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Mission Statement

The Atlantic Provinces Special Education Authority (APSEA) encourages all children and youth who are blind or visually impaired to become involved in physical activities through physical education, recreation and sport as a means to foster self-sufficiency by improving their mobility, confidence, independence, and social skills.

Introduction

APSEA is committed to encouraging active lifestyles for children who are blind or visually impaired, thus, a Sport & Recreation Committee was formed in the fall of 2003. The purpose of the committee was to develop a comprehensive handbook that would provide teachers of the visually impaired, and parents with a resource for encouraging participation in sport and recreation activities that are appropriate for persons with visual impairments.

Members of the Sport and Recreation Committee are: Dr. Ann MacCuspie, Program Director for Students who are Visually Impaired; Dr. John McConnell, Mary Jean Bray, Pat Cormier, Carol Dalrymple, Carol Guzwell, Sandra Hodgson, Bonnie Hudson, John Kehoe, Janet MacVicar, Mary Lou O'Connor, Kathrin Schott, Lynn Seymour Lalonde, Karl Power, and Karen Umphrey,

Importance of Sport & Leisure

While sport has value in everyone's life, it is even more important in the life of a person with a disability. This is due to sport's influence in helping children and youth to discover their potential in school, sports, and the community, and to achieve their dreams. Sport can help children and youth who are blind or visually impaired by strengthening their self-esteem and their ability to overcome difficulties, and by normalizing their living environment.

Visual impairments impose limitations on the ease with which children acquire information about their peers, dress, and activities. This, in turn, impacts their ability to develop physical and social skills (MacCuspie, 1996). Sport is especially conducive to developing positive self-esteem, building social skills and friendships, and providing pleasure (Ponchillia, 2002). Lack of participation in sport and recreational activities results in fewer interactions with peers, fewer friendships and, thus, a negative impact on self-worth (Hundey & Cohen, 1999). As these children progress through school, activities that require good physical development and agility are closely associated with friendship groups. The number of mutual friends and one's peer social standing have been found to contribute uniquely to children's overall social adjustment (Hundley & Cohen, 1999), as characterized by the sharing of feelings, self-disclosure, trust, and loyalty (MacCuspie, 1991). The development of early friendships appears to be based on proximity and common interests.

Physical activity offers a range of benefits for all ages and abilities and is essential for healthy growth and development. For students with visual impairments who travel independently on the playground, their level of physical agility must be comparable to their peers if they are to be routinely included in activities (MacCuspie, 1996). Regular physical activity in childhood develops cardiovascular fitness, strength, flexibility and bone density. Being physically active helps maintain a healthy body weight, and is associated with positive self-esteem, greater self-efficacy, improved academic and cognitive performance, and greater perceived well-being. It lets people set their own standards, and reap the social, emotional, spiritual and physical benefits of choosing their own activities (Health Canada, 2003).

Collaborative Considerations

Many of these activities/topics might require consultation and collaboration with physical therapists and/or occupational therapists. Some conditions such as Marfan's Syndrome and Down Syndrome have a physical or medical component that might require specific physical limitations. It is important to seek out their advice and consultation prior to involving students in activities suggested.

Nutrition

Food, Activity & Health

Eating well and being active helps children and youth reach their full potential. Smart choices now will begin a lifetime of healthy living.

Why make healthy Eating a priority?

The growing number of overweight children is of great concern. Knowing the long term effects of poor eating (chronic disease such as obesity, diabetes, heart disease, cancer and osteoporosis) is not enough. It is necessary to change our thinking and actions.

Now is the time to take that first step.

What can parents do?

1. Follow Canada's Food Guide for Healthy Living.
2. Be a good role model and eat healthy.
3. Start the day with breakfast.
4. Plan regular meal times.
5. Have snacks that contribute nutrients, not empty calories.
6. Teach children to listen to their bodies, eat when hungry and stop when full.

Canada's Guidelines for Healthy Eating

Enjoy a VARIETY of foods. Emphasize cereals, breads, other grain products vegetables and fruit. Choose lower-fat dairy products, leaner meats and food prepared with little or no fat.

Achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating. Limit salt, alcohol and coffee.

VITALITY

This is an approach to healthy living that promotes healthy eating, active living and positive self and body image. Visit the website to get more details.

Resources

Canada's Food Guide www.hc-sc.gc.ca (Healthy Living--Food and Nutrition)

Vitality Program www.hc-sc.gc.ca (Healthy Living--Physical Activity)

Reliable Nutrition Information www.dietitians.ca

Canada's Physical Guide for Children and Youth www.paguide.com (children and youth)

Curriculum Based Nutrition Lesson Plans & Student Activities www.missionnutrition.ca

Reliable Health Information www.canadian-health-network.ca

Orientation & Mobility

What is orientation and mobility?

Orientation is understanding where you are, where you wish to go and how to get there. Good orientation is built upon a child's understanding of his/her body in relation to the environment. Mobility is the physical ability to move safely, independently and efficiently within one's environment.

What is taught in orientation & mobility (O&M)?

The following areas may be included in the student's o&m program: exploration and understanding of his/her environment; concept development; training in the use of other senses as they relate to O&M; training in the efficient use of remaining vision; sighted guide technique when walking with another person; use of compass directions, landmarks and other environmental information to establish and maintain orientation; cane travel; training and experience traveling in the home and school as well as residential, business, downtown or rural areas; the use of public transportation; instruction in the use of low vision aids (e.g., telescopes); and map use.

The following are related areas of instruction: personal safety; using a telephone; gathering information from the public; accepting and refusing public assistance; money organization; understanding one's eye condition as it relates to o&m; problem solving skills; social interaction skills; physical fitness and posture and gait.

Levels of independence will vary with each child. O&M instruction may help one child learn to move within his/her school without assistance. A more advanced traveler may learn to use a city bus to go to a recreational center or to walk alone along a rural road to visit a friend.

How does it relate to physical activity?

Of course there's more to life than school. In the newsletter, *Future Reflections*, Barbara Cheadle of NOPBC Sports and Recreation Network states: "The most persistent myth about blindness is that blind people are necessarily slow, clumsy, and incapable of very much physical activity...blind kids are not expected to run, jump, throw a ball, bike, or swim with any competency much less grace or skill. So, lacking opportunities and basic skills, they don't."

Exercise stimulates motor development. Exercise incorporates general coordination, body image, balance, position in space and locomotion, and all five enhance orientation awareness and mobility skill development. Physical activity is an integral part of the education of all children. Children who are blind or visually impaired have a greater need for activity because many lag behind their sighted peers in the development of the essential movement patterns.

The purpose of exercise is to assist the development of the child's natural ability to move around and understand his/her environment. Orientation and mobility training pertains to those skills that allow a child who is blind or visually impaired to move around easily and safely. Student participation in movement activities may result in improved physical abilities, basic concepts and o&m skills.

Learning and using good orientation and mobility will have lifelong implications for a child's ability to participate in social, recreational, educational and employment opportunities.

What should you look for and do when introducing your child to a new environment?

Involve the student - Ask the student who is visually impaired to be responsible for becoming familiar with the environment.

Consult a specialist - To be independent, the student who is visually impaired must be properly oriented to the environment, so, consult an Itinerant Teacher for the Visually Impaired or an O&M Specialist.

Before the actual activity begins (e.g., dance class, Brownies, swimming lessons) the student needs to be orientated to the new facility (e.g. community center, dance studio, gymnasium). It is best to go there early so the area is less crowded. Start with a guided tour; guide the student who is visually impaired around the new environment and give him/her time to organize his/her surroundings into a manageable entity. Point out landmarks and clues. Identify all of the potentially dangerous areas and objects (e.g., open stairwells, protruding ledges) and devise an appropriate safety strategy relating to each danger.

Lighting changes may be a problem when moving from inside to outside activities and vice versa. Some students who are visually impaired experience a degree of vision loss on very bright days. Provide sufficient time for adjustment. Make a tactile map or model of the environment. Maps and models should be "user friendly" and not confusing to the student. Keep it simple. Have a preplanned emergency exit procedure (e.g., assign a buddy assigned as a sighted guide; identify the closest exit route and exit doors). This will facilitate exiting and reduce anxiety should an emergency occur.

Physical Education, Recreation & Sport for Children & Youth with Visual Impairments

Principles Underlying the Physical Education and Health Education Curriculum

(Foundations for Active, Healthy Living: Physical and Health Education Curriculum, Nova Scotia Education & Culture, 1998)

- Physical and health education curriculum provides students with the knowledge, skills, and attitudes fundamental to living an active, healthy lifestyle.
- The connection of a healthy mind to a healthy body makes physical and health education a key component for all learning.
- Physical and health education curriculum is an active process of gaining knowledge of the construction and function of the body.
- Students learn and gain an understanding of the significance and value of play.
- Physical and health education curriculum is developmentally appropriate and is best learned when it is integrated across the curriculum.
- Students learn best when they are aware of the strategies and processes used to understand and experience problem solving related to health and physical well-being.
- Physical and health education learning develops from students' prior experiences: physical, social and cultural.
- Physical and health education curriculum promotes the principles of choice by responding to learners' individual needs, interests, and circumstances.
- Physical and health education curriculum provides a unique contribution to lifelong development of all learners, enhancing their physical, cognitive, social, and emotional well-being.
- Physical and health education curriculum facilitates learning processes that encourage critical thinking.
- Physical and health curriculum nurtures self-reflection and consciousness that preserve human rights and the development of supportive and sustainable environments for all citizens.
- Physical and health education curriculum provides opportunities for enjoyment, self-expression, and social interaction.

Inclusive physical education means providing all students with disabilities the opportunity to participate in regular physical education with their peers, with supplementary aides and support services as needed to take full advantage of the goals of motor skill acquisition, fitness, knowledge of movement, and psycho-social well-being, toward the outcome of preparing all students for an active lifestyle appropriate to their abilities and interests (Goodwin & Watkinson 2000; Goodwin 2001).

There are four generally agreed upon goals of physical education: (a) knowledge acquisition and application, (b) motor skill acquisition, (c) health related fitness, and (d) psycho-social well-being (Arnold 1991; Graham 1987). The following list of activities is a combination of the physical education curriculum in Nova Scotia, New Brunswick, and Prince Edward Island, and specific sport activities for persons with visual impairments. They include *open skill* and *closed skill* activities in which persons with visual impairments are able to participate in with little or no modifications or adaptations.

Closed skills - repetitive activities in predictable environment (e.g., bowling, archery, diving, curling, horseback riding, etc).

Open skills - multi-player game setting in which movements of the ball are unpredictable (e.g., basketball, soccer, hockey, etc).

Sports

Archery

Aquatics

- ▶ Swimming
- ▶ Diving
- ▶ Synchronized swimming

Ball Hockey

Basketball, Bordenball, End Ball, Benchball

Beep Baseball

Bench Activities

Boccia

Bowling

Broomball

Co-operative games

Cricket Variations

Curling

Cycling (Tandem)

Dance/Rhythmic Activities

Dodgeball Games, Tag Games

Fishing

Fitness Activities

- ▶ Circuit Training (universal weight machine, treadmill, stationary bike, ski machine, etc.)
- ▶ Walking program

Frisbee

- ▶ Golf frisbee
- ▶ Shotput frisbee
- ▶ Hockey frisbee
- ▶ Ultimate

Football - Flag/Touch

Goalball

Golf

- ▶ 18 holes /9 holes
- ▶ Driving range
- ▶ Mini golf

Gymnastics

- ▶ General Procedures
- ▶ Pyramid Building
- ▶ Climber
- ▶ Climbing Ropes
- ▶ Parallel Bars, Still Rings, Balance Beam, Uneven Bars
- ▶ Beat Board, Mini Tramp
- ▶ Box Horse

Hockey

- ▶ Floor Hockey
- ▶ Field Hockey
- ▶ Gymnasium Ringette
- ▶ Ice Hockey

Horseback Riding (English or Western)

Horseshoes

In-Line Skating/Roller Skating

Kinball

Lacrosse (Soft)

Lawn bowling

Martial Arts

- ▶ Self-defense
- ▶ Judo, Karate, Tae kwon do

Sports (Continued)

Outdoor Education

- ▶ General Procedures
- ▶ Hiking
- ▶ Backpacking
- ▶ Camping, Winter Camping
- ▶ Canoeing
- ▶ Canoe Tripping
- ▶ Flat-Water Kayaking
- ▶ Wall climbing, Rock/Rope Climbing, Fixed Face/Rappel Tower
- ▶ Challenge courses

Parachute Games

Racquet Sports (closed court)

- ▶ Paddleball
- ▶ Handball
- ▶ Racquetball
- ▶ Squash

Racquet Sports (open court)

- ▶ Tennis
- ▶ Badminton
- ▶ Pickleball
- ▶ Paddle Tennis

Rugball

Rugby

Running

- ▶ Cross-country Running
- ▶ Road racing
- ▶ Orienteering
- ▶ Triathlon
- ▶ Marathon & ½ Marathon

Scoopball

Scooter Boards

Skipping

Sledge hockey

Soccer

Softball & T-Ball, Lob Ball/3 Pitch

Table Games

- ▶ Table Tennis
- ▶ Table Hockey
- ▶ Showdown

Tai Chi

Team Handball

Tetherball

Track & Field

- ▶ Discus
- ▶ Javelin
- ▶ High Jump
- ▶ Hurdles
- ▶ Shot Put
- ▶ Triple Jump and Long Jump
- ▶ Track Events (100m, 200m, 400m, 800m, 1500m, 4x100 relay, 4x400 relay)

Volleyball, Newcombe Ball, Beach

Volleyball

Wall Climbing

Water Polo

Water Sports

- ▶ Snorkeling
- ▶ Scuba Diving
- ▶ Water Skiing
- ▶ Boardsailing/Windsurfing

Weights

- ▶ Weight Training
- ▶ Powerlifting

Winter Sports

- ▶ Alpine skiing
- ▶ Cross-country skiing
- ▶ Snow Skating
- ▶ Snowboarding
- ▶ Snowshoeing
- ▶ Tobogganing/Sledding

Wrestling

Yoga

APSEA Service Plans: Goals & Objectives

The Expanded Core Curriculum

Recreation and leisure skills and experiences provide the same benefits for students who are blind or visually impaired as they do for their peers who are sighted (e.g., healthy lifestyle, fitness, shared peer interests). Without modifications and/or specific instruction to master prerequisite skills, students who are blind or visually impaired are frequently excluded from such activities. Many of the motor skills learned during the rough and tumble play of childhood activities do not develop naturally in students who are blind or visually impaired. As well, if initial exposure to specific activities is cumbersome or their level of participation or success below the level of their peers, these students may become easily discouraged. The provision of specific and timely instruction and opportunities to practice newly acquired skills will ensure students who are blind or visually impaired derive pleasure from participation in an array of recreational and leisure skills (*Canadian National Standards for the Education of Children and Youth who are Blind or Visually Impaired, including those with additional disabilities*, 2004).

Overall Goal: To increase the level of participation by students with visual impairments in physical education, recreation, and sport.

(Independent Living: A Curriculum with Adaptions for Students with Visual Impairments Volume III: Play and Leisure - Robin Loumiet and Nancy Levack)

Physical Games and Sports

Goal: The student will engage in physical play, physical games, and sports.

Skills:

1. Sit on playground equipment or other moveable equipment while someone moves it
2. Move on riding toy without using pedals
3. Go for short walks with adult
4. Play with several different toys and equipment for gross motor activities
5. Throw and catch a large ball
6. Perform very simple tumbling stunts
7. Run for short distances
8. Play in water
9. Play in sand or dirt
10. Play on riding toys
11. Use blocks or other objects to make simple constructions
12. Participate in swimming activities

13. Use playground equipment and other large equipment for gross motor activities
14. Run and turn, starting and stopping on cue
15. Engage in rough-and-tumble play
16. Perform simple locomotor and tumbling stunts
17. Perform basic ball skills
18. Play physical games with few rules
19. Demonstrate skills for roller skating
20. Use blocks and other objects to make complex constructions
21. Play with snow
22. Engage in fitness activities
23. Demonstrate swimming skills
24. Demonstrate skills for walking, jogging, and/or track and field activities
25. Play physical games and lead-up games
26. Demonstrate bicycling skills
27. Demonstrate bowling skills
28. Engage in relaxation activities
29. Demonstrate skills for horseback riding
30. Demonstrate tumbling and gymnastics skills
31. Demonstrate knowledge of the rules and technical vocabulary of games and sports of special interest
32. Play a variety of physical games and sports
33. Demonstrate basic boating skills
34. Demonstrate skills in water sports
35. Demonstrate skills for winter sports
36. Demonstrate skills for self-defense, wrestling, weight training, power lifting, and other conditioning activities
37. Demonstrate skills for challenging physical activities
38. Attend sports events
39. Design and carry out a fitness program

Role Models: Athletes who are Blind or Visually Impaired

APSEA Students

- **Amy Kneebone** - Prince Edward Island, age 15, participates in goalball and has been called to the National training camps
- **David Carragher** - Prince Edward Island, from age 15 - 18 played defensive middle line backer with his high school team. Now as a young adult is an active member of a health and fitness club
- **Jonathan Gallant** - Prince Edward Island, 11, is sports "all the way." his primary sports include soccer and basketball. and he was on the school teams this year.
- **Marshal McCue** - Prince Edward Island, 8 takes swimming lessons and loves this.
- **Devin Gotell** - Nova Scotia, Grade nine, Antigonish, started with swimming lessons and now has decided to pursue competitive swimming (like his older sister)
- **Ian McWilliams** - Nova Scotia, plays organized hockey as a house-league atom defenceman, and plays rollerblade hockey, also plays basketball in house-league too, recently tried horseback riding and now taking up this activity
- **Aine Kelly Costello** - (formerly of St. Andrews, New Brunswick) has moved to New Zealand but as a nine year old who is totally blind she was involved in downhill skiing, tap dancing and enjoyed kayaking.
- **Michael Stewart** - New Brunswick, 16 years old, grade 11 - recreational soccer, high school wrestling team
- **Kali Betts** - New Brunswick, 15 years old, grade 9 - recreational diving - *"I like the water and diving is something new. You don't need many modifications. I enjoy diving because it's good exercise and gives me confidence (self-esteem). It also gets me out of the house and I meet new people."*
- **Matthew Beaulieu** - New Brunswick, 10 years old, grade 5 - school cross country running team, recreational Tae Kwon Do - *"I was 10 years old when I started Tae Kwon Do. You learn discipline and how to defend yourself (you don't use it unless you have to) and you can make friends there. I enjoy Tae Kwon Do and look forward to going. I go two days a week now, but when I took it before I was going 4 times a week for an hour. I have a green belt and have gone in competitions where I won two medals and two trophies. I run on the school cross country team too. I have been running since grade 3 at the elementary meets. One year there was university student who ran with me and it worked good. He held a short rope and I held the other end. I felt comfortable with the guide runner because I knew I wasn't going to trip over something. It's fun to do this stuff because you get to hang out*

with people and make friends. Get in a sport and stay active, or just have fun”

- **Kristen Barnes:** - New Brunswick- High School Wrestling Team, Community Basketball and Soccer Teams.
- **Ashley Haché:** - New Brunswick - Did play community soccer, is now involved in Guides (in a big way!)
- **Jacob Bastarache:** - New Brunswick - Is playing community soccer this year. He is a multi-needs student with Joubert Syndrome.

Canadians

- **Terry Kelly** - Dartmouth, Nova Scotia - received the Order of Canada in January, 2003; honored with the King Clancy Award presented to Canadians who have increased public awareness about the potential of disabled persons; 3rd person in the world who is blind to run the mile in under five minutes; double silver medalist at the 1979 Canadian track competition; member of the 1980 Canadian Paralympic track team; torch bearer for the Cross Canada torch Relay, 1988 Winter Olympics - Terry's enthusiasm for life and sheer determination have gained him recognition as an accomplished athlete; an award-winning singer, songwriter, and entertainer; and a professional speaker.
- **Contessa Scott** - Clyde River, Prince Edward Island - 2004 Canadian Paralympic gold medal goalball team; 2002 IBSA World Championships silver medal goalball team; member of the 2000 Canadian Paralympic gold medal goalball team; National Championships - 2004 Silver, 2001 Bronze, 2002 & 2003 4th Place
- **Chelsey Gotell** - Antigonish, Nova Scotia - swimmer - Silver and bronze medallist at the 2000 Paralympics in Sydney, Australia - won four medals at the 2004 Paralympics in Athens, Greece - Chelsey competes in meets for both able-bodied swimmers and those with a disability - she holds three world records, and has competed across North America
- **Brian McLeod** - Truro, Nova Scotia - golfer
- **Oliver Pye** - Halifax, Nova Scotia - 2004 Athens, Greece Paralympics goalball team
- **Bernard Bessette** - Halifax, Nova Scotia - tandem biker - bikes with John Figg (Deaf), Halifax, Nova Scotia
- **Brian McKeever** - Canmore, Alberta - Trainer: Mike Cavaliere, Companion Sprinter: Robin McKeever; Class - B3; 2002 Biathlon 6th place, Cross Country Skiing; Silver medal long distance, Gold medal middle distance and Gold medal short distance; 2001 Salt Lake City Canadian Paralympic Team - Biathlon Silver medal, Gold medal long distance, and Gold

medal short distance - received the Myriam Bedard award from Biathlon Canada for his dedication and excellence in this sport in Canada

- **Julie Cournoyer** - Longueuil, Quebec - tandem cycling- Guide/Rider: Alexandre Cloutier - 2000 Sydney, Australia Paralympic mixed tandem cycling Bronze medal - won Silver medals at the 2004 Paralympics in Athens, Greece
- **Craig MacFarlane** - adventitiously blind by age 2 ½ - Desbarats, Ontario - 1980 Arenhem, Netherlands Paralympic wrestling team - has been called “The World’s Greatest Blind Athlete”, winning over 100 gold medals for skiing, golf, wrestling and track and field (the majority against sighted competition). Performed as a water ski jumper at Cypress Gardens, and participating in other activities such as snowmobiling, skating, parasailing, jetskiing, horseback riding, and golfing. *“Believe in yourself and your dreams, and you can see them become reality.”*
- **Amy Alsop** - Saskatoon, Saskatchewan - Cone Rod Dystrophy - first competitive event was swimming 50m free-style at the 1993 Jeux Canada Games in Kamloops, British Columbia - took up goalball and won Gold at the 2000 Paralympics in Sydney, Australia and again at the 2004 Paralympics in Athens, Greece - *“No adversity is insurmountable. Regardless of the odds, I know that with hard work and dedication, I can achieve anything.”*
- **Kirby Cote** - Winnipeg, Manitoba - 10% vision in both eyes, extremely light sensitive, and partially color blind with very poor field of vision on her right side - began athletic career in gymnastics and swimming - as she became more competitive she had to choose a sport - won a two Gold and two Silver medals at a new world record at the 2000 Paralympics in Sydney, Australia, and five Gold and two Silver medals at the 2004 Paralympics in Athens, Greece - *“So now, I know that all the missed parties and early nights, all the tears and sore muscles, all the frustrations and stress, it’s all worth while and I’m going to keep working hard until I know I can’t possibly get any faster or work any harder.”*
- **Stephane Cote** - Quebec City, Quebec - at age three, underwent surgery for a detached retina on both eyes and as a result lost 90% vision in his left eye and lost the use of his right eye - began his athletic career in athletics and goalball, but was recruited to by the Quebec Cycle Sports Federation to qualify for the 1996 Paralympics in Atlanta, Georgia - he became the first and only male tandem cyclist participating in those Games - competed in the 2000 Paralympics in Sydney, Australia - competed in the 2002 World Championships and the 2003 European Championships - competed at the 2004 Paralympics in Athens, Greece with guide/rider Pierre Olivier-Boily - International medals: 2 bronze - IBSA Games, 2003 - 1 Gold - European Championships, 2003

International

- **Eric Weihenmayer** - born with Retinoschisis - first person who is blind to summit Mount Everest, scale the infamous El Capitan and Argentina's Aconcaagua - has successfully climbed all seven of the highest mountains in the world - world-class athlete; acrobatic skydiver, long distance biker, marathon runner, skier, mountaineer, ice climber and rock climber. Eric's father encouraged Erik to challenge the ideas of what a blind person can and cannot do. He took Erik and his brother hiking often and sent Erik to adventure camps for youth who are blind where he learned to mountain climb - *"I climbed because each time I was able to go one step further, that was one step further than I knew I was possible. And when I got to wherever I was heading, I found myself in a place that, at one time, only existed in my imagination."*
- **Marla Runyan** - born with Stargardt's Disease - First legally blind athlete to compete in the Olympics - ran middle distance runner (800m, 1500m, 3,000m and 5,000m) at the 2000 Sydney, Australia Olympics - *"Don't listen to negative influences. Believe in yourself, and show others what you can do. Only 'you' can find your potential."*
- **Bill Irwin** - only person who is blind to through-hike the 2,168 mile Appalachian Trail with his Seeing Eye dog, Orient - began in Georgia and ended nine months later in Northern Maine
- **Jim Mastro** - an alternate for the 1976 US Olympic team in Greco-Roman wrestling, competed in the 1976 Montreal, 1980 Gelio, Norway and 1984 Innsbruck, Austria Paralympics. He has medaled in four Paralympic sports (judo, goalball, wrestling and track & field), winning five gold medals and three silver medals. 1996 Atlanta, USA Paralympics; (judo and track & field)
- **Isaac Goodpaster** - wide receiver for Wofford College football team in South Carolina; earned four letters in football, three in baseball and two in basketball. *Before he agreed to his scholarship at Wofford University, Isaac had one last thing to tell the assistant coach of the football team, Tom Bryant. "Coach," Goodpaster said, "I also have a vision problem." "Son, I saw how you can play," Bryant told the wide receiver. "I don't care."*
- **Tim Willis** - top ranked distance runner who is blind in the world and holder of two world medals - competed in the Paralympics in 1992 Barcelona, Spain, won four medals in the 1996 Atlanta, USA Paralympics, won Bronze in 2000 Sydney, Australia - *"I can't see my competition, I can't see the finish line, but I've never lost sight of where I'm headed. Give up? Nah, I can't see doing that!"*

- **Edgar Davids** - National Soccer Team member since 1994 - Midfielder for the FC Barcelona soccer club - played in the 1998 FIFA World Cup, UEFA EURO 2000 - scored Netherland's first qualifying goal in their opening 3-0 victory against Belarus in the UEFA EURO 2004 qualifying tournament - *Davids wears protective glasses during matches after having operations on both eyes due to acute glaucoma.*
- **Matt King** - born with retinitis pigmentosa - lost his vision completely by the time he was in his freshman year at university - set world record in 4,000m tandem pursuit at the 1996 Atlanta Paralympics - an eleven time national champion in the field of American blind cyclists, and has also placed top three amongst America's best elite/professional (and sighted) track cyclists - Matt believes his race results "*will help the world learn that disabilities do not have to disable, obstacles are opportunities, limitations are not necessarily limiting.*"
- **Mark Pollack** - born with an eye condition that made his retinas prone to detaching - lost sight in his right eye when he was five years old and then eventually lost the sight in his left eye - ran in the North Pole Arctic Marathon on April 10, 2003 at age 27 with guide runner: John O'Regan - rowing with the Northern Ireland Rowing team won Silver and Bronze medals at the 2002 Commonwealth Regatta - took up Adventure Racing and ran the 150-mile Gobi March across the Gobi Desert in Mongolia and with his guide finished in 60 hours and 17 minutes
- **Heidi Musser** - Triathlete - completely blind since birth - 1st female triathlete who is blind in the world - Gold medalist in the 1999 Triathlon World Championships
- **Lindsey Jessup** - Triathlete - born with Retinal Degeneration - ran cross country and track in high school - completed her first triathlon in September 2004
- **Aaron Scheidies** - Triathlete - diagnosed with Macular Degeneration - represented USA at the 2002 Triathlon World Championships in Cancun, Mexico - 2003 World Champion in Athlete with a Disability category - 2003 USAT/PC Athlete of the Year nominee - 2003 All Mideast Honorable Mention - "*Why did I get involved in the sport of triathlon? I wanted to see how far I could push my body. Secondly, I wanted to show doubters that a so-called 'disability' is not going to stop me from achieving my goals.*"
- **Nancy Stevens** - Triathlete - blind from birth - though Stevens was new to the sport of triathlon she was a veteran of competitive sports. Sports were a common theme through her life. She was a competitive Alpine racer for four years and a cross country ski competitor for six years. Her family encouraged her to try all kinds of outdoor activities from climbing trees, camping, hiking, biking and skiing.

RESOURCES

APSEA Library Resources

Title: Access Sports Model
Author:
Publisher: Michigan Blind Athletic Association
Copyright:
Format: video
Description:
Title # : 14803
Dewey: 796.01

Title: Goalball: A Sport for Good Listeners
Author: Block, David
Publisher:
Copyright: 1992
Format: Video
Description:
Title # : 14341
Dewey: 796.01

Title: "Simon Says" is Not the Only Game
Author: Leary, Bernadette
Publisher: American Foundation for the Blind
Copyright: 1982
Format: Print
Description: Blind, physical education for children - recreation games
Title # : 11357
Dewey: 371.91

Title: Access for All: Accessibility Guidelines for indoor and ...
Author:
Publisher: Recreation Council on Disabilities
Copyright: 1989
Format: Print
Description: Handicapped Recreation
Title # :
Dewey:

Title: Access Challenge
Author:
Publisher: Moving Image Distribution
Copyright: 2002
Format: video
Description: Assistive Technology, Sports for the
Title # : 16662
Dewey: 796.01

Title: Active Living through Physical Education - Introduction
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6956
Dewey: 613.7

Title: Active Living through Physical Education - Amputation
Author:
Publisher: CIRA/CAHPERD
Copyright: 1993
Format: Print
Description:
Title # : 6957
Dewey: 613.7

Title: Active Living through Physical Education - Cerebral Palsy
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6958
Dewey: 613.7

Title: Active Living through Physical Education - Deaf and Hard of Hearing
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6959
Dewey: 613.7

Title: Active Living through Physical Education - Intellectual Disability
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6959
Dewey: 613.7

Title: Active Living through Physical Education - Intellectual Disabilities
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6960
Dewey: 613.7

Title: Active Living through Physical Education - Multiple Disabilities
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6961
Dewey: 613.7

Title: Active Living through Physical Education - Physically
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6963
Dewey: 613.7

Title: Active Living through Physical Education - Skiing
Author:
Publisher: CIRA/CAHPERD
Copyright: 1993
Format: Print
Description:
Title # : 6962
Dewey: 796.93

Title: Active Living through Physical Education - Visually Impaired
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6964
Dewey: 613.7

Title: Active Living through Physical Education - Wheelchair
Author:
Publisher: CIRA/CAHPERD
Copyright: 1994
Format: Print
Description:
Title # : 6965
Dewey: 613.7

Title: Activities for Children with Special Needs
Author:
Publisher: Association for the Care of
Copyright: 1986
Format: Print
Description:
Title # : 46
Dewey: 849.5

Title: Activities for Children with Special Needs
Author:
Publisher: Association for the Care of
Copyright: 1986
Format: Print
Description:
Title # : 43
Dewey: 649.5

Title: Activity in the Primary School
Author: Daniel, M. V.
Publisher: Basil Blackwell: Oxford
Copyright: 1962
Format:
Description:
Title # : 8335
Dewey: 372.13

Title: Activity Integration Program
Author:
Publisher: Canadian Blind Sport Association
Copyright: 1987
Format: Print
Description: Physical Education for the Blind
Title # : 59
Dewey: 796.01

Title: APRCHH Physical Education Curriculum
Author:
Publisher: APRCHH
Copyright:
Format: Print
Description:
Title # : 8856
Dewey: 372.86

Title: Adapted Aquatics: Promoting Aquatic Opportunities for All
Author:
Publisher: Canadian Red Cross Society
Copyright: 1989
Format: Print
Description:
Title # : 5013
Dewey: 797.21

Title: Adapted Physical Education for Handicapped Children &
Author: Cratty, Bryant J.
Publisher: Love
Copyright: 1980
Format: Print
Description:
Title # : 60
Dewey: 613.7

Title: Adapted Physical Education: Teacher Resource Manual
Author: Potvin, Diane
Publisher: New Brunswick Department of Education
Copyright: 1984
Format: Print
Description:
Title # : 4355
Dewey: 613.7

Title: Adapted Physical Activities
Author: Liebrman, Lauren J.
Publisher: Outlook Okanagan
Copyright: 1997
Format: Video
Description:
Title # : 13485
Dewey: 613.7

Title: Adaptive Play for Special Needs Children: Strategies for....
Author: Musselwhite, Caroline Ramsey
Publisher: College Hill Press
Copyright: 1986
Format: Print
Description:
Title # : 63
Dewey: 649.5

Title: Body Image of Blind Children
Author: Cratty, Bryant J.
Publisher: American Foundation of the Blind
Copyright: 1968
Format: Print
Description:
Title # : 453
Dewey: 152.1

Title: Body Management Achievement Activities
Author: Doan, Robert L.
Publisher: Early Childhood Achievement
Copyright: 1979
Format: print
Description: Education, Elementary Physical Education
Title # : 11016
Dewey: 372.86

Title: Brockport Physical Fitness Test: A Health-Related Test for Youths with Physical and Mental Disabilities
Author: Winnick, J. P. & Short, F. X.
Publisher: Human Kinetics
Copyright: 1999
Format: CD-ROM
Description: Health-related, criterion-referenced test of fitness
Title # :
Dewey: 613.7

Title: Camp Abegweit
Author: APSEA
Publisher:
Copyright: 1999
Format: Video
Description: One-week summer camp in Prince Edward Island for APSEA students
Title # : 14348
Dewey: 796.54

Title: Can Do Too
Author: APSEA
Publisher: Educational Media Services
Copyright: 1988
Format: Video
Description:
Title # : 4283
Dewey: 613.7

Title: Clap Your Hands, Stamp Your Feet
Author:
Publisher: Royal National Institute
Copyright: 1993
Format: Video
Description: Play
Title # : 11960
Dewey: 649.5

Title: Creative Movement for the Developing Child: Nursery School
Author: Cherry, Clare
Publisher: Fearon Publishers
Copyright: 1971
Format: Print
Description: Movement Education
Title # : 8761
Dewey: 372.86

Title: Daily Physical Activity
Author:
Publisher: Nova Scotia Department of Education
Copyright: 1985
Format: Print
Description: Physical Education
Title # : 11235
Dewey: 372.86

Title: Games for People with Sensory Impairments: Strategies for Inclusion
Author: Lieberman, Lauren J.
Publisher: Human Kinetics
Copyright: 1996
Format: Print
Description: Blind, Physical Education for the handicapped - Recreation
Title # : 12905
Dewey: 613.7

Title: Getting Off the Ground: Physical and Outdoor Education...
Author: Walker, Sue
Publisher: Royal National Institute ...
Copyright: 1992
Format: Print
Description: Physical Education for the Handicapped
Title # : 6132
Dewey: 613.7

Title: Gross Motor Skills in Children with Down Syndrome
Author: Winders, Patricia C.
Publisher: Woodbine House
Copyright: 1997
Format: Print
Description: Down Syndrome, motor ability in children - Motor learning
Title # : 17003
Dewey: 152.33

Title: Guidelines for the Use of Those Wishing to Sit for the ...
Author: Trussell, Elizabeth, C.
Publisher: Swimming Teachers Association
Copyright: 1971
Format: Print
Description: Handicapped, Recreation, Swimming, Teachers of the handicapped
Title # : 9534
Dewey: 797.21

Title: Hey! We Can Do This: Adaptive Physical Education for Grades 4-6
Author:
Publisher: Educational Media Services
Copyright:
Format: Video
Description: Physical Education for the Handicapped
Title # : 9534
Dewey: 613.7

Books By and About People with Visual Impairments

Sports

Paralympics: Where Heros Come - Dr. Robert Steadward & Cynthia Peterson

No Finish Line - Marla Runyan

Blind Courage - Bill Irwin

Touch the Top of the World - Eric Weihenmayer

Amazing Women Athletes - Jill Bryant

Great Girls: Profiles of Awesome Canadian Athletes - Laura Robinson & Maija Robinson

Adventures in the Darkness - Tom Sullivan

If You Could See What I Hear - Tom Sullivan & Derek Gill

Seeing Lessons: 14 Life Lessons I've Learned Along the Way - Tom Sullivan

Inner Vision: The Story of the World's Greatest Blind Athlete - Craig MacFarlane

Children & Youth

The Lucky Glasses - Honey Bear Books

Through Grampa's Eyes - Patricia MacLaughlan

A Present for the Princess - Jane Lowe Paschall

Looking out for Sarah - Glenna Lang

Connie's New Eyes - Bernard Wolf

Seven Blind Mice - Ed Young

Do You Remember the Color Blue? - Sally Hobart Alexander

The Story of My Life - Hellen Keller

The Secret Code - Dana Meachan Rau

A Picture Book of Louis Braille - David A. Adler

A Picture Book of Helen Keller - David A. Adler

Helen Keller - Jane Sutcliffe

Helen Keller - Stewart Graff

Helen Keller: A Determined Life - Elizabeth McLeod

The World at Her Fingertips: The Story of Helen Keller - Joan Dash

Helen Keller - Margaret Davidson

Helen Keller's Teacher - Margaret Davidson

Louis Braille: The Boy Who Invented Books for the Blind - Margaret Davidson

The Cay - Theodore Taylor

The Trouble with Tuck - Theodore Taylor

The Blind Colt - Glen Rounds

Listening for the Singing - Jean Little

From Anna - Jean Little

Buddy: The First Seeing Eye Dog - Eva Moore

Into the Dark - Nicholas Wilde

Into the Dark - R.L. Stine

Extraordinary People with Disabilities - Deborah Kent & Kathryn Quinlan

Adolescent & Adult

Planet of the Blind - Stephen Kuusisto

Only Bread, Only Light - Stephen Kuusisto

Lying in Wait for Happiness: A Common Mistake - Stephen Kuusisto

Perceptions of Light - Natalie Schonfeld

Shooting Blind: Photographs by the Visually Impaired - A Project by New York City's Seeing with Photography Collective

Brother Ray: Ray Charles' Own Story - Ray Charles & David Ritz

The Doctor Will Not See You Now - Jane Poulson

Bravo! Miss Brown: A World without Sight and Sound - Joan MacTavish

The Two In One: Walking with Smokey, Walking with Blindness - Rod Michalko

Blind Faith: An Authorized Bio. of Lula Hardaway, Stevie Wonder's Mother - D. Love /S. Brown

Out of Darkness - Russell Freedman

Life's Evening Hour - John Dugdale

Blindness - Jose Saramago

The Country of the Blind - H.G. Wells

Sight Unseen - Georgina Kleege

Dancing in the Dark - Francis Lief Neer

Perceiving the Elephant - Francis Lief Neer

Touching the Rock - John M. Hull

On Sight and Insight - John M. Hull

In the Beginning There Was Darkness - John M. Hull

Island of the Color Blind - Oliver Sacks

An Anthropologist on Mars: Seven Paradoxical Tales - Oliver Sacks

The Man Who Mistook His Wife for a Hat - Oliver Sacks

The Blind in School and Society: A Psychological Study - Thomas D. Cutsforth

Blindness: what it is, what it does, and how to live with it - Rev. Thomas J. Carroll

The Making of Blind Men: A Study of Adult Socialization - Robert A. Scott

Web Sites

Organizations - Canada

1. Atlantic Provinces Special Education Authority (APSEA), www.apsea.ca
An interprovincial cooperative agency established in 1975 by joint agreement among the Ministers of Education of New Brunswick, Newfoundland, Nova Scotia, and Prince Edward Island, serving children and youth who are deaf, hard of hearing, deafblind, blind, or visually impaired.
2. Active Living Alliance for Canadians with a Disability, www.ala.ca
Promotes, supports and enables Canadians with a disability to lead active healthy lives.
3. Health Canada, www.healthcanada.ca
Federal department responsible for helping people of Canada maintain and improve their health.
4. Paralympics: Where Heros Come, www.melazerte.com/library/paralympics/bookinfo.htm
Comprehensive resource on the Paralympics from a Canadian perspective.
5. Sport Nova Scotia, www.sportnovascotia.com
Excellence in amateur sports. Promotes better health and sense of achievement through active participation in recreational and competitive sports experiences.
6. Blind Sport Nova Scotia, www.nsnet.org
Links citizens with disabilities and/or other health challenges of all ages in Nova Scotia to resources and services that promote active inclusive healthy independent living in our communities. Links to other web pages such as www.canadianblindsports.org , Beep Baseball, Mountain biking, International Blind Sports etc.
7. PEI Recreation and Sports Association for the Physically Challenged, www.isn.net
Developing sport and recreation opportunities and services for residents of Prince Edward Island who are physically challenged.
8. PEI Council of the Disabled, www.peicod.ca
The PEI Council of the Disabled promotes the full participation and inclusion of people with disabilities in all aspects of Island life.
9. British Columbia Provincial and Recreational Organization (BCBSRA), www.bcblindsports.bc.ca
British Columbian people who are blind, visually impaired, deaf blind, or are blind/visually impaired and have additional disabilities will experience the enjoyment of achieving a healthy active lifestyle through participation in physical activity, physical education, recreation, outdoor pursuits, and sport at their chosen level.

10. Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD), www.cahperd.ca
A national organization with the primary concern to influence the healthy development of children and youth by advocating for quality, school-based physical and health education.
11. New Brunswick Premiers Council on the Status of Disabled Persons, www.gnb.ca
The Premier's Council on the status of Disabled Persons is a body for consultation and study which was created to advise the provincial government on matters relating to the status of persons with disabilities.
12. The Canadian Blind Sports Association (CBSA), www.canadianblindsports.org
Don Steen
7 Mill St., Lower Level Almonte, Ontario, K0A 1A0
(613) 256-7792 (613)256-8759 Fax, cbsa@istar.ca

Sport Organizations

1. Canadian Therapeutic Riding Association (CanTRA), www.cantra.ca
The CanTRA is the National Sports organization for Therapeutic Riding and riders with disabilities in Canada. "CanTRA" is a nonprofit organization providing support to individuals and groups through education, certification, insurance coverage, communication and accreditation.
2. Canadian Association for Disabled Skiing, www.canuck.com
Phone # 403-705-2025, Fax # 403-705-2026
3. Canadian Wheelchair Sports Association, www.cwsa.ca
A national sport organization representing wheelchair athletes. It is not-for-profit organization that is recognized by Sport Canada. Promotes excellence and develops opportunities for Canadians in wheelchair sport.
4. International Paralympic Committee, www.paralympic.org
Programs and services designed to grow, develop, and sustain the Paralympic Movement and athletes, globally and within specified nations, regions and sports.
5. Canadian Paralympic Committee, www.paralympic.ca
In addition to sending a Canadian Team to both summer and winter Paralympic games, CPC offers numerous programs and services.

6. Canadian Special Olympics, www.cso.on.ca
Dedicated to enriching the lives of Canadians with an intellectual disability through sport.
7. International Blind Sports Federation (IBSF), www.isbsa.es
Constitutes the supreme international authority on sports matters for the blind and visually impaired, and therefore has the broadest authority and functions that could correspond to any international federation with respect to each sporting speciality.
8. The United States Association of Blind Athletes (USABA), www.USABA.org
33 N. Institute Street,
Colorado Springs, CO 80903
(719) 630-0422
Provides opportunities for competition and training in track and field, wrestling, tandem cycling, judo, power lifting, swimming, goalball, and skiing. This is the U. S. representative to the International blind Sports Association and is the National Governing Body for goalball.
9. National Beep Baseball Association, www.nbba.org
2231 West 1st Avenue
Topeka, KS 66606-1304
(785) 234-2156
The NBBA is a representative US organization which assists, promotes, encourages and develops amateur beep baseball programs throughout the United States of America and internationally.
10. Discovery Blind Sports, www.discoveryblindsports.org
Discovery is dedicated to fostering self-sufficiency in blind and visually impaired children and adults by improving their mobility, confidence, independence, and social skills through involvement in physical activities. Discovery addresses these goals by pioneering methods for teaching challenging sports to people with little or no vision, by involving families and friends in these activities, and by promoting public awareness of visually impaired individuals and their accomplishments.
11. Australian Sports Commission, www.ausport.gov.au
The Australian Government body that coordinates the Government's commitment and contribution to sport. It provides leadership in all facets of sport from the elite level through to the wider sporting community. Sport information for teachers, students, athletes, coaches, etc.
12. National Sports Centre for the Disabled , www.nscd.org
Box 1290, Winter Park, CO 80482
(970) 726-1540, Fax (970) 726-4112
To provide quality outdoor sports and therapeutic recreation programs that positively impact the lives of people with physical, cognitive, emotional or behavioural challenges.

13. USGA - Rules for Golf, www.usga.org
USGA sponsors a variety of programs that benefit everyone who plays golf. They organize championship tournaments, writing and interpreting rules of golf, to funding turf grass and course maintenance. They also support grassroots programs through "For the Good of the Game" initiatives.
14. National Center on Physical Activity and Disability, www.ncpad.org
The mission of the National Center on Physical Activity and Disability (NCPAD) is to promote substantial health benefits that can be gained 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. This site provides information and resources that can enable people with disabilities to become as physically active as they choose to be.
15. National Consortium on Physical Education and Recreation, www.ncperd.usf.edu

Equipment & Resources

1. Human Kinetics, www.humankinetics.com
Information leader in physical activity. Resource books on fitness, wellness and exercise; physical education and health; and adapted physical activity.
2. Flaghouse, www.flaghouse.com
Suite 105, 235 Yorkland Boulevard, North York, Ontario M2Y 4Y8
1-800-265-6900, 1-800-265-6922 Fax
Equipment for physical activity for physical education, special populations and healthy lifestyle.
3. Premier Sporttime, and Premier Abilitations/Integrations www.premier.ca
Unit 200, 5510-268th Street,
Langley, British Columbia V4W 3X4
1-866-775-7478, 1-800-775-0353 Fax,
Sports, recreation, and games equipment with a variety of textures, shapes, and colours, for all individuals, including those with sensory impairments and physical disabilities including goalball.
4. Access Sports Model, www.mysportsvision.org
Access Sports Video
c/o Gail Moore
Department of Blindness and Low Vision
Box 5218 West Michigan University
Kalamazoo, Michigan 49008
ACCESS Sports Model is a three pronged strategy for making physical education, sports and recreation accessible to participants who are blind or visually impaired.
5. Beep Baseball Equipment, E-mail Roy Trujillio at rtujil@qwest.net

6. Bases: See the National Beep Baseball Association at www.nbba.org or Jim Wolfe at jim_wolfe@mycingular.com
8. Body Break, www.bodybreak.com
Canadian nutrition, exercise and fitness web site featuring Hal Johnson and Joanne MacLeod.
9. P.E. Central, www.pecentral.org
Web site for health and physical education teachers, parents, and students. The goal is to provide the latest information about developmentally appropriate physical education programs for children and youth.

Miscellaneous

1. Moving On, www.cbc.ca/movingon
Moving On is a documentary program that tells stories about people with disabilities who are developing their own ways to live more independently. They are presented in all diversity from work to playing sports.
2. Kids Health, www.kidshealth.org
This a doctor-approved health information web site including fitness and exercise. It has sections specific to kids, teens and parents.
3. Camp Abilities, www.campabilities.org
Camp Abilities is a one week developmental sports camp for children who are blind, deaf-blind or multi-handicapped. The camp is set up to provide a 1:1 instructional situation for each child. The original camp is located on the campus of the State University of New York at Brockport. There are other camps in Arizona and Vermont and Alaska. Plans are being made for camps in Iowa and Florida.
4. Wheel-Power, <http://www.wheel-power.com/Attitude-new.html>
“Attitude is Everything”, presentation and pictures by Kelly Smith, which encourage everyone with a disability, especially children to make the most of their lives; to focus on their abilities, to dream, to have the confidence to chase those dreams and most importantly to always stay positive when life challenges you.

APPENDICES

Appendix A - Foundations

- a. TAPS: Movement Activities

Pogrud, Rona, et. al (1993). TAPS: An Orientation & Mobility Curriculum for Students with Visual Impairments. Texas School for the Blind, Austin, Texas.

- b. APSEA Physical Education - Foundation Checklist (Source Unknown)
- c. APSEA Individual Physical Education Student Profile (Source Unknown)
- d. Functional Vision Checklist for Physical Education

Adapted from: A Teacher's Guide to the Special Education Need of Blind and Visually Handicapped Children, Sally S. Mangold, Editor.

Appendix B - School-Based

- a. Peer Tutor Training Program

Lieberman, Lauren, & Houston-Wilson, Cathy (2002). Strategies for Inclusion: a handbook for physical educators, Human Kinetics, Champaign, Il.

- b. Motor Ability Profile
- c. Basic Skills - Movement Skills Modifications/Adaptions

Lieberman, Lauren, & Houston-Wilson, Cathy (2002). Strategies for Inclusion: a handbook for physical educators, Human Kinetics, Champaign, Il.

- d. Sport Skills and Teamwork - Sport Modifications/Adaptions

Lieberman, Lauren, & Houston-Wilson, Cathy (2002). Strategies for Inclusion: a handbook for physical educators, Human Kinetics, Champaign, Il.

- e. Integrating the Visually Impaired Student into Physical Education - Vision Checklist for Physical Education

Canadian Blind Sport Association (1988). Integrating the Visually Impaired Student into Physical Education: A Teacher's Resource Manual, Canadian Blind Sports Association, Ottawa, Ontario.

Appendix C - Parents/Community

a. Tips for Parents and Instructors Involved with Students who are Visually Impaired or Blind in Recreational/Leisure Activities

b. Student /Family Information Sheet on Sport and Physical Recreation

Piletic, C.K. (1998). Transition: Are we doing it? *Journal of Physical Education, Recreation and Dance*, 69(9)46-50. In, Stillwell, Jim L. & Willgoose, Carl E. (1997). The Physical Education Curriculum, Waveland Press, Inc., Prospect Heights, Illinois.

c. Sport Survey to Assess Active Leisure

d. Playground Safety: A Checklist

Adapted from: *The Early Childhood Playground: An Outdoor Classroom*, by Steen B. Esbensen, High/Scope, 1987.

e. Community Resource Inventory

Stillwell, Jim L. & Willgoose, Carl E. (1997). The Physical Education Curriculum, Waveland Press, Inc., Prospect Heights, Illinois.

f. Assessment Checklist for Recreational Facility (Source Unknown)

Appendix D - Athletic Sport

a. Sport Classifications for Persons who are Blind or Visually Impaired

b. Vision Checklist for Sport

Australian Sports Commission (1998). Coaching Athletes with Disabilities, Belconnen ACT 2616, Australia.

c. Characteristics and Coaching Implications for Athletes with Visual Impairments

Australian Sports Commission (1998). Coaching Athletes with Disabilities, Belconnen ACT 2616, Australia.

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Australian Sports Commission (1998). Coaching Athletes with Disabilities, Belconnen ACT 2616, Australia.

Canadian Blind Sport Association (1988). Integrating the Visually Impaired Student into Physical Education: A Teacher's Resource Manual, Canadian Blind Sports Association, Ottawa, Ontario.

Department of Education and Culture (1998). Foundation for Active, Healthy Living: Physical and Health Education Curriculum, Nova Scotia.

Fortin, Francis (2000). Sports: The Complete Visual Reference, Firefly Books, Ltd. Willowdale, Ontario.

Gold, Deborah, Editor (2002). Finding a New Path: Guidance for Parents of Young Children who are Visually Impaired or Blind, Canadian National Institute for the Blind, Toronto, Ontario.

Jewett, Ann E., Bain, Linda L., & Ennis, Catherine D. (1995). The Curriculum Process in Physical Education, McGraw-Hill Companies, Inc.

Johnson, Hal & McLeod, Joanne (1999). Body Break: Keep Fit and Have Fun, Body Break, Inc., Mississauga, Ontario.

Lieberman, Lauren, & Houston-Wilson, Cathy (2002). Strategies for Inclusion: a handbook for physical educators, Human Kinetics, Champaign, Il.

Loumiet, Robin & Levack, Nancy (1991). Independent Living: A Curriculum with Adaptions for Students with Visual Impairments, Volume III: Play and Leisure, Texas School for the Blind, Acorn Press, Austin, Texas.

Paciorek, Michael J. & Jones, Jeffery A. (2001). Disability Sport and Recreation Resources, Cooper Publishing Group, LLC, Traverse City, MI.

Pogrud, Rona, et. al (1993). TAPS: An Orientation & Mobility Curriculum for Students with Visual Impairments. Texas School for the Blind, Austin, Texas.

Sherrill, C. (1993). Adapted Physical Activity, Recreation and Sport: Crossdisciplinary and Lifespan - Fourth Edition. Dubuque, Iowa: Wm. C. Brown & Benchmark Publishers

Steadward, Robert D., Wheeler, Garry D., & Watkinson, E. Jane (2003). Adapted Physical Activity, The University of Alberta Press, Alberta, Canada.

Stillwell, Jim L. & Willgoose, Carl E. (1997). The Physical Education Curriculum, Waveland Press, Inc., Prospect Heights, Illinois.

Winnick, J.P. (1990). Adapted Physical Education and Sport. Champaign, Illinois: Human Kinetics Publishers Inc.