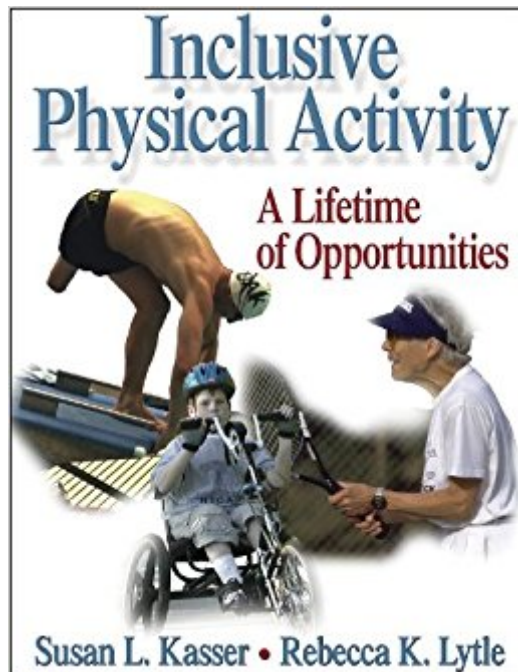


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Inclusive Physical Activity: A Lifetime Of Opportunities



Synopsis

Inclusive Physical Activity: A Lifetime of Opportunities provides practitioners with practical strategies and hands-on applications for physical activity programming to include all people. In doing so, it bridges the gap between school-based and community-based programs to help people with differences in ability become and remain physically active throughout their lives. This book has many unique features in addition to the life-span approach. The authors use an ability-based, noncategorical approach that is on the cutting edge. In doing so, they maintain a program emphasis on performance and skill components rather than on labels and general disability guidelines. The authors recognize that knowledge of common conditions is necessary for safe program design and have therefore included this information in the appendix. This book prepares practitioners to do the following:

- Become critical thinkers and problem solvers as they develop the knowledge and skills to provide meaningful, inclusive physical activity
- Prepare and plan individualized physical activity programs for four major content areas: movement skills and sports, games design, health-related fitness, and adventure and outdoor recreation
- Develop strategies and techniques to increase awareness of varying abilities, foster more positive attitudes of peers, and increase advocacy efforts aimed at inclusive physical activity
- Overcome barriers associated with inclusive programming

Throughout, the authors emphasize how to modify instruction and provide activity alternatives for differing abilities via their FAMME (functional approach to modifying movement experiences) model. This unique model provides a conceptual framework and a four-step process for accommodating all participants in physical activity. Assessment considerations across the life span are integrated in the planning process, and each skill component (such as eye-hand coordination, strength, attention span) is presented in chart form with information on influencing factors and a number of effective modifications to accommodate varied skill levels. Each chapter features the following reader-friendly sections:

- Including All Individuals presents opening scenarios that set the stage for the topics in the chapter.
- Did You Know? contains helpful facts and information.
- Think Back is a list of reflection questions related to the opening scenario or to the previous text.
- What Do You Think? contains reflective questions related to the chapter content.
- What Would You Do? offers two sample scenarios at the end of each chapter detailing situations for readers to address.

Part I addresses historical and sociological aspects of inclusive physical activity and the changing perspectives as they relate to individuals with differences in ability. Strategies to overcome barriers associated with inclusive programming are also discussed. Part II focuses on how, when, and why practitioners should make modifications in instructional settings. This section offers insight into effective collaborative partnerships, determination of

programming focus and related assessment, and individualized program planning. Part III illustrates examples of inclusive practices as they relate to commonly implemented physical activities. This part focuses on modifying instruction and providing activity alternatives in four major content areas: movement skills and sports, games design, health-related fitness, and adventure and outdoor recreation. Among the appendixes is a Person-Related Factors Reference Guide that presents definitions of specific conditions, selected facts of the common conditions and general considerations and contraindications as they relate to physical activity participation. Inclusive Physical Activity: A Lifetime of Opportunities progresses from understanding the profession and professional responsibilities to practical strategies for programming. This book is based on the philosophy that all people, with all their distinctive abilities and interests, can and should benefit from participation in physical activity. This involvement should be lifelong, empowering, and inclusive of the range of possible programs, settings, and activities available to everyone.

Book Information

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Customer Reviews

Susan L. Kasser, PhD, is an associate professor in professional physical education at the University of Vermont. She has taught adapted physical education for more than 10 years to children ages 3 to 14 and has conducted adapted aquatic exercise programs for adults in community-based programs. She currently teaches professional teacher preparation coursework in adapted physical education and conducts adult exercise programs for people with movement differences. Dr. Kasser is involved with numerous national and international groups that focus on physical education and various

populations, including the American Alliance for Health, Physical Education, Recreation and Dance; the International Federation of Adapted Physical Activity; the National Consortium on Physical Education and Recreation for Individuals with Disabilities; and the North American Federation of Adapted Physical Activity. She has established adapted physical exercise programs for adults in three states and has presented numerous workshops at the international, national, state, and regional levels. Currently the director of the Individually Designed Exercise for Active Lifestyles (IDEAL) program at the University of Vermont, she received an Outstanding Educator Award from the Vermont Association for Health, Physical Education, Recreation and Dance in 2001, the Kroepsch-Maurice Excellence in Teaching Award from the University of Vermont in 2000, and the Outstanding Volunteer Award from the National Multiple Sclerosis Society's Vermont Division in 2004. Rebecca K. Lytle, PhD, is an associate professor and adapted physical education program coordinator in the department of kinesiology at California State University at Chico. She taught adapted physical education for more than 10 years in the public schools to students in infancy through age 21. She conducts exercise programs for both children and adults with disabilities, and she has presented trainings regionally, nationally, and internationally. Dr. Lytle is the past chair of the California State Council for Adapted Physical Education and is a member of numerous other organizations related to adapted physical education, including the Council for Exceptional Children, the International Federation of Adapted Physical Activity, and the National Consortium on Physical Education and Recreation for Individuals with Disabilities. Dr. Lytle's work has been published in numerous journals, and she has contributed information to four books: *Making Connections: From Theory to Practice in Adapted Physical Activity* (2003), *Developmentally Appropriate Movement Concepts and Skill Themes for Children: Becoming a Master Teacher* (1993), *Strength Training in Children* (in press), and *Paraeducators Guide to Physical Education* (in press).

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