
References

- Abramson, J. & Fortune, A. (1990). Improving field instruction: An evaluation of a seminar for new field instructors. *Journal of Social Work Education, 26*, 273-286.
- Anderson, G. (1999). The living question of school improvement and school effectiveness. *Education Today, 11*(2), 29.
- Andrews, J. & Lupart, J. (1993). *The inclusive classroom: Educating exceptional children*. Scarborough, ON: Nelson Canada.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Biley, F. & Smith, K. (1998). "The buck stops here": Accepting responsibility for learning and actions after graduation from a problem based learning nursing education curriculum. *Journal of Advanced Nursing, 27*(5), 1021-1029.
- Block, M.E. & Conaster, P. (1999). Consulting in adapted physical education. *Adapted Physical Activity Quarterly, 16*(1), 9-26.
- Blom, S.D., Lininger, R.S., & Charlesworth, W.R. (1987). Ecological observation of emotionally and behaviorally disordered children: An alternative method. *American Journal of Orthopsychiatry, 57*, 49-59.
- Bloom, B.S. (1956). *Taxonomy of educational objectives: Cognitive domain*. New York: David McKay.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University.
- Brown, R.I. (1992). Personal communication, December 7.
- Bush, P. (1972). *A programmed course for the writing of performance objectives*. Chico, CA: North California Program Development Center.
- Coalition for Active Living (2002). *Words with dignity*. disability.alliance@activeliving.ca
- Connelly, M. (1994). Practicum experiences and journal writing in adapted physical education: Implications for teacher education. *Adapted Physical Activity Quarterly, 11*, 306-328.
- Custer, R. (1994). *Performance based implementation handbook*. University of Missouri, Columbia, MO: Instructional Materials Laboratory.
- Custer, R.L., Schell, J., McAlister, B.D., Scott, J.L., & Hoepfl, M. (2000). Using authentic assessment in vocational education (Information Series No. 381). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
- Emes, C. & Legg, D. (2004). Disability sport simulation activities in adapted physical activity: Experiences of participants and persons with a disability. Under review.
- Emes, C., Longmuir, P., & Downs, P. (2002). An abilities-based approach to professional service delivery in adapted physical activity. *Adapted Physical Activity Quarterly, 19*(4), 403-419.
- Fletcher, V. (2003). Universal design: Human-centered design for the 21st century. Retrieved August 31, 2003 from www.adaptenv.org/index.php?option=Resource&articleid=148&topicid=5.
- Franken, R. (1994). *Human motivation*. Pacific Grove, CA: Brooks/Cole.
- Galagan, J.E. (1985). Psychoeducational testing: Turn out the lights, the party's over. *Exceptional Children, 52*(3), 288-299.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice. A reader*. New York: Basic Books.

- Hellison, D., Cutforth, N., Kallusky, J., Martinek, T., Parker, M., & Stiehl, J. (2000). *Youth development and physical activity*. Champaign, IL: Human Kinetics.
- Hettich, P.I. (1992). *Learning skills for college and career*. Pacific Grove, CA: Brooks/Cole.
- Huitt, W. (2001, April). *Motivation to learn: An overview*. Accessed November 1, 2003, at <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>.
- Jeffreys, M. & Gall, R. (1996). *The learning journey*. Calgary: Detselig Enterprises Ltd.
- Johnson, L. (1986). Factors that influence skill acquisition of practicum students during a field-based experience. *Teacher Education and Special Education*, 9(3), 89-103.
- Johnson, L. (1987). The role of the university supervisor: Perceptions of practicum students. *Teacher Education and Special Education*, 10(3), 120-125.
- Johnson, P. (1985). The role of the voluntary society in Canada. In Jackson, R. (Ed.), *Wessex studies in special education* (pp. 77-88). Winchester: King Alfred's College.
- Kiger, G. (1992). Disability simulations: Logical, methodological and ethical issues. *Disability, Handicap & Society*, 7(1), 71-78.
- Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education*, 37(2), 357-379.
- Kolb, D.A. (1984). *Experiential learning. Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1964). *Taxonomy of educational objectives: Affective domain*. New York: David McKay.
- LaMaster, K., Kinchin, G., & Siedentop, D. (1999). Inclusion practice of effective elementary specialists. *Adapted Physical Activity Quarterly*, 15(4), 329-344.
- Lee, L. (1999). Partners in pedagogy: Collaboration between university and secondary school foreign language teachers (ERIC Digest). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. ED435186 1999-10-00)
- Linert, C., Sherrill, C., & Myers, B. (2001). Physical educators' concerns about integrating children with disabilities: A cross cultural comparison. *Adapted Physical Activity Quarterly*, 18(1), 1-17.
- Longmuir, P.E. (2003). Creating inclusive physical activity opportunities: An abilities-based approach. In Steadward, R.D., Wheeler, G.D., & Watkinson, E.J. (Eds.), *Adapted physical activity* (pp. 363-382). Edmonton: The University of Alberta Press.
- Lonsdale, S. (1990). *Women and disability*. New York: St. Martin's Press.
- Lund, J. (1997). Authentic assessment: Its development and application. *Journal of Physical Education, Recreation & Dance*, 68(7), 25-28, 40.
- Lytle, R.K. & Collier, D. (2002). The consultation process: Adapted physical education specialists' perceptions. *Adapted Physical Activity Quarterly*, 19, 261-279.
- Lytle, R.K. & Hutchinson, G.E. (2004). Adapted physical educators: The multiple roles of consultants. *Adapted Physical Activity Quarterly*, 21, 34-49.
- Michalko, R. (2002). *The difference that disability makes*. Philadelphia: Temple University Press.
- O'Brien, C.L. & O'Brien, J. (2000). *The origins of person-centered planning: A community of practice perspective*. Lithonia, GA: Responsive Systems Associates, Inc.
- O'Brien, J. (1997). *What is self-determination?* [Video.] Irene M. Ward & Associates.
- O'Brien, J. & O'Brien, C.L. (1998). *A little book about person centered planning*. Toronto: Inclusion Press.
- Okahashi, P. & Roby-Straza, W. (2002). Positively practical: A case study of a practicum placement. *Rehabilitation Review*, 13(6).

- Olkin, R. (1999). *What psychotherapists should know about disability*. New York: The Guilford Press.
- Rich, D.C., Robinson, G., & Bednarz, R.S. (2000). Collaboration and the successful use of information and communications technologies in teaching and learning. *Journal of Geography in Higher Education*, 24(2), 263-271.
- Rogers, G., Collins, D., Barlow, C., & Grinnell Jr., R. (2000). *Guide to the social work practicum: A team approach*. Itasca, IL: F.E. Peacock.
- Rudner, L.M. & Boston, C. (1994). Performance assessment. *The ERIC Review*, 3(1), 2-12.
- Ryan, G., Toohey, S., & Hughes, C. (1996). The purpose, value, and structure of the practicum in higher education: A literature review. *Higher Education*, 3(3), 355-377.
- Salend, S.J., Johansen, M., Mumper, J., Chase, A.S., Pike, K.M., & Dorney, J.A. (1997). Cooperative teaching: The voices of two teachers. *Remedial and Special Education*, 18(1), 3-11.
- Stanovich, P.J. (1996). Collaboration—The key to successful instruction in today's schools. *Intervention in School and Clinic*, 32(1), 39-42.
- Stiehl, R. & Bessey, B. (1993). *The green thumb myth: Managing learning in high performance organizations*. Corvallis, OR: The Learning Organization.
- Vazquez, A.S. (1977). *The philosophy of praxis*. Atlantic Highlands, NJ: Humanities Press.
- Wiggins, G. (1989). A true test: Toward more authentic and equitable assessment. *Phi Delta Kappan*, 69, 703-713.
- Winnick, J. (2000). *Adapted physical education and sport* (3rd ed.). Champaign, IL: Human Kinetics.
- World Health Organization. (2001). *International classification of functioning, disability and health*. Accessed January 3, 2003, at <http://www3.who.int/icf/icftemplate.cfm?myurl=homepage.html&mytitle=Home%20Page>.

Both Dr. Valde, PhD, is an associate professor in the department of occupational therapy at East Carolina University. She has been an educator in therapeutic recreation, adapted physical education, rehabilitation studies, occupational therapy, and related fields. As an educator, she is an active researcher and writer, having authored three other books and two book chapters. She received the Dean's Award for Research in 2002 and was named recipient of the 2003 Distinguished Service Award by the Mental Health Association of Putnam County, Va. She is on the National Advisory Panel for Evidence-Based Decision-Making and Active Learning Strategies, and she was a principal investigator for the I-95 and I-85 Corridor. She and her husband, Frank, live in Blounts Creek, North Carolina, where she enjoys boating, and writing, in addition to her teaching.