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SPEAKERS

Barry Levey

00:44

All right. Welcome all. Thank you so much for joining us today for the Nick peed AP Collaborative for April. Um, just for the reminder to make sure that you are muted.

01:01

All right. We are very excited to have three emeritus professors with us today. We have Garth Thomason from University of Wisconsin lacrosse. We have very LaVey from CSU Long Beach, and they will work from University of Michigan, three giants in the field of a PE APA. This is just going to be a bit of a panel discussion for our three guests. And I'm Alisa Bittner from CSU Long Beach, and I will be the moderator today. So to begin, and again, big thank you to you three for joining us today just to talk about kind of the purpose a little bit about the past the present the future of adapted, physical education, physical activity. All right, so our first question, what was a PE, APA, like, in in years, the early years such as 1975, to the 1980 with the passing of public law 94 142. And again, we have, you know, a handful of questions to go through. So, as I teased Barry, we're going to keep it to like the two minute answer, not the two hour answer. Right. Right.

02:26

Started off real quick now. Okay. To add real quick, remember now there were no ID EA rules and regulations until 1977. Right, so 75 The law was passed, it took two years to get the rules and regulations out. This is when most of your three credit required courses and adapted physical education were revolving into Pete programs for the first time. There were many, many segregated schools and classrooms for students with disabilities. For example, it was common for school districts to have a school for kids with physical disabilities, separate classrooms for deaf students. I taught for example, in a private school for children with disabilities in the Rochester area for kids ages three to 21 Plus there was an adult day vocational program there. This was the time when many of the current state a PE licenses were originally developed. Higher Education faculty had a major role in this sense, they saw now that teacher preparation programs needed and adapted physical education course. And some of the real good ones in many, many states said, Hey, we need a separate certification just like a special education, teacher certification. One other thing, there were at least 25 to 30 OSEP, adapted physical education, prod product practice projects. There were many, many funded adapted physical education

projects in these early years. And also one interesting tidbit for the consortium was that therapeutic recreation was a part of the Nick peed professional group. And once the related services identified therapeutic rec that their funding became more difficult. So you had most of the therapeutic rec professionals in higher ed, go back to the more therapeutic recreation professional organizations. Guys, I'll let you add in.

Barry Levey 04:41

Okay, I'll jump in. So one of the points that Garth made, you know, the law like changed everything, obviously, and like you had fab and free appropriate education. I mean, it's hard to believe in our lifetime that children with disabilities were not required to go to school. I was teaching in a rural area in southern Illinois, it's a self contained school like many of us were and adapt to pee, and we would have children 1516 years of age from the years I was there 76 to 80. They would just show up, and they'd never gone to school before and where were they? They were just sitting at home? So I think that's a big issue. The other thing, to me the law was a game changer because it was now PS a direct service, it defines what p is. Prior to that. A lot of people like question if even children with disabilities should be involved in really strenuous physical activity, what should physical activity be was very, you know, medical model therapy based. I think the other interesting thing is a lot of people would always say, hey, we need a special curriculum, but you look at the definition of PE. Now we had, we're now we're going to really look at p for the disabled through an educational lens. And the last point, like like Garth was talking about. Now, you had this explosion of all these grants, Garth and I and Dale and I know Jeff's on here. We were the baby boomers that we really benefited from that those that federal funding, we all were paid to work on our PhDs. Many of us had taught in the public schools prior to work and say, either on a master's or, or our, you know, PhD, and so we really looked at adapted through an educational lens, you know, as because there was still people that would, you know, think it should be more therapy based, everybody was very disability specific, you know, and the way they went about things. So,

06:54

great, thanks. Very

Barry Levey 06:55

exciting time.

06:58

Yeah, it was an exciting time because we were flying by the seat of our pants. Right, right. There was no literature, right? You couldn't go in and find literature on adaptive physical education on terms of how to do things. You didn't really have ASD, that was not a defined disability. Most of those children were all placed in classrooms for what they called mental retardation. Now, they also have behavior disorders. As we all know, with ASD, when they get when they get overstimulated behaviors start to exist. And so it was very interesting. And I did my master's degree at West Chester University. And I did a dual major in adaptive physical education and special education. That was a good decision. Because in adaptive physical education, the people teaching the courses, I had already been teaching two years, and I had a lot more knowledge. Yeah, than they did. They taught everything out of a textbook. And so it was kind of your flying by the seat of your pants. And interesting at that point, my first major adaptive

physical education position was at a the new intermediate school districts in Pennsylvania. They developed once Public Law 94 142 was going to be implemented within a year in terms of rules and regulations. And so they served all of the county schools. Well, my position at adaptive physical education was I taught about 18 classes per week, across two counties. And so I could not assume they were going to have equipment. So I had I went out and bought a van. And, yeah, it got to the point where you're driving, I'd say 20 to 25% of my time, was spent behind the wheel. Right? And so it's kind of like I came to the conclusion after a few years of teaching that all of a sudden, we knew pl 94 142 rules and regulations. Were going to start the light bulb went on, guess what, they're gonna need faculty. Then so I ended up enrolling in a doctoral program. There weren't many of them at that time and adapt it. I enrolled at Michigan State University. And the rest is history in terms of becoming a faculty member. But at that time, could you imagine, just think of your jobs right now, if you did not have any assessment materials, you had no curriculum materials. What would you do? You You weren't you were a researcher. Basically, you explored different strategies to see if they were some work some didn't. luck. But the the major thing that I remember, in my early years of teaching was the extreme variation and skill levels in the classes, because they had all kinds of kids there, all kinds of Ages there. And so you had to deal with all of that. And you did not have teaching assistants. You know, basically, they had some teaching assistants in the classroom, but guess what they did during physical education. They took the break. And so you were there by yourself. And boy, you learned a lot. And

10:37

Melissa, let me finish this question up with a little societal context. Okay, sure. The three of us were all drinking Boone's Farm Apple wine bottle. And now that and now that Dale had his van, there was a lot going on in there. Our computers, our computers were Texas Instrument calculators. My 1964 Plymouth Voyager had transmission push buttons on the dashboard. Barry was still hoping that the Celtics, were going to be able to beat the Lakers with Jerry. Oh, and then and then within two years, I'm swimming in Florida and Cheryl's backyard in a lake down at TW. So everything was happening fast.

11:24

Oh, goodness. Well, perfect segue. Then Dale mentioned a bit about becoming a new faculty member then. So what were some of your biggest challenges as new faculty members at that time?

11:37

Well, my first, go ahead.

11:39

Mine was jumping right in out of my doctoral program, jumping right in redesigning. And this was in 90 at redesigning a an adaptive physical education graduate program at Northern Illinois University that was developed 25 years ago by a physical therapist, and she was also into corrective therapy. And so luckily, I was given full rein to go in and modify or I'm sorry, revise that entire graduate curriculum, to come up with a master's program and adapted physical education. And therefore, I was able to submit my first OSEP grant application within probably two or three years of being at that university. One other difficult thing for me was, you know, as a new faculty member was organizing and teaching many different preparations, including a heavy dose of content oriented, you know, three credit Adapted PE courses, but also physical activity courses for the majors. I always taught a basketball class and I

always taught a badminton course, which were required within the physical education teaching program. Another chore that I had was establishing an on campus clinical experience for the kids college students that were taking the Adapted PE courses. And then it was also learning how to carve out research and writing time, when you had a fairly heavy teaching load. And my happened, mine happened to include once a week, in the fall semester driving 50 miles one way to teach a course in the Chicago suburbs, which was part of my load. Okay, so those were pretty busy times.

13:42

Go ahead. Very, yeah, I'll

Barry Levey 13:43

jump in. You know, when I, when you post this question, I would say, for any new faculty pacing themselves, one of the really interesting things is when I completed my PhD, I was at the National Eyford conference, this was like 1984. And Paul Jansa came up to me, I was actually in those days, you could go to the national Eyford Conference, which is now shape and be in preliminary interviews, you'd go be behind a curtain and you'd interview. So wrap your head around that, you know, like right, I got hired in a bar, you know, like, and now we, you know, you got to ask them the same questions, but But my point is, Paul, Jasmine came up to me, he congratulated me, and he said, weekends are forgetting tenure. And I've never forgotten that and you kind of a lot of times you jump on that treadmill. And at some point, you have to ask yourself, you know, how do I pace myself and is this sustainable? And how do I juggle life and family and work and, and doing those things? I think the other thing was, you know, you're very excited as a new faculty member, and you're saying yes to everything, and you know, sometimes It really works out when you say yes to some things. But at some point, you have to really say, Hey, I've got to focus I've always admired, you know, people like Dale and and Garth they focused on, you know, an area. And at some point, you know, my first few years, I was saying yes to all kinds of things. And, you know, Don Ellison had a great saying what's worth doing? And I really, at some point said, Okay, I really want to focus. You know, my passion is behavior management, I want to do that. And I would say the last thing is, it probably took me quite a while to really have a vision for my EAP program, as what what should my students that are going to be going out to teach Adapted P, if they're going to be quality teachers and providing services? What do they need, and the thing that really had a big impact on me was, was B It was involved in a pens, being involved in a pens and helping to write those standards really made me reflect on what should my students like exit with and really paring down? You know, originally, when you get out there, like my first years or so, I was trying to teach an intro to adaptive class, teach him everything that a PhD students should know. You know, it's just crazy. And really the idea of pacing yourself. Last point 84 When I was at that national Eyford conference, that's when I first met Jeff McCubbin. So

16:32

shout out. Yes. I do have a question in the chat. I think this is geared towards Garth, maybe Barry as well. When you are looking to establish your program, your practicums did you get paid to do that? Where you volunteer? How did that all get established? Sweat? What went on there

16:54

for no, you don't get paid for that stuff. For me, it was very, very good. Because I in relation to I was, I was happy that I could redesign that master's program, because again, it was basically a corrective therapy graduate program. But again, the person was fantastic. She was a dedicated faculty member, she was wonderful, but I it was very good. And no, you don't get paid for those types of things. You don't get paid for establishing a clinical, you know, as part of your adapted physical education, you know, coursework in the university. That's just part of you know, what you do as a faculty were very, yeah, that's what

Barry Levey 17:31

I would say to anyone you want to do those things. But I think now like a day's maybe sometimes you can negotiate some release time or something like that to develop something. But, you know, you know, I my first job Higher Ed was at Fort Hays State, I walked in to my, you know, chair on a Friday afternoon after I'd been there a month and said, I want to start a graduate program. And he said, Okay, fine. And, you know, by the next year, I had a, you know, a program, you know, I couldn't imagine, like trying to do that at Long Beach State, you know, when, you know, would take years, and you got to get all your courses accepted, or whatever, I just handed him my syllabus, and he said, Fine, here's some course numbers, use these courses. You know, you couldn't do that today.

18:18

There's so much paperwork now. And just hoops to jump through Garth.

18:22

We might talk about this a little bit later on when we get into grant seeking, etc. But to getting back to what Barry said, these days, there are internal grants where you can maybe get some stumpings and things like that. So for example, our university has a curriculum redesign faculty grant program. So if you're at a university, be sure you check out those are those resources and possibilities for getting paid for doing some of this stuff?

18:51

Well, it was all it was also interesting, that 40 years ago, when all when we were all doctoral students, the senior faculty that we were working with weren't doing research. Right. So how the heck were we being trained to do research? We ended up quite honest with you, we ended up having to self teach ourselves to do research. And we suffered by that, in a sense that, yes, I was very fortunate to be working with Janet Wessel, Michigan State who was great at at writing training grants, but she didn't do research. And so as part of that OCERS was also had money for research, and I wrote a grant for my dissertation, which ended up being the TGN D to get funded. But it was for you, you get out on your first job and becomes obvious that you're about five to six years behind most of the other faculty you're working with in terms of research skills. So motivate yourself, to teach yourself, you can do it, you're all bright enough to do that, I guarantee if I can do it, you can do it.

20:08

Now, I think collaboration is a lot more prevalent than maybe when you all started as young faculty. So

Barry Levey 20:16

sometimes it was frowned on, like, they would say things like, we want you to at least be a single author on a couple of publications, you know, it's okay to collaborate, but we want you to the idea of collaboration was, was when you first started. The other point that Dale made, that's an interesting one is that those people, those professors before us, like the real pioneers, they saw this opportunity and and Bill Hillman would come to them and say, hey, you need to write these training grants, and many of them have never really worked with children with disabilities. And so and we, we were just looking at it through an educational lens. And also, you know, the research requirements were very different than Scholarship, which, you know, was different. And,

21:07

you know, Barry brings up a good point. And Dale brought up a good point also about collaboration. I was fortunate that I went to Illinois for my first job after PhD at TW, because in Illinois, Carl Ike stead was already there, and so was Jim, up at University of Oregon. And so but also internally at my university, I was able to luckily collaborate with a person in exercise phys Bo Fern Hall, and also some elementary methods people are some of my initial research and writing and things like that. So that collaboration is so very important. And I'm sure we'll talk about that more in the next question. Well,

21:49

you ended up with the collaboration with people outside of adaptive I was convinced by them to go to conferences outside of APA. I mean, the only conference we had at that point APA was a for other conferences. That was it. And so they convinced me to go to conferences specializing at that time in mental retardation which Gatlinburg, Gatlinburg conference on Mr. And, and there were always a few presentations in the motor area, Jim, from Oregon. Yeah, I'm to Morgan, Oregon would go there. And my chair Mike Wade, who was researcher in Mr. And motor, convinced me, Dale, you've got to go to these places. And sure enough, that was good advice. And that's one of the better advice I can give anybody that's listening, don't just stick with APA conference. Challenge yourself.

Barry Levey 22:48

Most of us minored in you know, a lot of us really like minored in special ed or or involved in spine specialists. And go and usually, like Special Ed was two or three years ahead of what we were, you know, we're doing a lot of people with, you know, this would be the day to have some new concept and, and then it would take a couple of years before it. People had adapted, you know.

23:14

All right. Yeah. Right. Barry, we just talked to Dr. Frank Lutz. Yeah. Yeah, sure. All right, so our next question, What insight or specific tips would you provide to other faculty regarding scholarship Research Service and or getting published? Big question, I'm

23:32

sure. I'm sure. We're gonna have many, many different ones in this one. But I'll start off with a couple of quick ones. Be sure to get clarification about the exact requirements for retention, tenure and promotion where Yeah, some universities have very clear and objective criteria. Others don't. Okay. Another one is, find out if successful grant applications are considered scholarship at your university. Is this an area of scholarship that's required? Is it rewarded? Our unfunded the grant proposals considered in the

personnel decision process? Our internal and external grant awards? Do they have the same value in relation to your personnel process? Another suggestion collaborate with and we've already talked about this collaborate with on and off campus colleagues and universities. Okay. I'm going to jump to one in the service areas specifically to adaptive physical education. I really want to appeal to all the adaptive physical education faculty members, to make sure that you're linking with your OSEP funded parents centers within your state. They need your help, become aware of them knowledgeable about what they do, and offer to present maybe once a year, a session for them at their peril. center and all of it is done online. And you're going to really benefit from that we have benefited in Wisconsin with research with those folks with grant activities. And it's something that is needed as your service responsibilities, we really, really need to be working with those OSEP funded parent centers, find out about them in your state.

25:24

Yeah, and they might be called something slightly different states state like in California, they're called regional centers. So you know, I'm sure they're different in each area,

Barry Levey 25:33

they need our help. I'll jump in and I'll talk more from a scholarship writing standpoint, I think the most important thing is to be a lifelong learner, and work out your craft a little bit every day and and realize that nobody does it alone. And we've talked about collaboration, but maybe getting with a writing team, where people you really trust that doesn't mean you can't, you know, write what other people but I was fortunate to be on a really good writing team with Ron has Ron French and has to Henderson. But it's and most important is develop a scholarly focus, we talked about that, hey, look at I admire Dale 40 years, he's still working on teaching empty. So if you're going to have a scholarly focus, you know, and he's and he's done research in other areas, with with babies with Down syndrome, but But my point is, you better be passionate about it, because nobody answers a question, or looks at an issue. In one study or two studies, this is something that you should really look at. The other thing is when I'm talking to people about about writing, is how do you know a good scholarship is if you've never read, you know, and you need to be a reviewer. And you need to like when I would read work that other people did it. And I put it down? And I'd say well, what do I like about that? What what what can I take from that? And and how did they make that so clear? The only thing is, maybe not everyone will agree with this. But I think you should think smart, especially if you're in a if you're not at a research one and you're you're at a second tier university, and how can you combine your teaching your scholarship, and your service, and especially for adaptive physical education, we can get into this later, but we're very heavy service learning compared to other disciplines in kinesiology, that's a that's a real problem. That's, that's hurt us in our ability. There's only so many hours in a day, and we don't do as much research or, or scholarship. Sometimes there's other disciplinaries and kinesiology. And so, you know, I was fortunate that I was interested in doing action research, and I could, you know, could combine like my on campus practicums. And do those those kinds of studies don't binge right, I was very fortunate, like, early my career. The first year I was at Long Beach State, I took a writing seminar. And he talked about you can, you can get a lot of writing done in 45 minutes, a half hour, 20 minutes. And to me writing has always been like running, you got to put in the miles and you can't like binge right, and then don't write like three months later or whatever, you know, stay in shape. For me, working from a detailed outline really helps. And knowing my audience really helps a lot of people when I'd write when I'd say well, what

journal are we going to publish this in next? So I don't know, we'll figure that out later. You're gonna write very differently for APA Q or JTP than you are for palestra or Joe referred. And so it always helped me when I was reading my stuff back and pretending that I would be the if I'm writing for practitioners, I'd put myself in their lens. And I never submitted anything to a publication for publication without giving it to somebody else to look at it. Sometimes I gave it to people that didn't know much about my field and say, Can you understand this? And write and rewrite, but at some point, you got to what you got to submit it. You know, I see some people back they just keep writing and rewriting they never said yeah, this is my God get it off the table. I think computer

29:38

paralysis through analysis.

Barry Levey 29:41

And then yet, you know, the point like I'm sure we'll talk about is get support like, can you get release time like in house grants to get released time to write or whatever, you know, I think that's important and the point that Garth made it to be Getting the first thing I would tell new faculty after you sign that contract the next point, the next point you should make is, can I see the RTP document? I was always I served as department chair of RTP document for like 30 years. And I would go and do these meetings. And I would ask, in the college, I would give talks, and I'd say how many know what the requirements are for tenure? And some of them had been there a year already, and they didn't know, you know, that that was just a mind blower to me, you know? So?

30:35

Well, yeah. I agree with everything you're saying is obviously, as a young newer faculty member, is it's critical. The more publications you get out there in peer reviewed journals, the more doors are gonna open for you right? In it, you know, whether it be at your own university, you've got to live up to the same standards as a person in biomechanics, exercise physiology, and motor control. Doesn't matter. If they're publishing a lot, you've got to otherwise the chair, the dean, is gonna look at you and say, well, now what are we getting out of this person? Yes, he's doing a good job teaching and doing some service. But research, unfortunately, is what universities are driven by for the most part, especially an r1. Saying, saying that, though, I'm convinced, because I do a lot of reviews of, of university programs. There's no question in my mind, the faculty in adaptive physical activity, have more of an impact in their local community than all of the other faculty in the department.

Barry Levey 31:53

Combined sometimes. Yeah.

31:56

But is that going to make a difference? I hope so. But you've got to be collecting data of some way to show that impact. The good. I've been taping my now that I'm retired, I also get the newsletters every day from the University of Michigan. And it seems like they're looking a lot more of at having an impact in the community. And to the boy, I would have loved to be working under those conditions. Yes. But again, the other question that I that I suffered from, get coming out of a doctoral program with, with minimal research training, you've got to learn what a good research question is. My chair at Southern

Illinois University, Mike Wade, basically took me aside I was I, with my dissertation with a TG MD, yeah, yeah, we had other studies going on comparing children with intellectual disabilities to typically developing. And he said, Do we already know that answer? Why are you answering? Why are you trying to answer that question? Look at the literature. And you know what? He was absolutely right. Right. That was a bad research question. So now, whenever I'm doing research, especially driven by intervention research, I will put myself in a position of a parent and say, Okay, here's the research question, the effects of treadmill training in infants with Down syndrome as it results in their own set of walking. And then I will ask parents, you know, score that in, on a scale of zero to 10, zero being not at all important to 10. And I guarantee just about every parent of any with Down syndrome is going to say, eight, nine or 10. But if I am talking about and again, I am not criticizing anybody, there's a lot of research going on right now on inclusion. But unless you start linking inclusion research, to improving health and functioning in the students, it's not going to go anywhere. It's not going to be fundable. Yes, it's an important question. But you've got to take it to the next step and use it as an intervention strategy, and document the impact. And it's got to be if at all possible, an evidence based research study, you've got to have control group of some sort. And so make sure you ask yourself, when you're conceiving of a research study, is this question that we're going to pursue? What level of importance is it to to group parents and government funding agencies.

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Great, perfect segue into funding agencies. What are your thoughts regarding faculty obtaining federally funded grants as well as seeking private foundation grants?

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Yeah. Well, you know, I

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think as most people know, I'm a real strong proponent of faculty members, really taken a good careful look at all of the factors that are involved in being able to submit and will zero in on OSEP. On OSEP, you know, application. You know, I work with faculty, I have a checklist that I call my feasibility checklist for submitting a competitive, let's say, 320 5k proposal, but I'm a strong proponent. But you know, you have to make sure that the factors are in place, the support the program, the community, access your state education agency. So, you know, I'm a strong proponent of it. And I kind of grew up on those things. When I first went to Northern Illinois University, we were in the College of Education, I was the Department of Physical Education. And then there was the Department of Special Ed, they always had five and six 325, KB applications all going on at the same time projects. So again, I'm a strong proponent, but talk to people who have been project directors carefully look at the process. Most of these OSEP applications, in my estimation, are four to five months of time to putting those together, make sure you're talking with your administration as to how they value those types of things. Yes. And the value of those OSEP. You know, oftentimes, those OSEP funded projects differ according whether you're at an r1 university or a regional comprehensive. And so you know, be careful in that area. Regarding private foundations, by all means, pursue those, depending upon your location, there may be many private funders and oftentimes, private grant proposals are less cumbersome and less, less lengthy than federal grant proposals, you may also be able to tap into state level grants. But yeah, by all means, try to tap into, you know, foundations, and most of you are at universities, where you

probably have a grants and sponsored office. And they can oftentimes, you identify funders that are interested in funding the things that you're interested in. And the bottom line is, when we're working with the whole field of disability and special education, that to me, oftentimes is an advantage. And we need to take advantage of that. Because oftentimes, there's a lot of funding agencies, both private and governmental, that are very interested in what we do.

38:02

Right, especially if you've got a practicum on your campus, there are opportunities to get funding for it, you just have to search a little bit initially to find the right fit. Very I know, you have a very interesting story regarding like OSAP funding and federal funding, you want to share that?

Barry Levey 38:19

Well, I just wanted to say like, I would say, I might get some blowback from this, and it's kind of controversial, but like, be careful what you wish for. Because one of the things is nobody could dispute that we've adapted really benefited from these training grants. And there's all types of grants as research grants as private grants. And when we're talking about training grants, you know, no one could dispute that. But what I've seen over the years is that universities, get these training grants. And then the college, the department, the, you know, Dean, just that's accepted now. And they're, they're going to say, hey, you know, we should our programs and adapted should be based on their own merit, like, and will they support that if we don't get a training grant, will they support that AP program? Will, you know, because it just becomes expected that we're going to have that especially with universities that have a long history of getting funded. And I've seen some programs where people left at the program, and they were the ones that wrote the federal grant, and now they're not there and there's no more AP program. So I think that's really something that needs to be discussed and thought of is that's that's heard us, you know, and Adapted PE. The other thing about private foundations because we had so many practicums at Long Beach State is y'all must develop some type of boilerplate of a grant and then You just spin off on that you look at the, what they're asking for on that, that private grant, sometimes some private grants, you know, can really be cumbersome. Sometimes they ask all kinds of stuff that it's almost like writing a federally funded, it's not as much as that but, you know, you have to pick some of these grant private grants carefully. People will, you know, your your grant people will come to you and say, Hey, I think you can, this is a, this is fundable, and then you look at it, and, you know, it doesn't really match what what you're doing. And so be careful what you wish for. I've some people just chase grant sometimes, and it's not what they're really interested in. And I know that some of the things I'm saying are kind of controversial, and but I think they're worth discussing.

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And you have to remember, and again, very good points. And when I taught the grant seeking course, you know, the work begins when your grant gets funded, right. It takes time to develop proposals, good proposals and everything. But remember, you're creating work begins when you get funded.

41:10

Yeah, and any funding is great. You mentioned about internal grants, universities, most universities have some resources, you've got to go after those, you have to because those are the things that fund your pilot work, you know, pilot studies are costly. And so if you don't get those, and you're gonna have

to take all of it out of your hide. And yes, you can do that. But after a while, that gets pretty tiring. The other thing is to go ask for federal funding, you've got to have a record of some have some level of getting funding, so you can convince them that you can carry out the study that you are proposing. If you have a great idea, but you don't have any funding experience. They're going to they're going to question and say, Boy, come back in a couple years. After you've shown us you can carry out studies, yes, with funding. The other thing is go after every university has a development office, private donors, if you have a good idea, especially as it relates to pediatric disabilities. I survived here at Michigan for a number of years getting donor support. I, I found donors that had a child with Down syndrome. And they were wealthy. That's great. I mean, that's great for the child to be born into that environment. But they ended up funding some of our research over the years, go after development and find out. For example, here in Michigan, I was the only one being funded out of Steelcase Corporation, office furniture in Grand Rapids. And they funded me for five consecutive years at \$50,000 Each year, because they wanted me to bring our intervention research or bicycle training studies over to Grand Rapids. They liked it. They said they can see the value of this. And so we did you know, it's yeah, it's a two hour trip over and a two hour trip back. But hey

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\$50,000, you can make that make that.

43:31

donation for private donors.

43:33

That's a great idea. Yeah, you've got to. So given given your development officers, an idea of what you're doing, and any results that you have, that you they can use to convince a donor that you're worth investing in. That's what they're doing. They're investing in you.

Barry Levey 43:54

Now, we've worked closely with our, you know, college, Grant person and getting donors and one of the things that I think is great is that we have something we can show them, we have these practicums we can show them we can bring kids with, you know, they bring them on campus. And we'll you know, bring in children with disabilities. They're on campus and they can see this. It's something physical, it's tangible, you know, that they can see. So, yeah, great, great point. Yeah.

44:24

The other point I'd like to make is that obviously, collaborative research is great. And when it comes to federal funding, they like collaborative collaboration. They like multi site studies. Make sure that if you have several sites going on that you have colleagues that you're now interacting with, as collaborators, if you're all collecting data, of the same nature on participants, you've got to make Sure, because I guarantee one thing, I would bet my left pinky finger, which I don't need for golf, is that not everybody that's going to be collecting data has the same level of training. And so that's going to increase measurement error. And so make sure from each site, you use the data and produce a standard error of measurement, and then compare them. Those. Yeah, I watch people doing, why do I travel all over the world to train people in the TGM, D three, or two or one, whatever, is because a lot of people want

to learn it, but they're also using it for research. I want them to use it. Well. I want them to be well trained. And yet, I guarantee if I go in and look at the research, I'm gonna say, Boy, wonder what the standard error of measurement was, for this study? Well, I can calculate it. If they give me the mean standard deviation. On the local motor skill sub test, I can calculate the standard error. And sometimes it's huge. And they wonder why they didn't get statistical significance and locomotor skills? Well, that's a good reason right there. You didn't have statistical power, you lost it. So make sure the people that you're collaborating with that you're constantly working on increasing each other's training to do the measurements.

46:36

Right, thanks. All right. Next question. What have been some of the most important changes to APA APA II in the last 30 years?

46:46

Yeah, you know, I'll keep this pretty practical. And all three of us will certainly agree with this one, I think, in adaptive physical education, I think appropriate inclusion for many students with disabilities at the general physical education. Again, Dale and Barry and myself, when we started, it was all segregated classes. And I think, you know, if you take a look at the big picture, and adapted physical education, appropriate inclusion has been beneficial for so many kids. Another thing is the development over the last 30 years development of state teaching credentials in certain states, and obviously, aprons cape, if you take a look at the quality of the adapted physical education in many of the states with certifications like Michigan, California, Wisconsin, Minnesota, and really exciting now, even a couple of the newer ones, Colorado and the state of Washington, those in my estimation are big important changes for our field. I think even even getting down more specific, the creation of itinerant resource specialists for school districts. Again, that's a fantastic thing. When you look at what things were 30 or 40 years ago, those people can now interact with related service personnel, special ed teachers, they're hitting on many, many general physical education teachers on making sure that they are appropriately integrating kids, you know, with disabilities, obviously, the whole APA concept, where now instead of just adapted physical education for kids, three to 21, we're looking at the entire lifespan of adapted physical activity. And this is not a change. But I think it's very important. It's a very important factor. Because we continue to get positive and favorable rules and regulation interpretations from OSEP. Regarding physical education for students with disabilities. We have never received any kind of policy clarification letter that was contrary to what we thought I DEA said about physical education for students with disabilities. I think that's very important that we continue to get those positive interpretations.

Barry Levey 49:06

You know, the first thing and I think the biggest thing is we talked earlier about Dale mentioned about this lack of literature, I would say the biggest thing was were recognized as a discipline. I remember when talking to Jeff, Dr. Jeffery broadhead. Jeff, Jeff was put this proposal together for what's now APA Q. And there were a lot of people that question like, can you warn a journal? Do you have enough literature to even warrant having a journal? And so we had, you know, 94 142 and within 10 years now, we had two journals. We had APA Q and 84 that Human Kinetics was published and thanks to to Jeffrey broadhead and his vision, but we also out of his office, Dave beaver started palestra The same

year, and even that was practitioner oriented and very heavy on some work for the disabled. And so now we had two outlets prior to that you wrote in special ed, maybe once a month or once every couple of months JioFi would have an article on disability. And if you really wanted to get specific, you had a publishing. How many people have ever even heard of the American corrective therapy journal? You know, that's where you had, that's what those were, you're out. There were little few outlets. And so I think that was a that's, that's a, you know, there are many people that question that first. And if we were even a discipline, you know, we still have a long way to go. I think the other big game changer was, I think Apex was really important for so because everybody talks about the test. But to me the standards, now you had in a manual, here's what an adaptive PE teacher needs to know. All right, and you can hand somebody a book and say, here's the information that they need to know, I think something that was recently conducted was that multi institution mentorship consortium, that JK and Justin are the principal investigators, there's nine institutions that are collaborating and training, hopefully, you know, they're doing a really nice job of training the next wave of higher ed, professionals that are going to try it, you know, they're going to go out, and they're going to train the next wave of teachers and adapt to pt. And that's, that's critical. Like, we need to get as many higher ed people in institutions as we can. I'd be remiss if we didn't talk about what recent changes, I'd have to say, one of the things we've come a long way and behavior management, we've gone from discipline, first, straight to punishment, straight to timeout to positive behavior, intervention and support, we don't just look at behavior management as discipline and control now we look at it from the lens of positive intervention and support, how can we motivate students to increase their behaviors, but even in that area, we still have a long way to go. What the, you know, teachers are telling us and some of the survey studies that have been done is that they're still not really feel they're challenged in developing a behavior management plan. And they're challenged in really identifying in that behavior management plan, what are the really analyzing the behavior collecting data, you know, they, they really struggle with that. And they, they, they tell me, and what the research is showing is that they're not being trained in those areas, they're getting a lot of like classroom management, gymnasium management stuff, proactive stuff, but not how to, you know, really, like analyze behaviors, and they have to get that, you know, hit and miss, or on their own lasting social media, I think like, you know, a lot of AP teachers, I know, when I would attend pre services, they really didn't meet my needs. And so I think now with social media, you have, you know, Instagram and podcasts that can really identify some of the needs of of AP teachers, it wasn't always like that you go to some in service. And that, you know, had nothing to do with what you're interested in.

53:38

Great point, Barry. Yeah.

53:40

When looking when looking for collaborators. For many, many years, the only the only route you had was to attend a conference and look for people doing similar work, right? Now with zooming and teams. You can meet with people, just like we're meeting now. And so you don't really need to go to a conference, you can be meeting with your potential collaborators on a regular basis, which is great. Oh, we didn't have that. Certainly, there's a larger number of people in adaptive physical education and activity. And so that's all very, very positive. We didn't have that early on. And again, it continues to grow, especially related to the OSEP grants, which helps to increase it. But the other thing I see, as I go around to conferences is a lot more self confidence. I think that's great. People think they know what to

do, and they're doing it and they have positive outcomes. And so certainly your confidence grows. And so, you know, I think that's a great increase over the last 20 years, right.

54:58

Partially though, because As this generation has the previous generations to look to and learn from where you all, you know, that was a lot more sporadic compared to, you know, the next line.

Barry Levey 55:13

But like, like, for example, when I would run searches, and I'd look at, like young, you know, PhDs, Veda's, it was a lot more sophisticated than mine was at that, at that point, you know, they're publishing a lot more and, and, you know, I'd look at, at their Veda and it's, there's, there's a lot more, it's that's changed, you know, tremendously I

55:40

think any doctoral mentor has got a set a standard that if their doctoral student, when they graduate aren't better trained than they are. Sure, then something went wrong.

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Nice point, last question for me, what challenges or concerns for the next 10 years or so in the field? And maybe like, what should organizations like Nick be doing? Consider? So what are some challenges concerns for the field?

56:11

Boy, I got a bunch of them, and I'm gonna narrow it down.

Barry Levey 56:16

Yeah, that was interesting, because I could go on and on. I

56:20

still do, I still do a lot of fielding questions from schools, teachers, et cetera, et cetera, we still have a significant problem or concern. And again, I want to stay positive. But with special education administrators and related service professionals not understanding what we do and what our content is, we still have many general PE teachers who are not adequately prepared to teach students with disabilities in general PE. So we still have those types of issues, we got a big issue. And I think we've already mentioned it, a lack of faculty with expertise in Adapted Physical Education in many states, that leads to a shortage of Adapted PE teachers, we still have what I call Adapted Physical Education wastelands out there in states, we can't identify a faculty member with adapted physical education, teaching expertise. And so we have shortages. And all I can say is, for the faculty members who are out there, don't take for granted, don't get bored, when you're teaching that one three credit course that you haven't adapted physical education, you are the lifeline for those future physical education teachers. Give them a wonderful experience in that one, three credit course adaptive physical education, you know, experience that they have, make sure they're working with children with disabilities, because those are the waves of future teachers that are going to be out there impacting many kids with disability. So continue to do a fantastic job with that Adapted Physical Education course

that you're teaching. But remember, one three credit course doesn't make an adapted piece. Listen, Joe, just like one three credit course in special ed, that all of the classroom teachers have to take, that doesn't make them a special education specialist. We need to continue to prepare adaptive PE specialists to have major impact in K 12 schools.

Barry Levey 58:39

So I would label this is and reinforce a lot of what God's talked about APS marginalized, misunderstood, some of it's our fault, like in the sense that we lacked visibility, like we could do better at that. And that's where we need the consortium as far as visibility. But the real point that that Garth made, you know, we call these, you want to call these states a P wastelands or or a desert. Very early in my career when I was working on the APEN standards, we were sitting in a room and we're trying to identify people in higher ed at certain states. And, you know, we were people that really were in the know, and we couldn't identify anyone. And so what happens in those states is there's nobody to advocate or be a watchdog for that state. Now, Garth, and I, and Lisa Silverman, we we serve on this consortium committee, and I use this term very loosely, like ask the experts. And one of the things we get over and over again, when we get questions, it's, it's from parents, it's from teachers, and it's always right, Garth, about some, some administrator has basically misunderstood the law. And I want to just give credit to Garth because one of the things that he's done is writing Those OSEP letters, you know, where like, for example, substituting AP, you know, with physical therapy, you know, writing to, and getting clarification, those clarification letters, you know, that is really critical, you know, we could be doing all the service and all the research we want. But if we don't have programs, if we don't have higher ed people, if we don't have teachers out there, you know, one day, we may look up, and we're not advocating, they've taken pee out of the law. You know, we, it's hard when you're in higher ed and, and what's recognized in higher ed is scholarship, but we may not have a discipline, if we don't stay vigilant regarding, you know, advocating for the law, you know, it's not the most fun thing to do. You know,

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the one thing that I'm convinced of because I interact with Luis Tripoli, on a fairly regular basis, is that we're not getting near enough applications for graduate study, especially at the doctoral level, is it seems that people aren't as motivated to go into our area, as they are in, you know, the other sub disciplines of Kinesiology. And the, so we're talking about more faculty, they've got to come through a doctoral program. And ideally, in some cases, even a postdoc. You know, if you're looking for the positions that have been open at major universities, they're not going to look at you, probably unless you have had some postdoctoral training. And that's all new in our area. Right. The other thing is, is I've noticed, Greg region, I started in a FAPA. Back in the early 1990s. And he agreed to host the first one, if I would be the first president. I said, Well, I liked Canadian beer, let's go to

Barry Levey 1:02:13

I love that was a great conference, Dale,

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great conference. But if you look at it, we rarely rarely rarely have one less than one application to host conferences. And so every year, it gets more challenging and challenging and challenging, to get

someone like a university to host it. If we don't improve on that, then that's going to go away. And so we've got to find out ways to, you know, it only meets every two years, yes, it is a research comp. At the only research conference in our field of adaptive, and so we don't want to lose it. But we've got to get universities and faculty willing to host that luckily, the one coming up this September is a great place. John Foley and his group are doing a great job. But what's going to happen the next time you know, every time we worry, and only have one application is not a good feeling. Most of the major conferences I go to would have three or four places that they were considering. And so we've got to improve on that.

Barry Levey 1:03:32

I thought Dale was going to mention this, but I think one one thing that really hurts us is lack of development of standardized assessment instruments. Because I mean, it starts with assessment. And, you know, shout out to Dale, when I would teach about what makes a standardized instrument or what's about validity and reliability, I would, I would like take excerpts from Dale's manual and say, you know, if you're looking at an instrument, it needs it should have it should be accompanied with a manual, it should be looking at these look at all the steps that he took to make sure that this is a valid and standardized assessment instrument. And a lot of it's, you know, it's hard to that's that's that's challenging to put together a standardized valid instrument and a lot of people shy away from that, you know, in our field. But it's it's a practitioners are desperately need that, you know, and and

1:04:29

so what the one thing I want to mention, Melissa is, you know, this might take two years, this might take five years, this might take 10 years, but eventually it's going to happen I DEA is going to get reauthorized. And everybody on this podcast or this webinar right now or this Zoom meeting, needs to help people like Susannah Dillon and breadwinner and the people on the advocacy committee because we need to make sure that all of the requirements in the world wording regarding Physical Education stay in that law. And when that law is reauthorized, it is going to be a monster. Because, you know, it's been many, many years, many years. And people have all sorts of things that they want to get changed. And so you need to remember when that happens, you got to stay active with the consortium to make sure that that campaign works.

Barry Levey 1:05:26

Because why guys? Oh, God, why you got your head down, and you're doing, you know, whatever you doing, like, you know, scholarship, or whatever, all of a sudden, you look up and we don't have a discipline. We don't have a program. You know, I'm not trying to

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fire when the last reauthorization all it took was one large urban school district to write some comments to OSEP. And they changed a significant thing. That's why we had to get those letters of clarification about preschool and secondary transition age. So make sure you're willing to step up and help.

1:06:05

Great points. All right. Well, I want to thank everyone for joining us today. So much great information. Thanks, Garth, Barry. Dale, really appreciate your wisdom expertise. Thank you all for joining us.

1:06:19

Yeah. Thanks, Dale. Thanks, Barry. Thank

Barry Levey 1:06:22

you X for putting this together, Melissa. Yeah,

1:06:25

by all Thanks much. Until next time, here.

Barry Levey 1:06:28

Thank you. Bye, everyone. Thanks. All right.