

BRIEF CONTENTS

Preface xii
Acknowledgments xviii

PART I

FOUNDATIONS

- 1 Active, Healthy Lifestyles for All: Thinking About Philosophy 2
- 2 Celebrating Differences, Planning Practical Experience, and Striving Toward Inclusion 26
Claudine Sherrill and Abu Yilla
- 3 Teamwork, Communication, and Creativity 60
- 4 Adaptation, Advocacy, and Law 84
- 5 Curriculum Planning and Evaluation Guided by Attitude Change 116
- 6 Assessment, the IEP, and the Accommodation Plan 143
Lisa Silliman-French and Claudine Sherrill
- 7 Teaching and Consulting 189

PART II

ASSESSMENT AND PEDAGOGY FOR SPECIFIC GOALS

- 8 Self-Concept, Motivation, and Well-Being 218
Claudine Sherrill and April Tripp
- 9 Inclusion, Social Competence, and Attitude Change 240
April Tripp and Claudine Sherrill
- 10 Sensorimotor Learning and Severe Disability 261
- 11 Motor Skills and Patterns 301
- 12 Perceptual-Motor Learning 332
- 13 Fitness and Healthy Lifestyle 356
Claudine Sherrill, James H. Rimmer, and Kenneth H. Pitetti
- 14 Postures, Appearance, and Muscle Imbalance 390
- 15 Sports Recreation and Competition: Socialization, Instruction, and Transition 413
Ronald W. Davis and Claudine Sherrill
- 16 Adapted Dance, Dance Therapy, and Relaxation 441
Claudine Sherrill and Wynelle Delaney
- 17 Adapted Aquatics 454
Claudine Sherrill and Gail M. Dummer

PART III

INDIVIDUAL DIFFERENCES, WITH EMPHASIS ON SPORT

- 18 Infants, Toddlers, and Young Children 484
- 19 Other Health-Impaired Conditions 503
- 20 Learning Disabilities, Attention Deficit Hyperactivity Disorder, and Developmental Coordination Disorder 546
- 21 Mental Retardation, Special Olympics, and the INAS-FID 560
- 22 Serious Emotional Disturbance and Autism 590
Ron French, Lisa Silliman-French, and Claudine Sherrill
- 23 Wheelchair Sports and Orthopedic Impairments 614
- 24 Les Autres Conditions and Amputations 643
Patricia Paulsen Hughes and Claudine Sherrill
- 25 Cerebral Palsy, Stroke, and Traumatic Brain Injury 673
- 26 Deaf and Hard-of-Hearing Conditions 695
Claudine Sherrill and Patricia Paulsen Hughes
- 27 Blindness and Visual Impairments 713
- 28 Aging and Disability 728
Claudia Emes

APPENDIXES

- A Federal Law Definitions of Disabilities 741
- B Prevalence and Incidence Information 742
- C Addresses of Sport Organizations 743
- D Addresses of Other Organizations and Agencies 747
- E Addresses for Purchasing Journals and Materials 750
- F Important Events in Adapted Physical Activity 753

Glossary 758
References 763
Credits 783
Name Index I
Subject Index I-3

C O N T E N T S

Preface xii

Acknowledgments xviii

P A R T I

FOUNDATIONS

- 1 Active, Healthy Lifestyles for All: Thinking About Philosophy 2
 - Reflective & Critical Thinking Challenges 3
 - An Adapted Physical Activity Model 3
 - Adapted Physical Activity versus Adapted Physical Education 4
 - Disability and Individual Differences 4
 - Uniqueness and Central Themes of This Text 5
 - Illustrative Adaptations 6
 - Adaptation, Modification, Accommodation, and Supports 7
 - Adaptation Theory 8
 - How Does *Adapted* Differ From *Adaptive*? 8
 - Service Delivery 9
 - Good Service Delivery Is Adapting 10
 - Good Teaching Is Adapting 10
 - Ecosystems and Ecological Theory 10
 - Important Concepts From IDEA 11
 - Individual Differences and Normal Curve Theory 12
 - Qualified Professionals and Professional Preparation 13
 - History as a Guide to Developing Philosophy 14
 - Evolution of Treatment and Education 15
 - Stages of Adapted Physical Activity History 17
 - Evolution of the Knowledge Base 18
 - Using History to Write Philosophy 21
 - Roles, Job Functions, and Competencies 21
 - Optional Activities 25
 - 2 Celebrating Differences, Planning Practical Experience, and Striving Toward Inclusion 26
 - Claudine Sherrill and Abu Yilla*
 - Reflective & Critical Thinking Challenges 27
 - Thinking About Disability Models 27
 - Planning Practical Experience 31
 - Defining Disability Using the International Perspective 36
 - Characteristic: A Frequently Misused Term 37
 - Guidelines for Speaking and Writing 37
 - Lifespan Concerns 37
 - Individuality and Uniqueness Expressed Through Sports 37
 - Ideas to Consider About Individual Differences 44
 - Disability Sport and Transition Needs 44
 - Learning About Wheelchairs and Ambulatory Devices 48
 - Inclusion in General Physical Education 52
 - Barriers to Inclusion (Negative Attitudes) 52
 - Enablers to Inclusion 59
 - Optional Activities 59
 - 3 Teamwork, Communication, and Creativity 60
 - Reflective & Critical Thinking Challenges 61
 - A Home-School-Community Teamwork Model 61
 - Case Study of Teamwork for a Child Under Age 3 62
 - Case Study of Teamwork for a Child, Ages 3 to 9 63
 - Resources in Service Delivery and Empowerment:
 - The Ecosystem 65
 - Multidisciplinary, Interdisciplinary, Crossdisciplinary Teams 73
 - What Makes Teamwork Collaborative? 74
 - Communication 75
 - Using Case Studies to Improve Communication Skills 77
 - Case Study of Teamwork in Sport 78
 - Creativity 80
 - Cognitive Creative Behaviors 80
 - Affective Creative Behaviors 81
 - Optional Activities 83
- 4 Adaptation, Advocacy, and Law 84
 - Reflective & Critical Thinking Challenges 85
 - Adaptation 85
 - An Adapted Physical Education Model 85
 - Adaptation of Teacher Communication 87
 - Applications of the Adaptation Model 87
 - Adaptation Strategies and Creativity 90
 - Overactive Perceptions and Subsequent Distractibility 91
 - Adapting or Specially Designing Sports for Specific Disabilities? 91
 - Interacting Variables for Adaptation 92
 - Adaptation and Service Delivery 93
 - Considerations in Adaptation 97
 - Research on Adaptation 99
 - The Link Between Adaptation and Advocacy 99
 - The Human Rights Movement and Advocacy 102
 - The Sports Movement and Advocacy 104
 - Federal Intervention: General Welfare Concerns 105
 - LRE and Inclusion Philosophies 105
 - Due Process and Advocacy 105
 - Advocacy Behaviors—The Five Ls 106
 - Advocacy: A Way of Life 107
 - Classic Lawsuits and Resources 107
 - Basic Concepts in Federal Law Advocacy 108
 - Laws of Special Importance in Adapted Physical Education 110
 - Physical Education Mentions in IDEA 113
 - IEP Principles and Practices 114
 - The Need for State Laws 114
 - Optional Activities 115
 - 5 Curriculum Planning and Evaluation
 - Guided by Attitude Change 116
 - Reflective & Critical Thinking Challenges 117
 - Planning: The First PAP-TE-CA Service 117
 - Purpose, Goals, and Objectives 117
 - Goal Area Organizing Centers 119
 - Functional, Developmental, and Interactive Organizing Centers 119
 - Placement vs. Services Organizing Centers 121
 - A Continuum of Placements and Services 122
 - Variables Affecting Placement and Services 123
 - Service Delivery for General Education Students 126
 - Selecting Goals and Writing Objectives 126
 - Selecting Curricular Models 128
 - Using, Creating, and Evaluating Curricular Models 130
 - Planning Instruction for the Year 131
 - Other Decision Making 132
 - The Link Between Planning and Evaluation 132
 - The Link Between Planning and Professional Philosophy 133
 - Facilitating Attitude Change 138
 - The Attitude-Behavior Link 138
 - Components of the Attitude-Behavior Link 139
 - Using Contact Theory to Promote Inclusion 140
 - Case Study of a New Teacher 141
 - Optional Activities 142

6	Assessment, the IEP, and the Accommodation Plan	143
	<i>Lisa Silliman-French and Claudine Sherrill</i>	
	Reflective & Critical Thinking Challenges	144
	Definitions of Key Terms	144
	Legislative Basis of Some Assessment Practices	144
	Recent Changes in Assessment	144
	Purposes of Physical Education/Activity Assessment	145
	Norm-, Criterion-, and Content-Referenced Tests	151
	Ecological Assessment	154
	Assessment in Natural Environments	154
	Assessment of Play and Game Concept	155
	Sherrill Holistic Assessment Survey	158
	Assessment of Responsivity	161
	Planning Assessment	161
	Formal Test Administration Procedures	162
	TGMD-2 and BOTMP Philosophies	164
	Test of Gross Motor Development-2 (TGMD-2)	164
	Bruininks-Oseretsky Test of Motor Proficiency	166
	Widely Used Tests Without Norms	168
	Interpreting Data and Recommending Services	168
	Normal Curve Theory	170
	Assessing Students With Severe Disabilities	173
	Rubrics	175
	Case Study of a School District	176
	Parts of the IEP	183
	Helping Students Develop IEPs/IPEPs	188
	Optional Activities	188

7	Teaching and Consulting	189
	Reflective & Critical Thinking Challenges	190
	Indicators of Effective Teaching	190
	Instructional Model to Guide Thinking	190
	Inputs That Influence Teaching	191
	The Teaching Process and Outcomes	194
	1. Maintain a Warm, Positive Learning Climate	195
	2. Individualize Instruction by Making Adaptations	195
	3. Promote a Data-Based Gymnasium	195
	4. Devote a High Percentage of Time to Class Objectives	197
	5. Maximize Time-on-Task With Success	197
	6. Use Ecologically Valid Activities and Settings	198
	7. Emphasize Variability of Practice and Contextual Interference	200
	8. Try a Wide Variety of Strategies and Techniques	204
	9. Adapt Teaching Styles to Individual Needs	206
	10. Apply Behavior Management Strategies (ABA)	208
	11. Weave Counseling Into Teaching	210
	Summary of Sherrill's Model	213
	Consulting	213
	Optional Activities	216

P A R T I I

ASSESSMENT AND PEDAGOGY FOR SPECIFIC GOALS

8	Self-Concept, Motivation, and Well-Being	218
	<i>Claudine Sherrill and April Tripp</i>	
	Reflective & Critical Thinking Challenges	219
	Self-Concept Theory	219
	Affective Dimensions of Self	221
	Behavioral Domain and Achievement	223
	Assessment Issues	224
	Assessment Protocol	224
	Descriptions of Major Instruments	225
	Disability, Self-Concept, and Self-Esteem	228

	Development of Self-Concept	230
	General Principles of Self-Concept Enhancement	230
	Writing Goals and Objectives for the IEP	232
	A Self-Perception Model to Guide Pedagogy	232
	Motivation Theories and Pedagogy	236
	Stress and Coping Theory	239
	Optional Activities	239

9	Inclusion, Social Competence, and Attitude Change	240
	<i>April Tripp and Claudine Sherrill</i>	
	Reflective & Critical Thinking Challenges	241
	Social Inclusion Competence	241
	Creating an Inclusive Environment	241
	Types of Inclusion	242
	Characteristics of an Inclusive Environment	243
	Physical Education Placement and the Law	243
	Curriculum Models to Support Inclusion	243
	Instructional Content That Supports Inclusion	244
	Writing Goals and Objectives for the IEP	249
	Problems of Social Acceptance	251
	Illustrative Social Skills Curriculums	251
	Attitude Change Theory and Practice	253
	Contact Theory	253
	Persuasive Communication Theory	254
	Social Cognitive Theories	254
	Reasoned Action Theory	256
	Planned Behavior Theory	256
	Using Attitude Theories	256
	Attitude Assessment	256
	Optional Activities	259
10	Sensorimotor Learning and Severe Disability	261
	Reflective & Critical Thinking Challenges	262
	Intrasensory and Intersensory Integration: Ted's IEP Goal	262
	The Organization of the Nervous System	263
	Cortical and Subcortical Disorders	265
	Muscle and Postural Tone	266
	Assessment of Muscle Tone Disorders	267
	Sensory Input Systems	268
	Tactile Integration	268
	Kinesthetic Integration	269
	Vestibular Integration	270
	Visual Integration	272
	Infant and Pathological Reflexes	274
	Reflexes Important in Physical Education	274
	Overflow (Associated Movements)	283
	Postural Reactions	283
	Overall Assessment Approach: Milani-Comparetti	288
	Pedagogy in Relation to Reflexes and Reactions	290
	Neurological Bases of Motor Performance	290
	Theories That Guide Practices	298
	Optional Activities	300

11	Motor Skills and Patterns	301
	Reflective & Critical Thinking Challenges	302
	Basic Questions in Assessing and Teaching Motor Skills	302
	Writing Goals and Objectives	305
	Walking: The Foundation Skill	306
	Assessing and Teaching the Run	314
	Assessing and Teaching Stair Skills	316
	Jump, Hop, Leap	317
	Assessing and Teaching the Jump	318
	Functional Sport Training	318
	Assessing and Teaching the Hop	321
	Assessing and Teaching the Leap	321
	Assessing and Teaching Rhythmic, Two-Part Motion	321
	Assessing and Teaching Object Control Skills	322

- Assessing and Teaching the Underhand Roll 325
 Assessing and Teaching Throwing 325
 Assessing and Teaching Catching 325
 Assessing and Teaching Stationary Bounce/Dribble 329
 Assessing and Teaching Striking 329
 Assessing and Teaching Kicking 330
 Informational Feedback 331
 Optional Activities 331
- 12 Perceptual-Motor Learning 332
 Reflective & Critical Thinking Challenges 333
 Movement Skill Foundations 333
 Perceptual-Motor Learning Model 334
 Processes That Underlie All MSFs 334
 Learning Goals and Objectives 337
 The 4A Assessment/Intervention Model 337
 Agnosias, Ataxias, Apraxias, and Aphasias 337
 Perceptual Disorders 339
 Activities for Perceptual Disorders 340
 Sensorimotor Integration Disorders and Activities 340
 Postural Integration and Activities 341
 Crosslateral and Midline Problems and Activities 342
 Perceptual-Motor Disorders and Activities 342
 Comprehensive Perceptual-Motor Testing 346
 Task-Specific Perceptual-Motor Pedagogy 348
 Sport-Related Perceptual-Motor Tasks 349
 Teaching Game Formations 352
 Teaching Perception Through Volleyball 352
 Teaching Perception Through Softball 354
 Optional Activities 355
- 13 Fitness and Healthy Lifestyle 356
*Claudine Sherrill, James H. Rimmer,
 and Kenneth H. Pitetti*
 Reflective & Critical Thinking Challenges 357
 Recent Changes in the Knowledge Base 357
 Definitions of Fitness, Activity, and Related Terms 359
 Rehabilitation Versus Fitness Programming 360
 Lifestyle Problems of Americans 360
 Lifestyle Concerns Pertaining to Disability 360
 Components of Health-Related Fitness 361
 The FITNESSGRAM 361
 Assessment of Physical Activity 364
 Brockport Physical Fitness Test 364
 Other Fitness Tests 365
 School Fitness Tests 365
 School Fitness Testing: History, Issues, Trends 365
 Types of Fitness: Physical and Motor 365
 Fitness Classifications Requiring Special Help 367
 Exercise Prescription: Five Components 368
 Personalizing Goals for Various Conditions 370
 Aerobic Capacity or Cardiorespiratory Endurance 371
 Body Composition 376
 Muscle Strength/Endurance 378
 Range of Motion and Flexibility 380
 Beliefs, Attitudes, and Practices 382
 Weather and Temperature Concerns 383
 Space and Equipment 383
 Organization of the Lesson: Five Parts 385
 Teaching for Fitness: A Review of Principles 385
 Exercise Conditioning Methods 386
 Optional Activities 389
- 14 Postures, Appearance, and Muscle Imbalance 390
 Reflective & Critical Thinking Challenges 391
 Many Postures: Plural 391
 Good Postures: Strength and Flexibility 391
 Assessment of Postures 391
 Normal Postural Development 393
 Posture Training Guidelines 393
 Forward Head and Neck 395
 Excessive Head Tilt 395
 Kyphosis 396
 Lordosis 396
 Abdominal Weakness 397
 Flat Back 399
 Scoliosis 399
 Uneven Shoulder Height 403
 Uneven Hip Height 403
 Winged Scapulae 403
 Round Shoulders 404
 Deviations of the Chest 405
 Alignment of Lower Extremities 405
 Hip Joint Problems 406
 Knee Joint Problems 406
 Deviations of the Feet 407
 Optional Activities 412
- 15 Sports Recreation and Competition: Socialization, Instruction, and Transition 413
Ronald W. Davis and Claudine Sherrill
 Reflective & Critical Thinking Challenges 414
 The Transition Services Mandate in IDEA 414
 Leisure, Play, and Sport for All 414
 Sport Socialization 415
 Assessment of Play and Game Competence 416
 Teaching Play and Game Competence 418
 Empowerment for Transition Into Community Sport 420
 Use of Community Resources and Transition Outcomes 420
 Inclusion of Disability Sport in General Physical Education 421
 Specifics For Teaching Three Sports 423
 Wheelchair Basketball 423
 Indoor Wheelchair Soccer 429
 The Slalom Designed Especially for Motorized Chair Users 431
 Taking Pride in the Paralympic Movement 435
 Supports for Sport Socialization 439
 Optional Activities 440
- 16 Adapted Dance, Dance Therapy, and Relaxation 441
Claudine Sherrill and Wynelle Delaney
 Reflective & Critical Thinking Challenges 442
 Distinction Between Adapted Dance and Dance Therapy 442
 Adapted Dance in the Curriculum 443
 Wheelchair Dance and Wheelchair Dance Sport 445
 Activities for All 445
 Adapting Materials and Props 448
 Teaching Relaxation 450
 Optional Activities 453
- 17 Adapted Aquatics 454
Claudine Sherrill and Gail M. Dummer
 Reflective & Critical Thinking Challenges 455
 Aquatic Therapy or Adapted Aquatics? 455
 Instructional Models for Beginners 455
 Adapted Aquatics Principles 457
 Bilateral and Crosslateral Basics 458
 Activities for the Explorer 459
 Activities for the Advanced Explorer 461
 Activities for the Floater 463
 Synchronized Swimming Stunts 466
 Stroke Technique for Swimmers With Disabilities 469
 Teaching Stroke Technique to Swimmers With Disabilities 472
 Aquatic Sports and Leisure Activities 472
 Safety 477
 Disability Accommodations 478
 Optional Activities 481

INDIVIDUAL DIFFERENCES,
WITH EMPHASIS ON SPORT

- 18** Infants, Toddlers, and Young Children **484**
 Reflective & Critical Thinking Challenges **485**
 Three Diagnostic Approaches **485**
 The Individualized Family Service Plan (IFSP) **485**
 The Individualized Education Program (IEP) **486**
 Assessment Concerns **487**
 Principles of Motor Development **491**
 Services and Programming **493**
 Instruction and Intervention Approaches **493**
 Sensorimotor Integration **494**
 Motor Skills and Patterns **495**
 Perceptual-Motor Learning **496**
 Self-Concept **496**
 Social Competence and Inclusion **498**
 Play and Game Behaviors **498**
 Language Development: A Concomitant Goal **499**
 Augmentative and Alternative Communication **501**
 Optional Activities **502**
- 19** Other Health-Impaired Conditions **503**
 Reflective & Critical Thinking Challenges **504**
 Common OHI Conditions **504**
 Medication and Use of the PDR **504**
 Lifestyle and Risk Factors **506**
 Overweight/Obesity Syndrome **506**
 Blood Fats Associated With Obesity and Heart Disease **510**
 The Diabetes Continuum **510**
 Cardiovascular Problems **514**
 Hypertension **523**
 Respiratory Problems **525**
 Asthma **526**
 Chronic Obstructive Pulmonary Diseases **531**
 Cystic Fibrosis **531**
 Treatments for Severe Respiratory Conditions **533**
 Hemophilia **533**
 Sickle-Cell Disease (Anemia) **533**
 Anemia **533**
 Menstrual Problems **534**
 Cancer **535**
 Kidney and Urinary Tract Disorders **535**
 Epilepsy **537**
 Environmental Disorders **540**
 Tuberculosis **540**
 HIV/AIDS Conditions **541**
 Blood-Borne Hepatitis **545**
 Optional Activities **545**
- 20** Learning Disabilities, Attention Deficit
 Hyperactivity Disorder, and Developmental
 Coordination Disorder **546**
 Reflective & Critical Thinking Challenges **547**
 Learning Disabilities **547**
 Developmental Coordination Disorder (DCD) **547**
 Attention Deficit Hyperactivity Disorder (ADHD),
 an "Other Health Impairment" **548**
 Comorbidity **548**
 Prevalence of Learning Disabilities **548**
 Etiology of LD **548**
 Subtypes of LD **548**
 Historical Perspectives **549**
 Assessment for Identifying DCD **550**
- Specific Problems Applicable to LD and DCD **550**
 Activity Deficit Phenomenon **554**
 Instructional Strategies **554**
 Fitness and Leisure Concerns **555**
 Attention Deficit Hyperactivity Disorder (ADHD) **555**
 Other Behavioral Problems **557**
 Principles for Managing Environment **558**
 Modifying Physical Education Content **559**
 Medication **559**
 Optional Activities **559**
- 21** Mental Retardation, Special Olympics,
 and the INAS-FID **560**
 Reflective & Critical Thinking Challenges **561**
 INAS-FID and Special Olympics Perspectives **561**
 The Name Dilemma **561**
 The Definition Dilemma **562**
 Current Definitions of MR **562**
 The Supports Paradigm **563**
 Five Steps in Using the Supports Paradigm **564**
 Level of Severity vs. Needed Supports **565**
 Placement and Prevalence **565**
 Etiology of Mental Retardation **566**
 Down Syndrome **570**
 MR Without DS **574**
 MR With Associated Medical Conditions **574**
 Communication and Self-Direction **575**
 Cognitive Ability Related to Motor Learning **575**
 Motor Performance **577**
 Programming Requiring Few Supports **578**
 Programming for Young Children With MR **583**
 Programming Requiring Extensive Supports **583**
 Optional Activities **589**
- 22** Serious Emotional Disturbance and Autism **590**
Ron French, Lisa Silliman-French, and Claudine Sherrill
 Reflective & Critical Thinking Challenges **591**
 Prevalence of Serious Emotional Disorders **591**
 Definitions of Serious Emotional Disturbance **592**
 Classic DSM Mental Disorders **592**
 Impact of Adult Mental Disorders on Children **594**
 DSM Disorders in Children and Adolescents **595**
 Stereotypic Movement Disorders **596**
 Treatment of Serious Emotional Disturbance **596**
 Exercise and Serious Emotional Disturbance **598**
 Adapting the Public School Program **599**
 Aquatics and Individuals With SED **603**
 Behavior and Disciplinary Placement Change **604**
 Pervasive Developmental Disorders
 or Autism Spectrum Disorder **604**
 Optional Activities **612**
- 23** Wheelchair Sports and Orthopedic Impairments **614**
 Reflective & Critical Thinking Challenges **615**
 Disability Sport Organizations and the USOC **615**
 DSOs and the Paralympics **616**
 Competition for Children and Adolescents **616**
 Mental Function and Wheelchair Sports **616**
 Anatomy of Spinal Paralysis **616**
 Severity of Condition **617**
 Walking Potential **617**
 Functional Electrical Stimulation **618**
 Transfers and Rotator Cuff Injuries **618**
 Congenital and Acquired Paralysis **618**
 Spina Bifida **618**
 Spinal Cord Injuries **622**
 Poliomyelitis and Postpolio Syndrome **623**
 Ten Common Concerns in Paralysis **624**

Sport Classification	628	Congenital and Acquired Conditions	702
Critical Lesion Levels for Sports	629	Types and Causes of Hearing Loss	704
Programming for Quadriplegia	629	Prevalence and Incidence of Hearing Loss	706
Assessment of Basketball Function and Skill	630	Assistive Listening Devices and Systems	706
Programming for Paraplegia	632	Personal Hearing Aids	706
Sport Wheelchairs	636	Educational Placement	707
Winter Sports	638	Assessment of Performance	708
Fitness Assessment and Programming	638	Physical Education Instruction	708
Optional Activities	642	Balance Problems Related to Infection or Injury	710
24 Les Autres Conditions and Amputations	643	General Guidelines for Deaf and HH Conditions	710
<i>Patricia Paulsen Hughes and Claudine Sherrill</i>		Optional Activities	712
Reflective & Critical Thinking Challenges	644	27 Blindness and Visual Impairments	713
Physical Activity Programming	644	Reflective & Critical Thinking Challenges	714
Sport Governing Bodies	644	Definitions and Basic Concepts	714
Muscular Dystrophies	645	Guidelines for Interactions	715
Multiple Sclerosis	647	Prevalence of Blindness and Visual Impairment	716
Friedreich's Ataxia	648	Causes of Blindness and Activity Contraindications	716
Guillain-Barré Syndrome	649	Motor Development and Performance	717
Charcot-Marie-Tooth Syndrome	649	Physical and Motor Fitness	717
Spinal Muscle Atrophies of Childhood	649	Role Models	718
Programming for Muscular Weakness Conditions	650	Physical Education Instruction	720
Thermal Injuries	650	USABA and Sport Competition	724
Arthritis	650	Deaf-Blindness	725
Arthrogyrosis	654	Optional Activities	727
Dwarfism and Short-Stature Syndromes	655	28 Aging and Disability	728
Osteogenesis Imperfecta	658	<i>Claudia Emes</i>	
Ehlers-Danlos Syndrome	659	Reflective & Critical Thinking Challenges	729
Childhood Growth Disorders	659	Why Persons Age	729
Congenital Dislocation of the Hip	662	Chronic Diseases of Aging	729
Pathological Dislocation of the Hip	662	Falls and Posture Training	735
Clubfoot (Talipes)	662	Alzheimer's Disease	736
Limb Deficiencies and Amputations	664	Parkinson's Disease	737
Acquired Amputations	667	Depression	737
PE Adaptations for Persons With Amputations	667	Vision and Hearing	738
Sports Programming	667	Aging With Disability Acquired When Young	738
Optional Activities	672	Interactions With People Who Are Older	739
25 Cerebral Palsy, Stroke, and Traumatic Brain Injury	673	Optional Activities	740
Reflective & Critical Thinking Challenges	674		
Definitions, Etiologies, and Incidence	674		
Soft Signs and Associated Dysfunctions	676		
Number of Limbs Involved	678		
Types of Motor Disorders	678		
Profiles to Guide Assessment and Programming	681		
Coping With Special Problems	684		
Fitness and CP	689		
Sports and Aquatics	689		
Optional Activities	694		
26 Deaf and Hard-of-Hearing Conditions	695		
<i>Claudine Sherrill and Patricia Paulsen Hughes</i>			
Reflective & Critical Thinking Challenges	696		
Deaf Sport and Deaf Community	696		
Definitions and Concepts	698		
Language and Communication	698		
Speechreading and Cued Speech	699		
American Sign Language and Other Forms of Sign	699		
Sound and Vibration	700		
Testing and Classifying Hearing Loss	701		

APPENDIXES

A Federal Law Definitions of Disabilities	741
B Prevalence and Incidence Information	742
C Addresses of Sport Organizations	743
D Addresses of Other Organizations and Agencies	747
E Addresses for Purchasing Journals and Materials	750
F Important Events in Adapted Physical Activity	753

Glossary 758

References 763

Credits 783

Name Index I

Subject Index I-3