construction diagrams and instruction for use.

"Aquatic Motor Development Activities."

A booklet describing a motor development program using water in a pool.

"Prescriptive Movement Activities for the Hemiplegic Student."

Specifically designed activities to put the heel cord on stretch and to require and encourage the use of both hands in manipulative skills.

"Techniques to Individualize but keep the Control Through Variable Manipulation."

A booklet describing how to individualize instruction in physical Education when using the "command" style of teaching.

"Using Stretch Ropes in Physical Education"

An instructional booklet describing many physical education lesson activities using stretch ropes in a variety of forms and arrangements. The content ideas are organized under specific NASPE outcome goals and include activity tasks for large and small groups, partners and individuals.

"Simulating Impairment Conditions: Role-Playing of Disabilities"

A worksheet describing ten self guided stations designed for participants to experience several types of impairment conditions through simulation activities. The description of each station includes the necessary environment, needed equipment and detailed directions.

For more information, contact:

Civitan I'm Special Project

School of Physical Education, Wellness, and Sport Studies

University of South Florida

Tampa, Florida 33612

price@tempest.coedu.usf.edu

Discover Camp: Considerations for Sending Your Child with a Disability to Camp for the First Time

Created by the National Center on Accessibility (NCA), this booklet provides information on types of camps (i.e. specialty, inclusive, day and residential), facilities, camp staff, camper care and programming. The booklet includes additional suggestions on what to consider before heading to camp, as well as other resources.

Phone (Toll Free): (800) 900-8086

ncpad@uic.edu

Palaestra: Forum of Sport, Physical Education & Recreation for Those with Disabilities

Palaestra is a quarterly publication and premier resource on adapted physical activity published by:

Challenge Publications, Ltd.

PO Box 508

Macomb, IL 61455

Phone/Fax: (303) 833-1902

challpub@macomb.com

<http://www.palaestra.com>

To Reap the Rewards of Exercise

By Sunny Roller, M.A., Polio Survivor and
Frederick M. Maynard, M.D.

“Exercise is different than physical activity. For the purposes of this article on exercise, it may be helpful to define these two terms. Exercise is generally defined as planned, structured and repetitive bodily movement, whereas physical activity is the movement you do throughout the day. Physical activity does increase the amount of calories you burn, but unlike exercise, is not necessarily planned, structured or repetitive motion. One benefit of exercise can be an improved ability to take part in ongoing daily physical activity.

“Whether you have a planned exercise program or simply rely on day to day physical activity to stay fit, the message to polio survivors today is ‘beware of inactivity!’ In the 1980s polio survivors across the nation heard and heeded a strong medical warning about the dangers of doing exercise, especially too much exercise and/or physical activity, but now post-polio scientists have qualified their advice. New knowledge tells us that no matter what our level of disability is, we should be encouraged to value exercise, enterprising enough to come up with a highly customized plan and enduring enough to reap the rewards. When it comes to exercise, we need to be smart, not scared!”

<http://www.ncpad.org/whtpprs/>

KNOWLEDGE NETWORK MEMBERS

The Adaptive Sports Center (ASC) of Crested Butte

ASC, of Crested Butte, CO, provides year-round recreation activities for individuals with disabilities and their families. ASC features winter and summer activities.

Called “Summer in Paradise,” ASC’s June 24-September 12 summer activities include lake canoeing, mastering the challenge of a ropes course, downhill mountain biking, handcycling, rock climbing, fishing, hiking, pontoon boating, sea kayaking, multi-day river trips, camping and whitewater rafting.

ASC summer biking programs include:

- Gravity series
- Two-day adaptive downhill mountain biking and handcycling clinic F
- Free road rider clinic
- Backcountry biking clinic
- Road rider’s multi-day vacation

Summer boating programs include:

- Dominguez Canyon River Trip
- Canoe clinics
- Sea Kayaking clinics

Winter activities last from December 18, 2003 through April 4, 2004. Adaptive instruction and equipment are available for alpine skiing and snowboarding as well as for the ASC’s new Nordic program. The Nordic program, in conjunction with the Crested Butte Nordic Center, offers instruction on the extensive terrain groomed and maintained by the Center. Ski and snowboard guides are available for more experienced skiers. ASC instructors are professionally trained and certified in adaptive teaching. They teach to virtually any disability including, but not limited to, spinal cord injuries, amputees, traumatic brain injuries, developmental disabilities and visual and hearing impairments.

The ASC provides campers with trained trip leaders and the all instruction necessary to for campers to enjoy a safe outdoors experience. ASC staff guides are assisted by volunteers, many of who have worked with the ASC summer program for several years. Guides possess integrated skills that them to provide a safe, fun and educational experience. In addition to guides and instruction, the ASC

supplies equipment, logistics, meals and means of travel.

The ASC custom designs “adventure experiences” for groups in the spectacular areas surrounding Crested Butte. Groups can consist of a few friends, family, special interest groups, business groups or organizations. Activities can be selected according to desired outcomes. Scholarships are available for individual and group participants.

To learn more about The Adaptive Sportst Center, contact:

The Adaptive Sports Center of Crested Butte
PO Box 1639

Crested Butte, CO 81224

Toll Free (866) 349-2296

Program Office (970) 349-2296

Administrative Office: (970) 349-5075

<http://www.adaptivesports.org>

Camping Unlimited

Alex Krem, a special education teacher who helped pioneer methods that mainstreamed exceptional children into a regular public school environment, founded camping Unlimited. He had entered the special education field late in life after groundbreaking achievements in the study of group dynamics. Earlier, as a chemist, he tested the first polio vaccine.

In 1961 Camp Krem, which would become the Camping Unlimited linchpin, became a tax-exempt organization. Four years later it purchased 45 acres in the Santa Cruz Mountains near Boulder Creek, California, 60 miles south of San Francisco, for a campsite. In the beginning, the camp consisted only of platforms with tents. Through the years, with the help of volunteers and donations, Camp Krem has been steadily improved with buildings, a paved road, hiking trails and a large

swimming pool specially adapted for use by the disabled. Surrounded by towering redwoods, Camp Krem consists of 10 rustic cabins, an arts and crafts center, specially designed swimming pool, campfire arena, a playground, miles of hiking trails and outdoor camping areas. Also on site are a dining/multi-activities center and a modern infirmary.

Each season Camp Krem provides summer camp for more than 500 children and adults with developmental disabilities such as Down Syndrome, autism and cerebral palsy. On a daily basis, campers, together with counselors, create their own experiences as their abilities grow. Campers can choose from Main (traditional) Camp, Outdoor Camp or Travel Camps. They can set their own pace select from the activities offered them.

Camping Unlimited’s year-round activity programs and travel camps operate from September through May. Some activities are day trips. Others can last up to 12 days. Children and adults of all ages and disabilities, along with volunteer counselors, participate in activities, which include camping and backpacking trips, visits to the snow country, trips to the beach and to state and community parks. They also visit museums, cultural fairs, go on fishing trips and attend movies, theatrical or sporting events. During the summer, five Camping Unlimited travel camps journey throughout California, Nevada and Washington State.

Since its founding, Camping Unlimited has employed a philosophy based on developing a sense of ownership and self-reliance on the part of campers and staff. The program based on that philosophy provides a rare opportunity for normal and exceptional persons to learn from each other. By assisting the disabled to help themselves, counselors have been able to acquire insights and understanding unavailable in other

surroundings. Many Camp Unlimited counselors have gone on to enter professions serving the needs of those with special challenges.

To learn more about Camping Unlimited, contact:

Camping Unlimited
PO Box 20774
El Sobrante, CA 94820
Phone: (510) 222-6662
campkrem@campingunlimited.com
<http://www.campingunlimited.com.htm>

Adaptive Adventures

Adaptive Adventures was conceptualized and created in 1999 by a group of physically challenged individuals who saw the need to increase awareness and participation in sports and recreation for the disabled. The organization is considered a national leader in adaptive cycling, water-skiing and winter sports. It has reached thousands of disabled individuals in many communities throughout its home state of Colorado and nationwide.

The organization offers sports and recreation opportunities for individuals with disabilities that can include, but are not limited to, amputations, paraplegia, quadriplegia, birth defects, cerebral palsy, head injuries, multiple sclerosis, muscular dystrophy, spina bifida, stroke and visual impairment. Adaptive Adventures staffers, instructors and volunteers provide instruction and mentoring as well as collaborative support to other organizations offering similar services to persons with disabilities. Via its website and database, the organization serves as an information resource for those seeking assistance.

Since its founding, the organization has hosted or supported more than 100 adaptive sports and recreation events and activities.

Adaptive Adventures has developed strong working relationships with several Colorado parks and recreation districts, including Denver, Boulder and Fort Collins, rehabilitation centers, children's groups and other non-profit organizations.

Adaptive Adventures provides a list of questions to consider when evaluating the quality of an adaptive program. The organization strongly recommends "checking out" a service provider when traveling great distances "or when entrusting loved ones to someone else's care." The evaluative questions:

- Do you know anyone who has participated in the program in the past?
- Are the instructors well trained and/or certified in the activities that they are teaching?
- What kind of previous experience do the staff and volunteers possess?
- Who is responsible for training staff and volunteers?
- Does the program do a personal evaluation to assess your goals, objectives and needs?
- What type of adaptive equipment does the program provide?
- What condition is the equipment in?
- Does the service provider rent equipment for personal use (on/off site)?
- How accessible are the facilities associated with the program? Issues such as parking, ramps, shuttles and distances to be covered are all important.
- What are the costs to participate?
- Does the service provider offer any discounts or scholarships?
- Will the service provider provide references?

In addition, Adaptive Adventures advises, "Many parks and recreation programs, rafting groups, equestrian facilities and ski resorts are required to have accessible programming. Always ask for discounts for customers with disabilities such as discounted lift tickets,

rental fees, lodging and other costs of participation.”

To learn more:

Adaptive Adventures

PO Box 2245

Evergreen, CO

Phone: (303)/(877) 679-2770

Fax: (303) 670-8290

Joel Berman, Executive Director

joel@adaptive.org

<http://www.adaptiveadventures.org.html>

Disabled Sports USA (DS/USA)

Disabled Sports USA is a non-profit organization founded in 1967 by disabled Vietnam veterans to serve the war injured. DS/USA offers nationwide sports rehabilitation programs to anyone with a permanent physical disability.

DS/USA activities include winter skiing, water sports, summer and winter competitions, fitness and special sports events. Participants include those with visual impairments, amputations, spinal cord injury, dwarfism, multiple sclerosis, head injury, cerebral palsy and other neuromuscular and orthopedic conditions.

DS/USA is a coast-to-coast network of community-based chapters offering a variety of recreation programs. Each chapter sets its own agenda and activities which may include one or more of the following: snow skiing, water sports – such as water skiing, sailing kayaking and rafting – cycling, climbing, horseback riding, golf and various social activities.

As an extension of the rehabilitation process, DS/USA competitive programs improve sports skills, build confidence and experience “thrill of victory as well as the agony of defeat.” The result: individuals are prepared

after rehabilitation to face the adversity of a disability in their lives.

As a member of the U.S. Olympic Committee, DS/USA sanctions and conducts competitions and training camps to prepare and select athletes to represent the U.S. at the Summer and Winter Paralympic Games. The Games are the Olympic equivalent competitions for those with disabilities and are recognized by the International Olympic Committee. Opportunities are available for national and international competitions in Alpine and Nordic skiing, track and field, volleyball, swimming, cycling, powerlifting and other sports. The highest achieving athletes in each sport can qualify for the Paralympics.

To learn more about DS/USA, contact:

Disabled Sports/USA

National Headquarters

451 Hungerford Drive, Suite 100

Rockville, MD 20850

Phone (Voice): (301) 217-0960

Fax: (301) 217-0968

Kirk Bauer, Executive Director

KBauer@dsusa.org

<http://www.dsusa.org>

The National Center on Physical Activity and Disability (NCPAD)

The National Center on Physical Activity and Disability (NCPAD) promotes the substantial health benefits derived from participating in regular physical activity. The slogan of NCPAD is *Exercise is for EVERY body*, and every person can gain some health benefit from being more physically active.

The NCPAD site provides information and resources that can enable people with disabilities to become as physically active as they choose to be. For more information about the philosophy and design of NCPAD, please see [For the First Time Visitor](#). A short,

narrated slide show overview of NCPAD is available at [Introduction to NCPAD](#).

NCPAD is located within the [Department of Disability and Human Development](#) at the [University of Illinois at Chicago](#), which houses the central administration, website, electronic libraries, and telecommunications support. NCPAD is a collaborative effort of the University of Illinois at Chicago in conjunction with the [Rehabilitation Institute of Chicago \(RIC\)](#) and the [National Center on Accessibility \(NCA\)](#) at Indiana University.

The University of Illinois at Chicago is solely responsible for all information on this site. Funding for the Center is provided through a grant from the [Division of Human Development and Disability at the National Center on Birth Defects and Developmental Disabilities](#), Centers for Disease Control and Prevention (CDC). The links above will provide additional information about each of the major partners in NCPAD.

To learn more about NCPAD, contact:

The National Center on Physical Activity and Disability (NCPAD)

Department of Disability and Human Development

College of Applied Health Sciences

University of Illinois at Chicago

Chicago IL

Phone (Voice/TTY): (800) 900-8086

Fax: (312) 355-4058

ncpad@uic.edu

Shake-A-Leg, Inc. (SAL)

SAL was founded in 1982 mainly to serve individuals with spinal cord and related nervous system impairments. In its two decades, SAL has improved the lives of thousands of people through its multi-faceted therapy programs that focus on improving the mind, body and spirit.

Shake-A-Leg provides traditional and complimentary therapeutic services that facilitate the development of independent

living skills for individuals from all cultural and socio-economic backgrounds who have experienced spinal cord injury and related central nervous system dysfunction.

SAL is a progressive rehabilitation center that operates four major programs:

- Body awareness therapy
- Body awareness therapy for teenagers
- Adaptive sailing

Confidence is Cool programs for children with disabilities

All SAL programs challenge and encourage participants to move beyond their expectation threshold, generating the self-worth, confidence and esteem needed to build fulfilling lives.

The organization's programs are guided by the belief that self-confidence and self-esteem are the ingredients necessary to feel good about themselves, improve their quality of life and, ultimately, become productive members of society. Working in individual and team environments, participants not only make tremendous improvements in their own physical abilities and attitudes, but also help better the lives of peers.

To learn more about SAL, contact:

Shake-A-Leg, Inc.

<http://www.shakealeg.org>

Newsletter Editor: Thomas H. Allen

Electronic Formatting: Ana Maria Gutierrez
and Distribution