

## Preface

Before there was federal education law making it mandatory that *all children are educated in the public schools*, Dr Hollis Fait authored this textbook. That was before 1975 when children with disabilities were housed in state institutions or educated in schools for the blind, the deaf or for the orthopedically impaired. Dr Fait wanted these children to move and be happy and to have competent teachers. His textbook eventually served many more children with the passage of federal educational law the Education of All Handicapped Children Act. In those early days, the federal government was just setting up training grants to educate teachers for special education. Creativity was abundant as physical education teachers taught children with disabilities for the first time. Listening to these early physical education teachers, they share the excitement and the fun they had teaching these children. This effort is much larger now and special physical education has many more resources for teaching. In due time, teachers entered those gymnasiums with more knowledge and skill. After decades, more training programs in higher education were well established and research publications were feeding the *research to practice* mantra of the federal government. Unfortunately some schools do not have physical education. Yet, it is the enormous hope that this is only a passing phase of budget constraint and we will see a surge whereby children are physically active each of the days at school under the direction of a well-trained educator.

The newest edition of *Special Physical Education* includes a separate chapter on Autism Spectrum Disorder (ASD) and the use of the term Intellectual Disability has replaced Mental Retardation to align with the federal language signed into law by President Obama as Rosa's Law. The Nutrition Movement and Obesity is updated with the latest research applied to what the physical educator needs to know to work in physical activity with children under and over-weight. Written in collaboration with a registered dietitian and licensed nutritionist, Dr Holly Willis, it provides expert documentation on nutritional status related to development of children as well as selected disabilities. We believe this is a strong resource for the physical educator in both creating a responsible IEP and a sensitive physical activity experience for the student.

The age of the Internet has brought many resources to the physical educator and we have incorporated an update of those resources into this text. Special physical education is a complex academic area and can only be served by accessing the essential printed texts that lineup material of the sub-specialties of disability and the dynamic movement resources seen on the Internet. Games and activities are described in the text and references continually made to other prominent resources written by the specialists in our field. We have also cross-referenced our colleagues whose own textbooks exist with a unique emphasis to be shared.

The former Evaluation Chapter has been expanded with the title Assessment and Evaluation to line up with the expertise our measurement and assessment colleagues. Assessment is the collection of the data on performance and evaluation is our professional judgment about that data and that student. We continue to focus on an ecological approach to assessment promoted by Dr Allen Burton that acknowledges the contribution of the unique individual, the task and the environment in observing a movement performance. We continue to using Burton's categories of assessment tools. Regarding functional assessments, we include the scientific work resulting in the development of resources for those assessments.

New to this textbook are case studies. Chapters addressing specific disability areas all end with case studies setting up situations whereby the chapter's information can be applied. In special physical education, there isn't necessarily only one way to work with the children in physical activity. These case studies are designed to bring up the many potent points to be considered when designing and implementing a special physical education program.

DSM – 5 was published in May 2013 and our disorders of mental health have all been updated from that resource. There is controversial news in the revision resulting in the DSM - 5 manual and we remind our audience just where there is conflict with the federal education law IDEA 2004.

These are difficult times for our nation's schools and the promotion of physical education. Yet we do survive and we continue to conduct important research and produce publications aimed at a research to practice emphasis for service. We have a profession devoted to physical health and well-being as children grow and mature from infancy to secondary education. Let us remember what was stated over many revisions of this textbook “...*it is a desire to be of service to those who frequently are in the greatest need of the skills and talents we offer.*” Dr Fait saw these children as needing us. We offer this newest edition of his initial textbook in that spirit of being of service.