

SECTION III

RESOURCES

MOTOR ABILITY, PERCEPTUAL-MOTOR DEVELOPMENT, AND PSYCHOMOTOR TEST ITEMS

These items and activities can be used in assessing motor performance, including fine motor and perceptual motor.

Balance Dynamic/Static

- Balance board activities
- Beam/Rail/Bench walks
- Bounce board activities
- Locomotor activities
- Stepping stones
- Stunts/Self-testing activities

Balance Object

- Carry object
- Finger/Band activities
- Stick activities

Fine Motor Coordination

- Grasping
- Gripping
- Manipulating

Gross Motor Coordination

Eye-Foot

- Climbing
- Kicking activities
- Motor planning/sequencing
- Rope jumping

Gross Motor Coordination

Eye-Hand

- Ball/Bean bag activities
- Catching/throwing activities
- Manipulative/Manual activities
- Motor planning/sequencing
- Target activities

Gross Motor Coordination

General

- Calisthenic activities
- Tumbling/Apparatus activities

Gross/Motor Fundamental Movements

- Balancing
- Batting
- Bouncing
- Catching
- Climbing
- Crawling
- Dancing
- Galloping
- Hopping
- Jumping
- Kicking
- Landing
- Leaping
- Lifting
- Marching
- Pulling
- Pushing
- Rolling
- Running
- Sliding
- Skipping
- Standing
- Striking
- Swinging
- Throwing
- Tossing
- Walking

Miscellaneous

- Agility
- Conceptual activities
- Endurance (Cardiovascular and muscular)
- Rhythm
- Speed
- Strength

ASSESSMENT TOOLS

The following instruments are examples of assessment tools commonly used.

Test Name	Population	Measurement	Publisher
Brigance Diagnostic Inventory	0 - 7 years	Psychomotor, gross, fine, gen. knowledge, speech and language, early academic skills, perambulatory motor skills	Curriculum Association, Inc. 5 Esquire Road No. Billerica, MA 01862
Ohio State University Scale of Intra Gross Motor Assessment (OSU-Sigma)	Pre-14 years	Gross motor	Mohican Publishing Co. PO Box 295 Loudonville, OH 44842
Bruininks-Oseretsky Test of Motor Proficiency	4 1/2 - 14 1/2 years	Gross & fine motor	Publishers Building Circle Pines, MN 55014
I Can Program I Can Fundamental Skills Test	Elementary	Gross, locomotor, rhythm, object control, and projection	Hubbard Scientific Co. PO Box 104 Northbrook, IL 66065
Test of Gross Motor Development (TGMD)	3 -10 years normal and delayed	Gross, locomotor, and manipulative	Pro-Ed Publishing Co. 5341 Industrial Oaks Blvd. Austin, TX 78757
Movement Patterns Achievement Profile (MPAP)	2 1/2 - 5 years with physical handicap	Gross, developmental, balance, locomotor, manipulative, body image	AAHPERD Publications 1900 Association Drive Reston, VA 22091
Peabody Motor Development Scales	0 - 7 years	Gross/fine motor, object control	Institute on School Learning and Individual Differences George Peabody College Nashville, TN 37203
Body Skills		Gross and locomotor	American Guidance Service Circle Pines, MN 55014
Prudential Fitness Gram	5 - 17+ all years	Health-related fitness	Cooper Institute for Aerobic Research 12330 Preston Road Dallas, TX 75230
New York State Health-Related Physical Fitness Test	5 - 18 years	Health-related fitness	NYS Education Department Office of State Assessment Room 771 EBA Washington Avenue Albany, NY 12234
Project Unique: Physical Fitness Test	10 - 17 years sensory, orthopedically impaired	Physical fitness	Human Kinetics Publishers, Inc. Box 5076 Champaign, IL 61820

PHYSICAL EDUCATION MEDICAL RECOMMENDATION FORM

TO DR. _____

DATE: _____

All students registered in the schools of New York State are required by New York State Education Law and Commissioner's Regulations to attend courses of instruction in physical education. These courses must be adapted to meet individual student needs if the student has medical limitations. This means that a student who is unable to participate fully in their physical education program must have activities modified to meet his/her individual needs.

Your patient, _____, is registered in this school district and has indicated an inability to participate fully in the physical education program. To assist us in designing a program adapted to meet his/her individual needs, would you kindly complete this form and return it to his/her school. Thank you for your cooperation!

Indicate with an **M** where a modification is recommended. Indicate with an **N** where no participation is recommended:

<input type="checkbox"/> Throwing	<input type="checkbox"/> Bending	<input type="checkbox"/> Pushing
<input type="checkbox"/> Catching	<input type="checkbox"/> Twisting	<input type="checkbox"/> Pulling
<input type="checkbox"/> Kicking	<input type="checkbox"/> Hitting	<input type="checkbox"/> Body contact
<input type="checkbox"/> Running	<input type="checkbox"/> Walking	<input type="checkbox"/> Water activities
<input type="checkbox"/> Lifting	<input type="checkbox"/> Jumping	<input type="checkbox"/> Out of doors activities
<input type="checkbox"/> Tumbling	<input type="checkbox"/> Stretching	<input type="checkbox"/> Other (Specify)

Modifications recommended: _____

This is to certify that I have examined the above patient and recommend that his/her physical education program be modified according to the above until _____
(Date)

Are there any exercises or activities you feel would be beneficial to the student in the recovery process?

Yes ____ No ____ If so,what? _____

Additional Physician's Remarks (on back)

(Physician's Signature)

(Date)

NOTE: This report will be attached to the student's health record with duplicates sent to the parent/guardian, physical education teachers, and director of physical education and Committee on Special Education when appropriate.

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION PROGRAM

NAME OF SCHOOL:

ADDRESS:

LEVEL: NUMBER OF STUDENTS ENROLLED IN ADAPTED P.E.

PRINCIPAL:

DIRECTOR OF PHYSICAL EDUCATION:

REVIEWED BY:

DATE:

Introduction

The purpose of the rating scale is to assist school personnel to improve the adapted physical education program.

When properly guided and developed, physical education becomes a purposeful and vital part of a student's school education, it aids in the realization of objectives concerned with the development of favorable self-image, creative expression, motor skills, physical fitness, knowledge, and understanding of human movement. A student must have an opportunity to participate in a well-conceived, well-taught learning experience in physical education to become a fully functioning individual. To achieve these objectives, the essentials of a quality program of physical education need to be identified.

The rating scale is designed for self-appraisal use. It may be modified to meet the needs of local school districts.

Use and Interpretation of the Scores:

The rating scale is comprised of a series of ratings of the major areas that should concern school personnel involved in the adapted physical education program. There are six sections to the rating scale: Curriculum, Required Instruction, Attendance, Personnel, Facilities, and Administrative Procedures.

The person(s) completing the assessment should consider the criteria statement in terms of the degree of achievement that exists for the program. The rating score is on a scale from 0 to 4; 0 meaning inadequate achievement and 4 meaning fully achieved with excellent results. Each section can be rated by the total section score and a program overall rating can be obtained by totaling all sections of the rating scale.

A careful analysis should be made of each statement, section and overall rating to determine the areas in need of improvement. The interpretation of the score for each statement is :

- 0 - INADEQUATE/extremely limited
- 1 - POOR/exists but needs a great deal of improvement
- 2 - FAIR/adequate but needs some improvement
- 3 - GOOD/well done and only needs periodic review
- 4 - EXCELLENT/has achieved outstanding results

Developed by Dr. Joseph P. Winnick, SUNY College at Brockport, Brockport, NY 14420, January 1995.

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
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Section I - Curriculum

1. The goals and objectives of the school district plan for physical education include adapted physical education.					
2. Provision is explicitly made for adapted physical education in the school district physical education plan.					
3. There exists a definition of adapted physical education which is in accordance with State and federal requirements.					
4. Adapted physical education may include students with disabilities as well as students without disabilities.					
5. There exists a variety of activities to meet unique student needs.					
6. Instruction in adapted physical education is based upon a curriculum guide which encompasses adapted physical education content.					
7. Instruction for all students is distributed among the following areas in accordance with students' needs and abilities.					
a. Basic Movement					
b. Creative Movement					
c. Rhythms and Dance					
d. Games and Sports					
e. Gymnastics					
f. Outdoor Living Skills					
g. Motor Skills					
h. Perceptual-Motor Skills					
i. Physical Fitness					
j. Aquatics					
8. Appropriate literature and other resource materials regarding adapted physical education are made available to professional staff.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION					
	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
9. Students with disabilities are provided equal opportunities in intramural, extramural, or extraclass activities.					
10. There is an annual evaluation of the instructional program in adapted physical education.					
11. Guidelines pertaining to adapted physical education are evaluated at least every five years.					
12. There is a procedure for reporting student status and progress.					
13. The progress of students is continuously measured.					
14. Cumulative records pertaining to the physical education of each student are maintained.					
Section II - Required Instruction					
1. All students not receiving regular physical education have an adapted physical education program.					
2. No student with a disability is excused from physical education or adapted physical education because of participation in extraclass programs unless approved by the school's Committee on Special Education, physical education staff, and school administration.					
3. The frequency and duration of adapted physical education must be in accordance with Section 135.4 of the Commissioner's Regulations.					
4. Physical education instruction is made available to every student with a disability.					
Section III - Attendance					
1. Adapted physical education is provided for students who exhibit unique physical education needs.					
2. Credit is provided for adapted physical education in accordance with regular physical education credit.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION					
	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
Section IV - Personnel					
1. Instruction in adapted physical education for students ages 5-21 is provided by a certified physical education teacher.					
2. Physical educators teaching adapted physical education who have not completed at least 12 semester hours of formal higher education in adapted physical education have access to appropriate resource personnel.					
3. Physical educators teaching adapted physical education for more than 50% of their teaching load have completed at least 12 semester hours of formal study in adapted physical education, or have a concentration in adapted physical education from an accredited college or university.					
4. Supervision and coordination of all phases of adapted physical education (instruction, intramurals, extra-class programs, interscholastic athletics) is provided by a director, certified in physical education and administrative and supervisory services.					
5. Extraclass activities are provided under the supervision of personnel meeting State requirements and approved by the Board of Education.					
6. Aides, where appropriate, are provided for instructional classes in physical education.					
7. The qualifications of teacher assistants are in accordance with appropriate State regulations.					
8. The school physician or family physician may submit suggestions for appropriate activities in which a student may participate when medical reasons are given to limit participation.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

	Inadequate	Poor	Fair	Good	Excellent
9. Teachers of physical education are involved in making recommendations for students with disabilities regarding adapted physical education.					
Section V - Facilities					
1. Students receiving adapted physical education have equal access to facilities required to provide equal opportunity for programmatic benefits.					
2. Indoor facilities for adapted physical education:					
a. Have adequate clear activity space.					
b. Provide a safe environment for activity.					
c. Have appropriate flooring and satisfactory finish.					
d. Have adequate lighting.					
e. Have adequate acoustical conditions.					
f. Have protective padding on walls.					
g. Have sufficient ceiling clearance.					
h. Have adequate ventilation.					
3. Equipment and supplies required for reasonable accommodations are provided.					
4. For students receiving adapted physical education, the dressing, showering, and drying areas include:					
a. Adequate space for peak load periods.					
b. Floors constructed to allow for accessibility and maintenance of safe and clean conditions.					
c. Lockers of proper type and sufficient quantity.					
d. Sufficient number of shower heads.					
e. Adequate ventilation.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
f. Adequate lighting.					
g. Adequate heating.					
h. Adequate benches, mirrors, and toilets.					
i. All facilities are clean, sanitary, and in operable condition.					
5. The outdoor adapted physical education facilities are designed for effective instruction and safety. They are:					
a. Readily accessible.					
b. Free from safety hazards (glass, holes, stones).					
c. Properly fenced or enclosed for safety and efficient usage.					
d. Properly surfaced, graded, and drained.					
e. Laid out and marked for a variety of activities.					
f. Properly equipped (playground structures, backstops, physical fitness equipment, etc.).					
Section VI - Administrative Procedures					
1. Class sizes for students with disabilities receiving adapted physical education must be consistent with the IEP.					
2. Teachers' aides for adapted physical education are provided in accordance with the student's IEP.					
3. The Committee on Special Education uses certified physical educators to assess physical education status for IEP development when unique physical education needs are suspected.					
4. Students with disabilities are integrated into regular physical education classes to the maximum extent appropriate.					
5. Students with disabilities are provided reasonable accommodations in physical education classes.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION					
	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
6. All students with disabilities suspected of having unique needs in physical education are referred to the CSE.					
7. Physical education is included in the IEP of every student with a disability.					
8. Students are referred to the CSE and receive APE on the basis of objective criteria.					
9. The physical education abilities of all students not participating in regular physical education are assessed by a physical educator.					
10. Staff implementing adapted physical education are provided in-service education regarding adapted physical education .					
11. The annual budget request for adapted physical education is prepared on the basis of an inventory of needs specified in individualized education programs.					
12. The adapted physical education budget includes State and federal monies earmarked for instruction of students with disabilities.					
13. A variety of up-to-date reference materials are provided for teachers providing adapted physical education.					
14. The school district plan includes provisions for extracurricular programs for qualified students.					
15. Students with disabilities are provided assistive technology devices and services as appropriate.					

Note: This Rating Scale has been revised from: Winnick, J.P. (1995). *Adapted Physical Education and Sport* (2nd Edition) Champaign, IL: Human Kinetics.

SELECTED SPORTS ORGANIZATIONS AND FOUNDATIONS THAT SERVE INDIVIDUALS WITH DISABILITIES

Achilles Track Club

42 West 38 Street, 4th Floor
New York, NY 10018
(212) 354-0300
Fax: (212) 354-3978

American Alliance for Health, Physical Education, Recreation, and Dance

1900 Association Drive
Reston, VA 22091

American Diabetes Association

National Service Center
1660 Duke Street
Alexandria, VA 22314

American Foundation for the Blind

15 West 16th Street
New York, NY 10011

American Juvenile Arthritis Organization National Office

1330 West Peach Tree
Atlanta, GA 30309
(404) 872-7100

Amputee Sports Association

PO Box 60129
Savannah, GA 31420-0129

Braille Sports Foundation

Room 301
730 Hennepin Avenue
Minneapolis, MN 55402

Children with Attention Deficit Disorder

499 NW 70th Avenue, Suite 308
Plantation, FL 33317
(954) 587-3700

Council for Exceptional Children

1920 Association Drive
Reston, VA 22091

Disabled Sports USA

451 Hungerford Dr., Suite 100
Rockville, MD 20850
(301) 217-0960

Epilepsy Foundation of America

4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

Learning Disabilities Association of New York State

90 South Swan Street
Albany, NY 12210
(518) 436-4633

Muscular Dystrophy Association

810 Seventh Avenue
New York, NY 10019

National Association of the Deaf

814 Thayer Avenue
Silver Spring, MD 20910

National Association of the Physically Handicapped

1601 N College 71
Fort Collins, CO 80524

Autism Services Center

Prichard Building
605 9th Street
PO Box 507
Huntington, WV 25710-0507
(304) 525-8014

National Hemophilia Foundation

The Soho Bldg.
Room 406
110 Greene Street
New York, NY 10002

National Spinal Cord Injury Association

8300 Colesville Road
Suite 551
Silver Spring, MD 20910
(800) 962-9629

New York Special Olympics, Inc.

504 Balltown Road
Building 12C
Schenectady, NY 12304
(800) 836- NYSO

NYS Games for the Physically Challenged

SUNY Brockport
350 New Campus Drive
Brockport, NY 14420-2993
(716) 395-5620

or

PO Box 247
Babylon, NY 11702
(516) 669-1000 ext 295

Special Olympics, Inc.

1325 G Street, NW Suite 500
Washington, DC 20005
(202) 628-3630

Tourette Syndrome Association, Inc.

42-40 Bell Boulevard
Suite 205
Bayside, NY 11361-2820
(718) 224-2999

US Association of Blind Athletes

33 N Institute Street
Colorado Springs, CO 80903
(719) 630-0422

**Wheelchair Sports, USA/National
Wheelchair Athletic Association**

3595 E Fountain Blvd., Suite L1
Colorado Springs, CO 80910
(719) 574-1150

RESOURCES:

GENERAL ADAPTED PHYSICAL EDUCATION TEXTS

Adapted Physical Education National Standards. (1995). Curry School of Education, University of Education. Charlottesville, VA.

Auxter, D., Pyfer, J., & Heuttig, C. (1993). *Principles and Methods of Adapted Physical Education and Recreation* (7th ed.). St. Louis: Times Mirror/Mosby.

This book provides comprehensive information about adapted physical education and advocates the task-specific approach. It also provides various approaches to task analysis and compares the developmental and task-specific approaches.

Block, M. (1994). *A Teacher's Guide to Including Students with Disabilities in Regular Physical Education.* Baltimore: Paul H. Brooks.

DePauw, Karen P. & Susan J. (1995). *Disability and Sport.* Champaign, IL: Human Kinetics.

Dunn, J., & Fait, H. (1989). *Special Physical Education: Adapted, Individualized, Developmental.* Dubuque, IA: WCB Brown & Benchmark Publishers.

Eichstaedt, C., & Lavay, B. (1992). *Physical Activity for Individuals with Mental Retardation: Infancy Through Adulthood.* Champaign, IL: Human Kinetics.

Fay, T., Houston-Wilson, C. & Kowalski, E. (1995). *New York State Association for Health, Physical Education, Recreation and Dance: Monograph Series: Volume 1.* Latham, NY.

French, R., Henderson, H., & Horvat, M. (1992). *Creative Approaches to Managing Student Behavior.* Park City, UT: Family Development Resources.

Grosse, S. (Ed.). (1991). *Sport Instruction for Individuals with Disabilities.* Reston, VA: AAHPERD Publications.

Grosse, S., & Thompson, D. (1993). *Play and Recreation for Individuals with Disabilities: Practical Pointers.* Reston, VA: AAHPERD Publications.

Klain, T. with Trader, B. & Wayne, L. (Eds.). (1994). *The Paralympics: An Overview of the Paralympic Games and the People Who Participate.* Reston, VA: AAHPERD Publications.

Leiberman, L. & Cowart, J. (1996). *Games for People with Sensory Impairments.* Champaign, IL: Human Kinetics.

Miller, P. (Ed.). (1995). *Fitness Programming and Physical Disability.*

Paciorelc, Michael J. & Jones, Jeffrey A. (1994). *Sports and Recreation.* Carmel, IN: Cooper Publishing Group.

Rappaport, L. (1989). *Creative Play Activities for Children with Disabilities*. Champaign, IL: Human Kinetics.

Seaman, J. (Ed.) (1995). *Physical Best and Individuals with Disabilities: A Handbook for Inclusion in Fitness Programs*. Reston, VA: AAHPERD Publications.

Seaman, J., & DePauw, K. (1989). *The New Adapted Physical Education: A Developmental Approach*. Mountain View, CA: Mayfield Publishing Co.

Sherrill, C. (1993). *Adapted Physical Activity, Recreation, and Sport: Crossdisciplinary and Lifespan* (4th ed.). Madison, WI: Brown & Benchmark.

Emphasizes coping with the increasing individual differences that confront all physical educators. Early childhood education is also included. The personnel roles for which undergraduate and graduate students can prepare, the tasks/services they are expected to perform in each role, and the competencies necessary to function as teachers and professional leaders are addressed.

Winnick, J.P. (1995). *Adapted Physical Education and Sport* (2nd Edition) Champaign, IL: Human Kinetics. (496 pp.)

Designed as a text and resource for present and future physical educators and coaches, Adapted Physical Education and Sport is a text for introductory adapted physical education courses, a resource for all physical education teachers of participants with special needs, and a reference for the physical part of therapeutic recreation.

JOURNALS/NEWSLETTERS

ADAPTED PHYSICAL ACTIVITY QUARTERLY

Provides a multidisciplinary examination of physical activity for special populations. Includes reports of practical case studies and techniques for adapting equipment facilities, methodology, and/or settings for special populations. Editorial comments and opinions, article abstracts, and book reviews also appear in APAQ. To order, see Human Kinetics Publishers Catalog, or write Human Kinetics, Inc., Box 507, Champaign, IL 61825-5076.

JOURNAL OF PHYSICAL EDUCATION, RECREATION AND DANCE

(Frances Ferguson Rowan, ed.) AAHPERD, 1900 Association Drive, Reston, VA 22091.

Published nine times per year. JOPERD covers a wide variety of current general physical education topics.

JOURNAL OF TEACHING IN PHYSICAL EDUCATION

Provides a forum for discussion and research articles concerned with the teaching process and teacher education in physical education. Focusing on teacher and/or learning; each issue includes research articles based on classroom and laboratory studies. To order, see Human Kinetics Publishers Catalog.

TEACHING ELEMENTARY PHYSICAL EDUCATION

Bimonthly newsletter which provides elementary physical educators an exchange of information needed to facilitate their professional development, including:

- practical ideas for activities, teaching techniques, special events, curriculum planning, fitness;
- forum for elementary physical educators to voice their opinions on professional issues; and
- motivation for elementary physical educators.

PALAESTRA: THE FORUM OF SPORT, PHYSICAL EDUCATION AND RECREATION FOR THE DISABLED

PALAESTRA, PO Box 508, Macomb, IL 61455

Provides practical information for equipment, facilities, methodologies, and/or settings for individuals with disabilities.

"SPORTS 'N SPOKES": THE JOURNAL FOR WHEELCHAIR SPORTS AND RECREATION

Bimonthly journal covering wheelchair competitive sports and recreation primarily for individuals with spinal cord injury, spina bifida, amputation, and some congenital defects. Sports 'N Spokes, 520 N. 19th Ave., Suite 111, Phoenix, AZ 85015, (602) 246-9426.

PRODUCT AND EDUCATIONAL MATERIALS CATALOGS

Human Kinetics Publishers Catalog, Human Kinetics Publishers, Inc., Box 507, Champaign, IL 61825-5076.

Offers large assortment of the latest publications organized into the following categories: fields of study, professions, sports/activities, and journals.

Human Kinetics Publishers, Inc., Divisions:

Offers:

- HK Books
- Leisure Press
- HK Scholarly Journals
- HK Professional Journals
- American Coaching Effectiveness Program (ACEP)
- YMCA of the USA.

To order, call: 1 (800) 747-4457; FAX: 1 (217) 351-2674.

PRO-ED Catalog, Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78758.

Contains large selection of tests, curricular materials, books, journals, and material.

Offers:

- Tests for adapted behavior/functional living skills
- Curricular materials for adapted physical education, recreation, and leisure
- Books about assessment and learning, learning disabilities, behavioral and emotional disturbance, mental retardation, and rehabilitation
- Journals.

For more information, call: 1 (512) 451-3246; FAX: 1 (800) 397-7633.

Kimbo Educational Catalog, Dept. P., PO Box 477, Long Branch, NJ 07740-0477 and from Educational Activities, PO Box 87, Baldwin, NY 11510, 1 (800) 631-2187.

Offers cassettes, records, filmstrips, video, and compact disks related to perceptual-motor development.

AAHPERD Publications, Products, and Services, AAHPERD, 1900 Association Drive, Reston, VA 22091-1599, 1 (800) 321-0789.

Offers materials, resources, and manuals that are updated annually.

SOFTWARE

Cooper Institute for Aerobics Research. (1993). PERSONAL FITNESSGRAM [Computer program]. 12330 Preston Road, Dallas, TX 75230.

This software provides a program that will generate fitness report cards on each student in the class using the Prudential Fitness Gram health-related, criterion-referenced physical fitness test.

Kelly, L.E. (1987). Physical education management system. Hubbard Scientific. PO. Box 104, Northbrook, IL 60065.

This computer software program will manage data on up to 15 teacher-specified objectives for each class. Summarizes data for individual students or specific classes.

America On Line. Computer on-line services with access to Internet and various organizations that promote and advocate for persons with disabilities. Modem needed.
1 (800) 827-3338.

NEW YORK STATE EDUCATION DEPARTMENT

Office of Vocational and Educational Services for Individuals with Disabilities New York State Education Department Regional Offices

OSSES WESTERN
REGIONAL OFFICE
Richmond Ave.
Batavia, New York 14020
(716) 344-2112

OSSES EASTERN
REGIONAL OFFICE
1624 OCP
Albany, New York 12234
(518) 486-6366

OSSES HUDSON VALLEY
REGIONAL OFFICE
1950 Edgewater Street
Yorktown Heights, New York 10598
(914) 245-0010

OSSES LONG ISLAND
REGIONAL OFFICE
The Kellum Educational Center
887 Kellum Street
Lindenhurst, New York 11746
(516) 884-8530

OSSES NYC
REGIONAL OFFICE
Room 545
55 Hanson Place
Brooklyn, New York 11217
(718) 722-4544

New York State Education Department Personnel

Colleen C. Canorro
Associate in Physical Education
Office for Curriculum, Instruction, and
Assessment, EMSC
New York State Education Department
Room 681 EBA
Albany, New York 12234
(518) 474-5820

Candace H. Shyer
Associate in Special Education
Office for Special Education Services,
VESID
New York State Education Department
One Commerce Avenue, Room 1624
Albany, New York 12234
(518) 473-2878

SPECIAL EDUCATION ADMINISTRATOR LEADERSHIP TRAINING ACADEMY

Southern Tier SEALTA
Hornell High School
Hornell, NY 14843
Hildreth M. Rose, Coordinator

Capital District SEALTA
1580 Columbia Turnpike
Box 8 - Building 1
Castleton, NY 12033
Robert G. Kelly, Coordinator

Nassau County SEALTA
Rosemary Kennedy School
2850 N. Jerusalem Road
Wantagh, NY 11793
Naomi Glaser, Coordinator

Madison-Oneida SEALTA
Madison-Oneida SEALTA
4937 Spring Road
PO Box 168
Verona, NY 13478
TBA

Putnam-Northern Westchester BOCES
200 BOCES Drive
Yorktown Heights, NY 10598
TBA

Northern Region SEALTA
St. Lawrence-Lewis BOCES
7229 State Highway 56
Norwood, NY 13688
Laura Lewis, Coordinator

Suffolk County SEALTA
15 Andrea Road
Holbrook, NY 11741
C. Leonard Davis, Coordinator

Western New York SEALTA
Genesee Valley BOCES
Holcomb Building - Room 262
Geneseo, NY 14454
Annemarie Neubecker, Coordinator

New York City BOE SEALTA
131 Livingston Street, Room 410
Brooklyn, NY 11201
TBA

SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS IN NEW YORK STATE TRAINING NETWORK

Broome-Delaware-Tioga BOCES SETRC
435 Upper Glenwood Road
Binghamton, NY 13905-1699
(607) 763-3362 or 763-3303
Richard Fedor

Buffalo City SETRC
85 Military Road
Buffalo, NY 14207
(716) 871-6074 or 871-6075
Mimi Barnes-Coppola
Maria Cruz-Torres
Judi Harris-DiTallo

Buffalo City SETRC
Part 200 Management System
School #26
84 Harrison Street
Buffalo, NY 14210
(716) 828-4710
Charlie Carbone

Capital Region BOCES SETRC
Maywood School - 1979 Central Avenue
Albany, NY 12205
(518) 456-9069
Sheila Bussell
Wilma Jozwiak
Peg Wallis
Marie Brander

Cattaraugus-Allegany-Erie-Wyoming BOCES
SETRC
1825 Windfall Road
Olean, NY 14760
(716) 372-8293 Ext. 224
Lydia Lavin

Cayuga-Onondaga BOCES SETRC
5890 South Street Road
Auburn, NY 13021
(315) 253-0361
Melinda Fitzpatrick

Clinton-Essex-Warren-Washington BOCES SETRC
Box 455
Plattsburgh, NY 12901
(518) 561-0900 Ext. 220
Colleen Sullivan

Delaware-Chenango BOCES SETRC
Box 307, RD 3, East River Road
Norwich, NY 13815
(607) 335-1320
Susanne Eschler
Marki Clair

Dutchess BOCES SETRC
350 Dutchess Turnpike
Poughkeepsie, NY 12603
(914) 486-4840 Ext. 3030
Peg Tomson
Val Mihac

Erie 1 BOCES SETRC
1050 Maryvale Drive
Cheektowaga, NY 14225
(716) 631-2894 Ext. 3030
Theresa Janczak

Erie 2-Chautauqua-Cattaraugus BOCES
SETRC
9520 Fredonia Stockton Road
Fredonia, NY 14063
(716) 672-4371 Ext. 264
1-800-344-9611
Kathleen Magiera
Michele Boutwell

Franklin-Essex-Hamilton BOCES SETRC
North Franklin Educational Center
52 State Street
Malone, NY 12953
(518) 483-5230
Dana Retherford

Genesee Valley BOCES SETRC
Holcomb Building Rm. 262
Geneseo, NY 14454
(716) 243-4489

Gary Hofmann
Annemarie Neubecker

Hamilton-Fulton-Montgomery BOCES SETRC
14 School Street
Broadalbin, NY 12025
(518) 883-6510

Susan Naple
Linda Clawson

Herkimer-Fulton-Hamilton-Otsego
BOCES SETRC

400 Gros Blvd.
Herkimer, NY 13350-1499
(315) 867-2082

Walter Lallier

Jefferson-Lewis-Hamilton-Herkimer-
Oneida BOCES SETRC

Arsenal Street Road
20104 NYS Route 3
Watertown, NY 13601
(315) 785-9137
1-800-544-3645

Ann Chrissley

Madison-Oneida BOCES SETRC
4937 Spring Road, PO Box 168
Verona, NY 13478
(315) 361-5543
Joan Carmody

Monroe 1 BOCES SETRC
41 O'Connor Road
Fairport, NY 14450
(716) 383-2236

Cyndi Besig
Carol Criss

Monroe 2-Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, NY 14559
(716) 352-2443

Diana Jensen Dooling
Chris Fagan
Joanne Mattiucci

Nassau County BOCES SETRC
Rosemary Kennedy School
2850 North Jerusalem Road
Wantagh, NY 11793
(516) 781-4044 Ext. 3204-3207

Naomi Glaser
Fanny Schneider

New York City SETRC
131 Livingston Room 515
Brooklyn, NY 11201
(718) 935-3898

Regina Zacker

New York City SETRC
Manhattan High School Office
122 Amsterdam Avenue Rm. 389-A
New York, NY 10023
(212) 501-1178

David Connor

NYC Region I SETRC
280 Broadway - Room 324
New York, NY 10007
(212) 233-6900

Toni Ann Bernard
Jana Mandel-Townsend
Barbara Mostoff
Bea Carson

NYC Region II SETRC
Edward R. Byrne School
2750 Lafayette Avenue
Rm. 304
Bronx, NY 10465
(718) 892-5527
Joanne Bernard-Wottawa
Ramona Berry-Ingram
Joetta Brown
Gloria Atisogbuie
Dianne Hayden

NYC Region III SETRC
360 36th Street
Brooklyn, NY 11232
(718) 965-6000
Cherly Richardson
Donna Roberts
Lorri Gumanow

NYC Region IV SETRC
8814 Foster Avenue
Room 114
Brooklyn, NY 11236
(718) 272-4843
Helen Bindell
Joyce Klein
Sandy Lenon
Gloria Wilkins

NYC Region V SETRC
Queens Regional
80-51 261st Street
Floral Park, NY 11004
(718) 470-9167
Jane Beaulieu
Ellen Sonkin
Howard Rotterdam
Ellen Spund
Arlene Stettin

NYC Region VI
P.S. 31
55 Layton Avenue
Staten Island, NY 10301
(718) 727-9355
Susan Goldberg
Beverly Adams
Sylvia Weinberg

Brooklyn High School
Superintendent Office Room 270
1600 Avenue L
Brooklyn, NY 11230
(718) 338-9703
Rochelle Marten-Weston

Basis High School
715 Ocean Terrace, Building A
Staten Island, NY 10301
(718) 390-1556
Myra Aidlen

Queens High School
Newtown Annex High School
105-25 Horace Harding Expressway
Corona, NY 11368
(718) 281-7500
Janet Solomon

Oneida-Herkimer-Madison BOCES SETRC
Box 70-Middle Settlement Road
New Hartford, NY 13413
(315) 793-8614 or 793-8686
Susan Collver

Onondaga-Cortland-Madison BOCES SETRC
P.O. Box 4774
Syracuse, NY 13221
(315) 433-2645
Lynn Radicello

Ontario-Seneca-Yates-Cayuga-Wayne
BOCES SETRC

22 Teft Street
Clifton Springs, NY 14432
(315) 462-5056

Patricia Anderson
Janet LeRoux

Orange-Ulster BOCES SETRC

RD #2 Gibson Road
Goshen, NY 10924
(914) 294-2284 or 294-2293

Agnes Saffoury

Orleans-Niagara BOCES SETRC

Kenan Site
195 Beattie Avenue
Lockport, NY 14094
(716) 439-4328

Patricia Kelly
Kathleen Donner
Fred Robinson

Oswego BOCES SETRC

County Route 64
Mexico, NY 13114
(315) 963-4320

Stephanie Borgert
Teri Marks

Otsego-Northern Catskills BOCES SETRC

Cyr Center
Stamford, NY 12167
(607) 652-1240

Mary Catherine Jackson

Putnam-No. Westchester BOCES SETRC

200 BOCES Drive
Yorktown Heights, NY 10598
(914) 248-2290

Judy Spalding
Irene Ross

Questar III BOCES SETRC

1943 Brookview Road
Castleton, NY 12033
(518) 732-4474

Diane Cornell
Don Finelli
Debra Spilfogel
Ellen Chernoff

Rochester City SETRC

Central Administrative Offices
131 West Broad Street
Rochester, NY 14614
(716) 262-8710 or 262-8711

Lourdes Odell
Elizabeth Osta
John Schiess
Kimberly Ganley

Rockland BOCES SETRC

131 Midlands Avenue North
Nyack, NY 10960
(914) 348-3616

Barbara Fuchs

St. Lawrence-Lewis BOCES SETRC

Learning Resource Center
7229 State Highway 56
Norwood, NY 13668
(315) 353-6175

Gerry Swalnick

Schuyler-Chemung-Tioga BOCES SETRC

Instructional Support Center
459 Philo Road
Elmira, NY 14903
(607) 739-3581 Ext. 455

Jean Papandrea
Nancy Roth

Steuben-Allegany BOCES SETRC
6666 Babcock Hollow Road
Bath, NY 14810
(607) 324-7058
John Burdick
Cindy Hamilton
Hildreth Rose
David Brewer

Eastern Suffolk BOCES SETRC
School Services Center
Winganhauppauge Road
Islip, NY 11751
(516) 277-7403
Rose Reilley

Sullivan BOCES SETRC
85 Ferndale Loomis Road
Liberty, NY 12754
(914) 292-0082
Bradford Paddock
Irene Calabrese

Syracuse City SETRC
Teacher Center
501 Park Street
Syracuse, NY 13203
(315) 435-4685
Barbara Bauersfeld
Chris Johns Kirby
Vince Sgambati
David Zawadski

Tompkins-Seneca-Tioga BOCES SETRC
555 South Warren Road
Ithaca, NY 14850
(607) 257-1551 Ext. 276
Trisha Flaccus

Ulster BOCES SETRC
175 Route 32 North
New Paltz, NY 12561
(914) 255-1400
Myrna Calabrese

Washington-Saratoga-Warren-Hamilton-
Essex BOCES SETRC
School #4
112 Spring Street
Saratoga Springs, NY 12866
(518) 581-3730
Dorothea Meldrum

Westchester 2 BOCES SETRC
Instructional Services Department
2 Westchester Plaza
Elmsford, NY 10523
(914) 345-8500
Roger Berman
Denise Jaffe
Martha Rabson
Alison Telsey

Yonkers City SETRC
Administrative Annex
John Burroughs Junior High School
150 Rockland Avenue - Rm. 4031
Yonkers, NY 10710
(914) 376-8208 Ext. 272
Samuel Brown

