**AER Division 19 Newsletter**

**Summer 2025**

**“Keep showing up.”**

– Des Linden

**Hello, Division 19!**

Welcome to the Summer edition of the Physical Activity and Recreation Division’s newsletter. It’s been a busy summer for many of us…division leaders and members presented at the International Symposium on Adapted Physical Activity in Ireland, as well as the National Consortium for Physical Education for Individuals with Disabilities (NCPEID) Conference. For those who couldn’t attend, we share links to the abstracts below.

Closer to home, division members are volunteering their time with the many summer camps hosting students. These camps are always an excellent way for young athletes to improve their physical activity and recreation skills, try new activities, and meet others with blindness or low vision. While most camps have wrapped up for Summer 2025, there’s always a need for coaches and volunteers–we’ll continue sharing opportunities in upcoming newsletters.

As always, we always welcome suggestions for improving the division. Please email us with your interest in becoming more involved, thoughts, comments, and questions at aerbviphysicalactivity@gmail.com.

Cheers,

Katie Ericson, Ph.D., TVI/COMS

Secretary

**Division Business**

As a reminder, board meeting minutes can be found on the [division website](https://www.aerbvi.org/division_physicalactivity).

**Questions & Suggestions**

As a member of D-19, you are welcome to reach out to the board with concerns, questions, and suggestions: Past Chair, Adam Pennell; Chair, Erin Weaver; Chair-Elect, M. Ally Keene; Treasurer, Lauren Lieberman; Secretary, Katie Ericson.

To help grow D-19 membership, please remember to promote AER and D-19 during your presentations and trainings.

**Online Seminars**

Division 19 would like to host your APE-related online seminar/webinar. Please send your presentation suggestion/submission to Erin.

**Conferences and Meetings**

**State/Regional AER Meetings**

**Dates Vary**

Many state and regional AER chapters are holding meetings in the coming months. This is a great opportunity to meet others in your area and share your knowledge. See [AER’s website](https://www.aerbvi.org/division_physicalactivity) for dates and more information.

It’s never too early to start planning for conference travel:

* The next AER Biennial Conference will be held in Louisville, KY, USA from 29 July to 2 August 2026 at the Marriott Louisville Downtown. More information can be found (as it becomes available) at the [conference website](https://www.aerbvi.org/aer-biennial-conference).
* The next North American Federation of Adapted Physical Activity (NAFAPA) [Conference](https://www.nafapa.org/conference) will be held in Hawaii in August 2026.
* The 2027 International Symposium of Adapted Physical Activity (ISAPA) will be held in Amman, Jordan from 21-25 June, 2027. More details to follow.

**Sports and Camps**

**The camps listed below offer opportunities for children and youth with visual impairments.**

* [Camp Abilities New Jersey](https://sites.google.com/rowan.edu/campabilitiesnj-rowan) at Rowan University’s 2025 Fall Camp will be held on November 7 from 9am to 3:45pm.
* [Camp Abilities Brazil](https://campabilitiesworld.com/camps/) will be held in October 2025.

**Other Opportunities**

The Irish Rugby Football Union (IRFU) and Vision Sports Ireland invite volunteers to take in a new audio description program to improve accessibility for visually impaired rugby fans. If you’re an Irish fan who’s interested in providing live audio description and commentary at matches, full training will be held on Saturday, 13th September at 11am in Dublin (venue to be announced). If you’re interested but unavailable on this date, please register your interest, as additional dates may be arranged. Those interested can complete the sign-up form on the [IRFU website](https://www.irishrugby.ie/2025/07/21/irfu-launches-recruitment-drive-for-audio-description-volunteers/), and if you have further questions, please reach out to IRFU’s Disability and Inclusion Officer, David McKay, at david.mckay@irfu.ie.

**Educational Aids for Sports**

**Tactile Graphics for Sports**

APH offers free templates for good tactile designs to help facilitate communication between those involved with the design and execution of tactile graphics. The [Tactile Graphic Image Library](https://imagelibrary.aph.org/portals/aphb/#login)’s categories are divided into core and expanded core curriculum areas. Download Options are Original (PDF), Thumbnail, and Preview (opens in browser to view, JPG). If you don't see what you are looking for, please send an email at tgfeedback@aph.org.

**Publications**

**Books**

The 2nd edition of Physical Education & Sport for Individuals with Visual Impairment or Deafblindness: Foundations of Instruction was published this May through APH Press! It’s available in print and digitally on quota funds [online](https://www.aph.org/product/physical-education-and-sports-for-people-with-visual-impairments-and-deafblindness-foundations-of-instruction-3/).

**Articles & Chapters**

Alves, M. L. T., Grenier, M., & Giese, M. (2025) Inequality as natural phenomenon: A critical reflection on physical education for disabled students through the lens of ableism. *Adapted Physical Activity Quarterly* (published online ahead of print 2025).

Beach, P., Sniatecki, J., & Brian, A. (2024). Content and face validity of quality-of-life instruments for youth with visual impairments. *British Journal of Visual Impairment, 43*(2), 465-474. <https://doi.org/10.1177/02646196241239176>

Bednarczuk, G., Bandura, W., Rutkowska, I., & Starczewski, M. (2025). Balance level and fundamental motor skills of youth with visual impairments: Pilot study. *Journal of Clinical Medicine, 14*(10), 3483. <https://doi.org/10.3390/jcm14103483>

Choi, S., Chen, J., Sebastiao, E., Aguinaga, S., & Haegele, J.A. (2025). Co-designing a home-based exercise program with and for people with visual impairments: A needs assessment. *Adapted Physical Activity Quarterly*, 42(2), 173-192. <https://doi.org/10.1123/apaq.2024-0045>

Darko, R. A. (2025). Exclusion in inclusion? Barriers to students with visual impairment in practical physical education lessons in Ghana: A case study. *European Journal of Physical Education and Sport Science, 12*(8), 12-24. <https://doi.org/10.46827/ejpe.v12i8.6126>

Ebrahimi, E., Sheikhhoseini, R., Mohammadi, F., & Piri, H. (2025). Better gait kinematics and balance, worsen body posture: Comparing goalball athletes with non-athletes with visual impairments. *British Journal of Visual Impairment, 0*(0). <https://doi.org/10.1177/02646196251322125>

Esatbeyoglu, F., Ekinci, Y.E., Kose, M.G., Hazir, T., Kin-Isler, A., & Haegele, J.A. (2025). Longitudinal changes in body composition, physiological characteristics, and motor performance of Paralympic goalball athletes. *British Journal of Visual Impairment, 43*(2), 553-564. <https://doi.org/10.1177/02646196241226835>

Giese, M., & Grenier, M. (2025). “...it’s so funny to just throw off the blind girl”: Subjective experiences of barriers in physical education with visually impaired students–an emancipatory bad practice approach. *Frontiers in Sport and Active Living, 0*(0). <https://doi.org/10.3389/fspor.2025.1515458>

Haegele, J. A., Martinez Rivera, S., Nowland, L. A., Ball, L. E., Keene, M. A., & Zhu, X. (2025). ‘I have positive relationships, but not because of PE’: feelings of acceptance among visually impaired students in physical education. *Curriculum Studies in Health and Physical Education*, 1-19.

Haegele, J. A., & Yun, J. (2025). Adapted physical activity in the United States: Considerations for the (near) future. *Adapted Physical Activity Quarterly* (published online ahead of print). <https://doi.org/apaq.2025-0044>

Kons, R. L., Apollaro, G., da Silva Dantas, J. G. A., Carvalho, R., Franchini, E., & Detanico, D. (2025). Age-related peak performance in judo athletes with visual impairments: A retrospective analysis of the Paralympic Games. *High Ability Studies*, 1–12. <https://doi.org/10.1080/13598139.2025.2503755>

Laxdal, A., Stenqvist, T. B., & Aasland, E. (2025). ‘She was a rare diamond’: Teachers’ experiences of teaching a visually impaired student in a friluftsliv programme. *Sport, Education and Society 0*(0), <https://doi.org/10.1080/13573322.2025.2488367>

Lee, J., Kim, J., & Kim, J. (2025). Physical activity and disability acceptance considering the duration and etiology of disability in people with visual impairment: A longitudinal study. *Journal of Physical Activity and Health*, online first. <https://doi.org/10.1123/jpah.2025-0011>

Martinez-Rivera, S., Arroyo-Rojas, F., Rivera-Sanchez, L. Y., & Haegele, J. A. (2025). ‘They are not cars, they are humans’: Puerto Rican PE teachers’ experiences teaching disabled students. *Sport, Education, and Society*, 1-15. <https://doi.org/10.1080/13573322.2025.2500615>

Sträter, H., Heidrich, F., Steineck, I., Lobert, A. K., & Pfitzner, M. (2025). Dealing with diversity—blind and visually impaired ski guiding in physical education teacher education. *Frontiers in Sports and Active Living*, 7, 1581913

Stribing, A., Gilbert, E. N., Lieberman, L., & Brian, A. (2024). Do parent beliefs and support predict the motor competence of youth with visual impairments? *Journal of Motor Learning and Development, 12*(2), 269-286.

Thompson, A.C., Miller, M.E., Webb, C. et al. (2025). Visual impairment predicts greater declines in physical performance over time: the Health, Aging and Body Composition Study. *BMC Geriatriatrics*, 25(176). [https://doi.org/10.1186/s12877-025-05747-6](https://doi.org/10.1186/s12877-025-05747-6%20)

Zarei, H., Norasteh, A. A., Lieberman, L. J., & Brian, A. (2025). Proprioception and Lower Limb Strength in Children With and Without Hearing or Visual Impairments. *Journal of Visual Impairment & Blindness, 0*(0). <https://doi.org/10.1177/0145482X251319791>

Zarei, H., Norasteh, A. A., Lieberman, L. J., Ertel, M. W., Brian, A. (2025) The efficiency of sensory systems in postural control of children with and without hearing or visual impairments. <https://doi.org/10.1371/journal.pone.0321065>

**Miscellanea**

**NWABA Resource Library**

We’re excited to reintroduce our video resource library with a fresh new look as **Blind Athletes Academy**, brought to you by the **Northwest Association for Blind Athletes (NWABA)**! This YouTube channel offers a growing collection of **over 70 instructional videos** that break down individual skills, providing valuable resources for teachers looking to make physical education and sports instruction accessible for blind and low vision students. You’ll find videos covering a wide range of topics, including **racket sports skills, locomotor skills, object control skills,** and [**perspectives on blindness etiquette**](https://www.youtube.com/watch?v=OLO5H3lcnJA&t=15s). Each video is paired with comprehensive manuals and tactile diagrams to support inclusive teaching. Be sure to check back often for new videos and innovative teaching tools! Explore the channel here: [Blind Athletes Academy](https://www.youtube.com/%40blindathletesacademy).

**APH Resources**

The American Printing House for the Blind (APH) offers a variety of resources for educators. This month, they shared an article on [accessible gardening](https://aphconnectcenter.org/visionaware/recreation-and-leisure/gardening-and-yard-work/).

**Old Dominion University Resources and Recommendations for PE Teachers of Blind Students**

The information on the [website](https://www.odu.edu/movement-health-disability/resources-and-recommendations-for-pe-teachers) is the result of a collaborative effort between blind individuals with first-hand experience of K-12 physical education (Nina Marranca, Julia LaGrand, and Andrew Mead-Colegrove) and a researcher and former Physical Education teacher (M. Ally Keene). Together, they co-developed resources and recommendations aimed at helping physical education teachers enhance physical education for blind students.

**ICEVI Call for Articles**

The International Council for Education of People with Visual Impairment (ICEVI) invites submissions for the January 2026 issue of “The Educator.” The theme is Physical Activity (including O&M, sports, recreation, etc.). **Submissions are due by December 31, 2025**, to The Editor via email at Publications@icevi.org.

The Educator is published biannually to promote “connection” within the global disability community, including knowledge and resource connections, as well as personal interest and case study reports.

The Publications Committee welcomes articles, reports, reviews, disability-inclusive education programs and models, and position papers of interest to ICEVI members and partners; parents and caregivers; leaders and administrators; practitioners in education, health, and rehabilitation sectors; researchers and higher education students; and VI technology manufacturers.

**Submission Guidelines:**

* Language: English.
* Format: MS Word, Calibri 12-point font, double line spacing, left-aligned paragraphs, numbered figures and tables.
* Avoid complex jargon.
* Scholarly manuscripts: 5000 words or less, with compliance to ethics requirements for original research.
* Reports, reviews, programs, and position papers: 600 words or less.
* Media: Photos and videos are most welcome. Please obtain permission from the person(s) being photographed or filmed, and provide a description or caption.

**ISAPA Abstracts**

For those who couldn’t attend the International Symposium of Adapted Physical Activity and concurrent International Symposium on Physical Activity and Visual Impairment and Deafblindness, presentation abstracts are available [online](https://sword.cit.ie/isapa/2025/).

Some presentations of note:

Beach, P., Peltz, J., Pontello, M., Brian, A., Decker, S., Lieberman, L., Taliaferro, A., & Pennell, A. *Sleep and physical activity in youth with visual impairments*.

Brian, A., Taliaferro, A., Beach, P., Lytle, B., Pennell, A., Lieberman, L., & Einarsson, I. *The health-related quality of life and putative factors of Icelandic and American youth with multiple disabilities including visual impairments*.

Caron, V., Lieberman, L., & Brian, A. *Development of fundamental motor skills of children with visual impairment in Switzerland: One step at a time*.

Creveling, K. E., Haegele, J., & Zhu, X. *Exploring leisure activity interest, participation, and satisfaction in visually impaired adults*.

Fesemyer, J., Haegele, J., & Wilson, W. *Defining ‘inclusion’: Scholars’ use and operationalization in major physical education journals*.

Kirk, T. N. *Accessing physical activity: Perspectives of blind and visually impaired emerging adults*.

Lieberman, L., Childs, R., Brian, A., & Beach, P. *The impact of a self-advocacy physical activity training program in children with visual impairment*.

**NCPEID Abstracts**

Brian, A., Altintas, O., Africa, E., Beach, P., Britton, U., Caron, V., Castiglioni, G., de Wet, C., Gilbert, E., Karim, R., Klavina, A., Lieberman, L., Miedema, S., Pennell, A., Qasim, S., STribing, A., Taliaferro, A., & Vermaak, C. (2025, July). *A multi-country exploration of the perceived and actual motor skill levels of children with visual impairments.* Presented at the National Consortium for the Physical Education for Individuals with Disabilities, Crystal City, VA.

Pennell, A., Stribing, A., Bostick, L., Beach, P., Taliaferro, A., & Brian, A. (2025, July). *Preliminary measurement properties of International Fitness Scale scores from younger individuals with visual impairments.* Presented at the National Consortium for the Physical Education for Individuals with Disabilities, Crystal City, VA.

**Accepting Fall 2025 AER D-19 Newsletter Submissions**

Send your news, stories, events, bragging rights, recruitment efforts, and suggestions. The deadline is **August 31, 2025**.