

Vitae

Martin E. Block

Personal Data

Name: Martin E. Block, Ph.D., CAPE
Department: Kinesiology
Rank: Professor (as of fall 2007)

Academic Background

B.A. Guilford College, Greensboro, NC (Physical Education) 1980
M.A. The Ohio State University, Columbus, OH (Adapted Physical Education) 1981
Ph.D. University of Maryland, College Park, MD (Kinesiology-Motor Development) 1990

Ranks Held at the University of Virginia

2007-present *Professor, Director Master's Program in Adapted Physical Education*
Department of Kinesiology Program, Curry School of Education
University of Virginia, Charlottesville, VA.

1997-2007 *Associate Professor; Director Master's Program in Adapted Physical Education*
Kinesiology Program, Department of Human Services, Curry School of Education
University of Virginia, Charlottesville, VA.

1992-1997 *Assistant Professor; Director Master's Program in Adapted Physical Education*
Kinesiology Program, Department of Human Services, Curry School of Education
University of Virginia, Charlottesville, VA.

Other Professional Work Experience

1990-1992 *Assistant Professor and Director of Adapted Physical Education,*
Department of Physical Education,
Northern Illinois University, DeKalb, IL.

1987-1999 *Director of Motor Activities Training Program, Special Olympics International,*
2003-2006 Washington, D.C.

1986-1990 *Graduate Teaching Assistant/Assistant Instructor, Dept. of Kinesiology, University of*
Maryland, College Park.

1987-1989 *Adapted Physical Education Specialist, Ivymount School, Rockville, MD. (Students*
2 to 15 years of age with learning and emotional disabilities).

1981-1986 *Adapted Physical Education Specialist, New Dominion School, Manassas, VA.*
(Students 2 to 21 years of age with moderate to severe, multiple disabilities).

Teaching

Fall

- KINE 5240: APE for Individuals with Developmental Disabilities (every year since 1993)
KINE 5270: Physical Education for Children with Autism (new online class as of 2015)
KINE 5280: Seminar in APE (every year since 1993)
KINE 8980: Practicum in Adapted Physical Education (APE) (every year since 1993)

Spring

- KINE 2200: Motor Development (every year since 1993)
KINE 8980: Practicum in APE (every year since 1993)
KINE 5250: PE for Children with Severe Disabilities (every year since 2002)

Summer

- KINE 5230: Sports, Recreation, and Camping for Individuals with Disabilities (since 2007)

Refereed Journal Articles (over 100 articles since 1987)

Wang, Y., & Block, M.E. (paper submitted for publication). Study of pre-physical educators' self-efficacy when including students with disabilities in general physical education in China (FCSS-2019-0165). *Sport in Society*.

Nichols, C., & Block, M.E. (paper submitted for publication). Recommendations for graduate program certification in adapted physical education in the United States. *International Journal of Kinesiology in Higher Education*.

Colombo-Dougovito, A., Block, M.E., Zhang, X., & Strehli, I. (paper submitted for publication). Modifications to standardized assessments commonly used with children with autism spectrum. *Adapted Physical Activity Quarterly*.

Block, M.E., Nichols, C., & Bishop, J. (paper submitted for publication). An affinity-based approach to physical activity in children with ASD. *Journal of Physical Education, Recreation and Dance (JOPERD)*.

Kwon, E., & Block, M.E. (paper submitted for publication). Adapted physical education: Perspective of Asian parents. *Asia-Pacific Journal of Health, Sport and Physical Education*.

Houston, J., Hodges, M., van der Mars, H., Kulinna, P., & Block, M. (Paper submitted for publication). Planning and decision-making of national board certified and non-board certified physical education teachers. *Journal of Teaching Physical Education*.

Colombo-Dougovito, A., Kelly, L.E., & Block, M.E. (in press). The effect of task modifications on the gross motor performance of boys on the autism spectrum: A pilot study. *Journal of Developmental and Physical Disabilities*.

Columbo-Dougovito, A., MacDonald, M., & Block, M.E. (in press). Including children on the autism spectrum in adapted physical activity research: Strategies to navigate the grey area of informed consent. *International Journal of Kinesiology in Higher Education*.

Dattilo, J., Siperstein, G.N., McDowell, E.D., Schleien, S.J., Whitaker, E.B., Block, M.E., Spolidoro, M., Bari, J., & Hall, A. (In press). Perceptions of Programming Needs for Inclusive Leisure Services. *Journal of Parks and Recreation Administration*.

McKay, C., Block, M.E., & Park, J. (in press). Exploring the variables that are associated with student attitudes toward inclusion in physical education after taking part in the Paralympic School Day program. *International Journal of Inclusive Education*.

McKay, K., Haegele, J., & Block, M.E. (in press). Lessons learned from Paralympic School Day: Reflections from the students. *European Physical Education Review*.

Yang, H.-W., Ostrosky, M. M., Favazza, P. C., Stalega, M. & Block, M. (in press). Embedding motor activities into inclusive preschools. *Young Exceptional Children*.

Houston, J., Kulinna, P., van der Mars, H., P. H., Block, M., Cocchiarella, M., & Lorenz, K.A. (in press). Effectiveness of national board certified teachers and non-national board certified teachers in physical education? *The Physical Educator*.

Selickaitė, D., Pukenas, K., Reklaitienė, D., Hutzler, S., & Block, M.E. (May 29, 2019). Validity of the self-efficacy instrument for physical education teachers towards inclusion in Lithuania. *Physical Education and Sport Pedagogy*. 9(2). <https://doi.org/10.1177/2158244019852473>

Healy, S., Block, M.E., & Kelly, L.E. (2019). The impact of online professional development on physical educators' knowledge and implementation of peer tutoring. *International Journal of Disability, Development and Education*. Published online April 18, 2019. <https://doi.org/10.1080/1034912X.2019.1599099>

Wilhelmsen, T., Sørensen, M., Seippel, O.N., & Block, M.E. (2019). Parental satisfaction with inclusion in physical education. *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2019.1597930.

Nichols, C., Block, M.E., Bishop, J.C., & McIntire, B. (2019). Physical activity for young adults with ASD: Barriers and solutions for caregivers. *Palaestra*, 33(1), 52-57.

Siperstein, G.N., McDowell, E.D., Schleien, S.J., Dattilo, J., Block, M.E., Spolidoro, M. Bari, J. Hall, A. Bari, J., and Aron Hall (2019). Best practices in inclusive camping: A roundtable discussion on programming *Camping Magazine*, 92(2), 52-59.

Colombo-Dougovito, A. & Block, M.E. (2019). Fundamental motor skill interventions for children and adolescents with autism spectrum disorder: A literature review. *Review Journal of Autism and Developmental Disorders*, 6(2), 159-171.

Nichols, C., Block, M. E., Bishop, J. C., & McIntire, B. (2018). Physical activity in young adults with autism spectrum disorder: Parental perceptions of barriers and facilitators. *Autism*. <https://doi.org/10.1177/1362361318810221>.

Selickaitė, D., Hutzler, Y., Pukenas, K., Block, M.E., & Reklaitienė, D. (2018). Physical educators' self-efficacy toward including students with autism spectrum disorder: Lithuanian perspective. *Baltic Journal of Sport & Health Sciences*, 3(110), 38–49.

Nichols, C., Block, M.E., & Wilson, W. (November, 2018). Analysis of graduate programs in adapted physical education in the United States. *International Journal of Kinesiology in Higher Education (published online)*, 1-10.

Bishop, J., Nichols, C., McIntire, B., & Block, M.E. (2018). Using the ICF model to increase physical activity of young adults with ASD residing in group homes. *Palaestra*, 32(4), 47-55.

Li, C., Wang, L., Block, M.E., Sum, R.K.W., Wu, Y. (2018). Validation of the Physical Educators' Self-Efficacy Toward Including Students with Disabilities-Autism for Chinese pre-service physical education teachers. *Adapted Physical Activity Quarterly*, 35, 159-174.

McKay, C., Park, J. & Block, M.E. (2018). Fidelity criteria development: Aligning Paralympic School Day with contact theory. *Adapted Physical Activity Quarterly*, 35, 233-242.

Healy, S., Judge, J., Colombo-Dougovito, A., Kwon, E., & Strehli, I. & Block, M.E., (2018). A practical guide to the development of an online course in adapted physical education. *Palaestra*, 32(1), 32-38.

Koh, Y., & Block, M.E. (2017). A Strategy to improve pre-service teacher's self-efficacy toward inclusive physical education. *International Journal of Inclusive Education. International Journal of Inclusive Education* 22(2), 1-17.

Kwon, E., & Block, M.E. (2017). Implementing the adapted physical education E-learning program into physical education teacher education program. *Research in Developmental Disabilities*. 69, 18–29.

Cyran, Monika, Kudláček, M., Block, M., Malinowska- Lipien, I. & Zyznawska, J. (2017). Attitudes of teachers towards inclusion of students with disabilities in physical education – the validity of the ATIPDPE-R instrument in Polish cultural context. *Acta Gymnica (Czech Republic)*, 47(4),171-179.

Block, M.E., Healy, S., Kwon, E., Ruin, S., & Volkmann, V. (2017). Können Haltungen und Verhalten verändert werden? Der (internationale) Diskurs um Adapted Physical Education in der Sportlehrerbildung. *Sonderpädagogische Förderung heute* 62(3), 255-265.

Block, M.E., Giese, M., & Ruin, S. (2017). Inklusiver Sportunterricht – eine internationale Standortbestimmung (Inclusive Physical Education – an International Localization). *Sonderpädagogische Förderung heute* 62(3), 233-243.

Block, M.E., Kwon, E., & Healy, S. (2016). Preparing Future Physical Educators for Inclusion: Changing the Physical Education Teacher Training Program. *Revista da Sobama, Marília (Journal of the Brazilian Association of Adapted Physical Activity)*, 17(1), 9-12.

Cordente-Mesas, D., González-Villora, S., Block, M.E., & Contreras-Jordán, O.R. (2016). Structure, validity and reliability of the Children's Attitudes Towards Integrated Physical Education-Spanish version (CAIPE-SP). *European Journal of Adapted Physical Activity*, 9, 3-12.

Wilson, W.J., Beamer, J. & Block, M.E. (2016). Adapted physical education in self-contained settings: Planning for successful instruction, *Strategies*, 29(5), 22-30.

Aleksandrovic, M., Jorgic, B., Block, M.E., Jovanovic, L. (2016). The effects of aquatic activities on physical fitness and aquatic skills in children with autism spectrum disorders: A systematic review. *FACTA UNIVERSITATIS: Physical Education and Sport*, 13(3), 351-362.

Colombo-Dougovito, A., & Block, M.E. (2016). Making task constraints work for you: *Journal of Physical Education, Recreation and Dance*, 87(1), 32-37.

Healy, S., Judge, J., Block, M.E., & Kwon, E. (2016). Preparing adapted physical educators to teach students with autism: current practices and future directions, *The Physical Educator*, 73(1), 97-109.

McKay, C., Block, M.E., & Park, J.Y. (2015). The impact of Paralympic School Day on student attitudes toward inclusion in physical education. *Adapted Physical Activity Quarterly*. 32, 331-348.

Campos, M. J., Ferreira, J. P., Block, M.E. (2015). Exploring Portuguese teacher's voices about inclusion in physical education: A qualitative analysis. *Innovative Teaching*, 4, 1-9.

Jovanović, L., Kudláček, M., Block, M.E., & Djordjević, I. (2015). Self-efficacy of pre-service physical

education teachers Towards teaching students with disabilities in general physical education classes in Serbia. *European Journal of Adapted Physical Activity*, 7(2), 32-46.

Healy, S., Judge, J., & Block, M.E. (2014). APE Teacher Perceptions on Advantages and Disadvantages of Online Teacher Development. *Palaestra*, 28(4), 14-16.

Campos, M. J., Ferreira, J. P, Block, M.E. (2014). Analyzing the structure, validity and reliability of the Physical Educators' Attitude toward Teaching Individuals with Disabilities III – PEATID III. *Annals of Research in Sport and Physical Activity*, 5, 101-114.

Campos, M. J., Ferreira, J. P., Block, M.E. (2014). Influence of an awareness program on Portuguese middle and high school students' perceptions toward peers with disabilities. *Psychological Reports*, 115(3), 1-16.

Papaioannou, C., Evaggelinou, C., & Block, M.E. (2014). The effect of a disability camp program on attitudes towards the inclusion of children with disabilities in a summer sport and leisure activity camp. *International Journal of Special Education*. 29(1), 1-9.

Park, S., Block, M.E., & Koh, Y. (2014). Analysis of the relative importance and priority in the contributing factors for successful inclusive physical education. *Palaestra*, 28(1), 42-49.

Papaioannou, C., Evaggelinou, C., & Block, M.E. (2013). Attitudes toward inclusion of children with disabilities: Effect of a disability awareness program in a summer camp. *European Journal of Adapted Physical Activity*. 6(2), 19-28.

Campos, M. J., Ferreira, J. P, Block, M.E. (2013). An analysis into the structure, validity and reliability of the Children's Attitudes towards Integrated Physical Education-revised (CAIPE-R). *European Journal of Adapted Physical Activity*, 6(2), 29-37.

Block, M.E., Hutzler, S., Barak, S., & Klavina, A. (2013). Creation and validation of the situational specific self-efficacy survey (SSSE). *Adapted Physical Activity Quarterly*, 29, 184-205.

Block, M.E., Taliaferro, A., & Moran, T.E. (2013). Physical activity and youth with disabilities: Benefits, barriers and supports. *The Prevention Researcher*, 20(2), 18-20.

Klavina, A., & Block, M.E. (2013). Training peer tutors to support children with severe, multiple disabilities in general physical education. *Palaestra*, 27(2), 28-34.

Block, M.E. (2013). Inclusion: What is needed to make it work for all children with disabilities? *Hacetepe Journal of Sport Sciences, Special Issue of Invited Speakers – 19th International Symposium of Adapted Physical Activity*, 24 (2), 6-12.

Kwon, E., & Block, M.E. (2013). Athletes with Intellectual Disabilities and the Paralympics. *Palaestra*, 26(3), 25-27.

Bishop, J.C, & Block, M.E. (2012). Positive illusionary bias in children with ADHD: Implications for physical education. *JOPERD*, 83(9), 43-4

Chenevert, M., Pierce, T., & Block, M.E. (2012). One shining moment for one special class: Special Olympics challenge day. *Palaestra*, 26(2), 19-24.

Obrusnikova, I, Dillon, S. R., Block, M. E., & Davis, T. (2012). Validation of the children's intentions to play with peers with disabilities in middle school physical education scale. *Journal of Developmental and Physical Disabilities*, 24(1). 35-51. DOI: 10.1007/s10882-011-9253-1.

Obrusnikova, I., Dillon, S. R., & Block, M. E. (2011). Middle school student intentions to play with peers with disabilities in physical education: Development and Initial Validation. *Journal of Developmental and Physical Disabilities*, 23, 113-127. DOI 10.1007/s10882-010-9210-4.

Jeong, M., & Block, M.E. (2011). Physical education teachers' beliefs and intentions towards teaching students with disabilities. *Research Quarterly for Exercise and Sport*. 82, 1-8.

Presse', C., Block, M.E., Harvey, W., Horton, M. (2011). Adapting the sports education model for children with disabilities. *Journal of Physical Education, Recreation, and Dance*, 82(3), 32-39.

Block, M.E., Taliaferro, A., Campbell, A., Harris, N.P., & Tipton, J. (2011). Teaching the self-contained adapted physical education class. *Journal of Physical Education, Recreation, and Dance*, 82(4), 47-52.

Thompson, V., & Block, M.E. (2010). Rett's syndrome and physical education. *Palaestra*. 25(2),

Obrusnikova, I., Block, M.E., & Dillon, S. (2010). Children's beliefs toward cooperative playing with peers with disabilities in physical education. *Adapted Physical Activity Quarterly*, 27, 127-142.

Block, M.E., Taliaferro, A., Harris, N.P., & Krause, J. (2010). Physical educators and children with disabilities: using self-efficacy theory, confidence, and improved outcomes. *Journal of Physical Education, Recreation, and Dance (JOPERD)*, 81(3), 43-46.

Moran, T., & Block, M.E. (2009). Barriers to inclusion of children with disabilities in community sports programs. *TEACHING Exceptional Child – Plus*, 6(3), 1-13

Lucas, M.D., & Block, M.E. (2008). What adapted physical education teachers should know about Islam. *Palaestra*, 24(2), 28-33.

Klavina, A., & Block, M.E. (2008). The effects of peer tutoring on interaction behaviors in inclusive physical education. *Adapted Physical Activity Quarterly*, 25, 132-158.

Klavina, A., Block, M.E., & Larins, V. (2007). Assessment of physical education teachers' attitudes towards adapted physical education in Latvia. *Palaestra*.23(3), 26-31.

Block, M.E., Klavina, A., & Flint, W. (2007). Including students with severe, multiple disabilities in general physical education. *Journal of Physical Education, Recreation, and Dance*, 78(3), 29-32.

Block, M.E., & Obrusnikova, I. (2007). A research review on inclusion of students with disabilities in general physical education. *Adapted Physical Activity Quarterly*, 24, 103-124.

Block, M.E., Lauer-Hornbaker, J., & Klavina, A. (2006). Functional assessment of children with severe, multiple disabilities. *Palaestra*.22(4), 25-31.

Block, M.E., Block, V.E., & Halliday, P. (2006). What is autism? *Teaching Elementary Physical Education*, 17(6),

Groft, M., & Block, M.E. (2006). General teaching strategies when working with students with autism in physical education. *Teaching Elementary Physical Education*.17(6),

Jones, K., & Block, M.E. (2006). The successful inclusion of a middle school child with autism in general physical education. *Strategies*, 19(4), 13-16.

- MacDonald, C., & Block, M.E. (2005) Self-advocacy for students with physical disabilities in general physical education. *Journal of Physical Education, Recreation, and Dance*, 76(4), 45-48.
- Stewart, A., Elliot, S., Boyce, B.A., & Block, M.E. (2005). Effective teaching practices during physical fitness testing. *Journal of Physical Education, Recreation, and Dance*, 76(1), 21-24.
- Driver, S. Harman, M., & Block, M.E. (2003). Devising a safe and successful physical education program for children with brain injury. *Journal of Physical Education, Recreation, and Dance*, 74(7), 41-48.
- Obrusnikova, I., Block, M.E., and Valkova, H. (2003). Effects of inclusion in general physical education on children without disabilities. *Adapted Physical Activity Quarterly*, 20, 230-245.
- Brodeur, S. F., Block, M.E. (2003). Tips for first year itinerant adapted physical educators. *Palaestra*, 18(4), 32-37.
- Groft, M., & Block, M.E. (2003). Asperger syndrome: Implications for physical education and sport. *Journal of Physical Education, Recreation, and Dance*, 74(3), 31-34.
- Block, M.E. (2002). Adapted physical education and block scheduling in middle school physical education. *Teaching Elementary Physical Education*, 13(3), 29-31.
- Conatser, P., & Block, M.E. (2002). Inclusion and aquatics. *Journal of Physical Education, Recreation, and Dance*, 73(5), 31-34.
- Conatser, P., Block, M.E., & Gansneder, B. (2002). Aquatics instructors beliefs towards inclusion: The theory of planned behavior. *Adapted Physical Activity Quarterly*, 19, 172-187.
- Vogler, E. W., Coleman, M., Howard, B., Kinchin, G., Koranda, P., & Block, M.E. (2001). Including a child with severe cerebral palsy in physical education: A longitudinal case study-year two (2001). *Journal of Sport Pedagogy*, 7 (1), 38-60.
- Block, M.E., Conatser, P., Montgomery, R., Flynn, L., Munson, D., & Dease, R. (2001). Effects of peer tutoring on the motor and affective behaviors of students with severe disabilities. *Palaestra*, 17(4), 34-39.
- Block, M.E. (2001). Planning and documenting consultation in adapted physical education. *Journal of Physical Education, Recreation, and Dance*, 72(8), 49-52.
- Conatser, P.K., & Block, M.E. (2001). Factors that improve aquatics instructors' beliefs towards inclusion. *Therapeutic Recreation Journal*, 35, 170-184.
- Conatser, P.K., Block, M.E., & Lepore, M. (2000). Aquatic instructors' attitudes toward teaching students with disabilities. *Adapted Physical Activity Quarterly*, 17, 173-183.
- Block, M.E., (1999). Part 2: Did we jump on the wrong bandwagon? Making general physical education work. *Palaestra*, 15(4), 34-42.
- Block, M.E., (1999). Part 1: Did we jump on the wrong bandwagon? Problems with inclusion in physical education. *Palaestra*, 15(3), 30-38.
- Block, M.E., & Conatser, P. (1999). Consultation in Adapted Physical Education. *Adapted Physical Activity Quarterly*, 16, 9-26.
- Block, M.E., & Burke, K. (1999). Are your children receiving appropriate physical education? *Teaching*

Exceptional Children, 31(3), 18-23.

Block, M.E., & Brady, W. (1999). Welcoming children with disabilities into regular physical education. *Teaching Elementary Physical Education*, 10(1), 30-32.

Block, M.E. (1998). Don't forget the social part of inclusion. *Strategies*, 12(2), 30-34.

Block, M.E., & Malloy, M. (1998). Attitudes of girls towards including a child with severe disabilities in a regular fast-pitch softball league. *Mental Retardation*, 36, 137-144.

Block, M.E., Lieberman, L., & Conner-Kuntz, F. (1998). Authentic assessment in adapted physical education. *Journal of Physical Education, Recreation, and Dance*, 69(3), 48-57.

Conatser, P.K., & Block, M.E. (1998). Effective communication: An important factor in consulting. *Palaestra*, 14(3), 22-26.

Block, M.E., Zeman, R., & Henning, G. (1997). Pass the ball to Jimmy: A success story in integrated physical education. *Palaestra*, 13(3), 37-42.

Loftus, J., & Block, M.E. (1996). Physical education for children with fetal alcohol syndrome. *The Physical Educator*, 53(3), 147-156.

Block, M.E. (1996). Implications of U.S. Federal law and court cases for physical education placement of students with disabilities. *Adapted Physical Activity Quarterly*, 13, 127-152.

Block, M.E. (1996). Modifying instruction to facilitate the inclusion of students with disabilities in regular physical education. *Strategies*, 9(4), 9-12.

Block, M.E., & Davis, T. (1996). An activity-based approach to physical education for preschool children with disabilities. *Adapted Physical Activity Quarterly*, 13, 230-246.

Block, M.E., & Horton, M.L. (1996). Include safety; do not exclude students with disabilities from regular physical education. *The Physical Educator*, 53, 58-72.

Block, M.E., & Horton, M.H. (1996). Promoting leisure through integrated physical education. *Journal of Leisurability*, 23(3), 15-23.

Block, M.E., & Zeman, R. (1996). Including students with disabilities into regular physical education: Effects on nondisabled children. *Adapted Physical Activity Quarterly*, 13, 38-49.

Block, M.E. (1996). When can I remove a child with disabilities from regular physical education? *Palaestra*, 12(2), 45-50.

Block, M.E. (1995). Using task sheets to facilitate peer tutoring of students with disabilities. *Strategies*, 8(7), 9-11

Block, M.E. (1995). Development and validation of Children's Attitudes towards Integrated Physical Education - Revised (CAIPE-R) Inventory. *Adapted Physical Activity Quarterly*, 12, 60-77.

Block, M.E. (1995). Impact of the Americans with Disabilities Act (ADA) on Youth Sports. *Journal of Physical Education, Recreation, and Dance*, 66(1), 28-32.

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in regular physical education. *Journal of Physical Education, Recreation, and Dance*, 66(3), 47-51.

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Block, M.E., & Rizzo, T.L. (1995). Attitudes and attributes of physical education teachers towards including students with severe and profound disabilities into regular physical education. *Journal of The Association for Persons with Severe Handicaps*, 20, 80-87.

Roswal, G.M., Evans, M.D., Croce, R., Horvat, M.A., Mims, A.A., & Block, M.E. (1995). The effect of a collaborative peer tutor teaching program on the self-concept and school-based attitudes of urban students. *Journal of Educational Research*, 88, 275-280.

Bernabe, E.A., & Block, M.E. (1994). Modifying rules of a regular girls softball league to facilitate the inclusion of a child with severe disabilities. *Journal of The Association for Persons with Severe Handicaps*, 19, 24-31.

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Block, M.E. (1994). Including young children with disabilities in regular preschool movement programs. *Journal of Physical Education, Recreation and Dance*, 65,

Block, M.E., Provis, S., & Nelson, E. (1994). Accommodating students with special needs in regular physical education: Extending traditional skill stations. *Palaestra*, 10(1), 32-38.

Block, M.E., & Vogler, E.W. (1994). Including children with disabilities in regular physical education: The research base. *Journal of Physical Education, Recreation, and Dance*, 65(1), 40-44.

Vogler, E.W., & Block, M.E. (1994). Innovative and adaptive curriculum models for full inclusion. *Teaching Elementary Physical Education*, 5(5), 6-7

Block, M.E. (1993). Can children with mental retardation perceive affordances for action? *Adapted Physical Activity Quarterly*, 10, 137-145.

Block, M.E. (1993). Creating sports opportunities for persons with severe and profound disabilities: Special Olympics Motor Activities Training Program. *Palaestra*, 9(1), 43-49.

Block, M.E. (1992). What is appropriate physical education for students with the most profound disabilities? *Adapted Physical Activity Quarterly*, 9, 197-213.

Block, M.E., & Krebs, P.L. (1992). An alternative to the continuum of the least restrictive environments: A continuum of support to regular physical education. *Adapted Physical Activity Quarterly*, 9, 97-113.

Block, M.E., & Moon, M.S. (1992). Orelove, Wehman, & Wood revisited: An evaluative review of Special Olympics 10 years later. *Education and Training in Mental Retardation*, 27, 379-386.

Krebs, P.L., & Block, M.E. (1992). Transition of students with disabilities into community recreation: The role of the adapted physical educator. *Adapted Physical Activity Quarterly*, 9, 305-315.

Paciorek, M., & Block, M.E. (1992). Special Olympics athletes with severe disabilities. *Palaestra*, 8(2), 53-56.

Block, M.E. (1991). The motor development of children with Down syndrome: A review of the literature.

Adapted Physical Activity Quarterly, 8, 179-209.

Block, M.E. (1987). Making physical education special in a special education school: The demonstration center program. *Palaestra*, 4(1), 16-55.

Chapters in Books (27 since 1992):

Obrusnikova, I., & Block, M.E. (in press). Historical context and definition of inclusion. In J.A. Haegele, S.R. Hodge & D. Shapiro (Eds.), *Handbook of adapted physical education*. New York: Routledge.

Block, M.E. (2019). Adapted physical activity in physical education. In A. Barnett and E. Hill (Eds.), *Understanding Motor Behaviour in Developmental Coordination Disorder: 'Current Issues in Developmental Psychology' series* (pp. 119-136) Abingdon, UK: Routledge.

Block, M.E. (2018). Preparing future physical educators for inclusion: Changing the physical education teacher training program. In C. Scheuer, A. Bund, & M Holzweg (Eds.), *12th FIEP European Congress: Changes in Childhood and Adolescence – Current Challenges for Physical Education* (pp. 29-35). Berlin: Logos Verlag.

Houston-Wilson, C., & Block, M.E. (2018). Motor assessment for children with severe disabilities. In M. Grenier & L. Lieberman (Eds.), *Physical Education for Children with Severe Disabilities* (pp. 15-26). Champaign, IL: Human Kinetics.

Kelly, L.E., Block, M.E., & Colombo-Dougovito, A. (2017). Motor and fitness issues in children with intellectual and learning disabilities. In J.Lloyd and D Hallahan (Eds.), *Handbook of Developmental Disabilities* (2nd ed.) (586-605). New York: Routledge.

Block, M.E., Grenier, M., & Hutzler, S. (2017). Strategies to maximize social participation and inclusion of students with disabilities in physical education. In A.J.S. Morin, C. Maïano, C. Lonsdale, & R. Craven (Eds.), *International Advances in Education: Global Initiatives for Equity and Social Justice: Volume X - Inclusive Physical Activities: International Perspectives* (pp.). Charlotte, NC: Information Age Publishing.

Lieberman, L.J., & Block, M.E. (2017). Inclusive Settings in Adapted Physical Activity: A Worldwide Reality? In C.D. Ennis (Senior Editor). *Routledge Handbook of Physical Education* (pp. 262-276). New York: Routledge.

Block, M.E., & Taliaferro, A.M. (2014). Assessing children with autism in physical education. In M. Grenier (Ed.), *Physical education for children with autism*. Champaign, IL: Human Kinetics.

Block, M.E., Hutzler, S., & Klavina, A. (2012). A Disability and Context-Specific Self-Efficacy Scale. *Adapted physical activity: Translating theory and evidence to practice*. Suresnes, France: Institut national supérieur de formation et de recherché pour l'éducation des jeunes handicapés et les enseignements adaptés.

Block, M.E. (2012). The pre-participation physical examination. In H. Appenzeller (Ed.). *Risk management in sport: Issues and strategies* (3rd edition). Durham, NC: Carolina Academic Press.

Block, M.E. (2012). Motor development and children with disabilities. In V.G. Reid and L. Isaacs. *Human motor development: A lifespan approach* (7th ed.). New York: McGraw-Hill.

Kelly, L.E., & Block, M.E. (2011). Motor and fitness issues in children with intellectual and learning disabilities. In J.Lloyd and D Hallahan (Eds.), *Handbook of Developmental Disabilities*. New York: Routledge.

Payne, V.G., Yan, J., and Block, M. (2010). Motor skill development in able and disabled populations: A

review. In F. Columbus (Ed.), *Motor skills: Development, impairment, and therapy*. Hauppauge, New York: Nova Science Publishers.

Block, M.E. (2005). The preparticipation physical examination. In H. Appenzeller (Ed.). *Risk Management in Sport: Issues and Strategies (2nd edition)*, (pp. 191-212). Durham, NC: Carolina Academic Press.

Block, M.E., Griebenauf, L., & Brodeur, S. (2004). Self-esteem and disability: Effects of physical activity and sport. In M.R. Weiss (Ed.), *Developmental sport and exercise psychology: A lifespan perspective*. Morgantown, WV: Fitness Information Technology.

Block, M.E. (2002). Developmental trends in perceiving affordances: A preliminary investigation of jumping. In J.E. Clark, & J. H. Humphrey (Eds.). *Motor Development: Research & Reviews. Vol 2*, (pp. 142-162). Reston, VA: NASPE.

Block, M.E., & Block, V.E. (1999). Functional v. developmental motor assessment for children with severe disabilities. In P. Jansma (Ed.), *The psychomotor domain and the seriously handicapped* (4th. ed.) (pp. 89-100). Lanham, MD: University Press of America.

Block, M.E. (1998). Can athletes with medical disabilities be excluded from scholastic sports if they fail their physical examination? In H. Appenzeller (Ed.). *Risk Management in Sport: Issues and Strategies* (pp. 169-186). Durham, NC: Carolina Academic Press.

Block, M.E., Horton, M.L., & Reed, A. (1997). Meeting the mandate of ADA. In G.M. Roswal, K.J. Dowd, & J.W. Bynum (Ed.), *Including children with disabilities in regular camps* (pp 11-18). Martinsville, IN: American Camping Association.

Block, M.E., Horton, M.L., & Davis, T. (1997). Camping inclusion model. In G.M. Roswal, K.J. Dowd, & J.W. Bynum (Ed.), *Including children with disabilities in regular camps* (pp. 19-26) Martinsville, IN: American Camping Association.

Block, M.E., & Bunker, L. (1997). Including campers with disabilities in typical golf activities. In G.M. Roswal, K.J. Dowd, & J.W. Bynum (Ed.), *Including children with disabilities in regular camps*. (pp. 75-82). Martinsville, IN: American Camping Association.

Block, M.E., & Horton, M.L. (1997). Including campers with disabilities in typical archery activities. In G.M. Roswal, K.J. Dowd, & J.W. Bynum (Ed.), *Including children with disabilities in regular camps* (pp 49-52). Martinsville, IN: American Camping Association.

Reid, G., & Block, M. (1996). Motor development and Down Syndrome. In B. Stratford & P. Gunn (Eds.), *New Approaches to Down Syndrome* (pp. 309-340). London: Cassell.

Block, M.E. (1994). All kids can have physical education the regular way. In M.S. Moon (Ed.), *Just for the fun of it: Integrating school and community physical education and leisure programs* (pp. 137-162). Baltimore: Paul. H. Brookes.

Block, M.E. (1993). Sports opportunities for persons with severe disabilities: Special Olympics Motor Activities Training Program. In P. Jansma (Ed.), *The psychomotor domain and the seriously handicapped* (3rd. ed.) (pp. 377-386). Lanham, MD: University Press of America.

Sachs, M.L., Block, M.E., Scanga, C.B., & Travis, C.A. (1991). Sport sciences and persons with developmental disabilities. In J.M. Levy, P.H. Levy, & B. Niven (Eds.) *Strategies for Survival in the 1990's: Proceedings from the Young Adult Institute's 11th Annual International Conference on Developmental Disabilities*, New York: YAI Press.

Whitall, J., Block, M.E., & Clark, J.E. (1992). The development of walking: Interlimb coordination as coupled limit cycle systems. In M. Woollocott & F. Horak (Eds.), *XIth International Symposium of the Society for Postural and Gait Research* (pp. 315-318). Portland: University of Oregon.

Books and Guide Books (10 since 1989):

Horvat, M., Kelly, L., Block, M.E., & Croce, R. (2018). *Assessment in adapted physical education* (2nd ed.). Champaign, IL: Human Kinetics.

Block, M.E. (2016). *A Teacher's Guide to Adapted Physical Education: Including Students with Disabilities in Sports and Recreation* (4th ed.) Baltimore: Paul H. Brookes.

Block, M.E. (2007). *A teachers' guide to including children with disabilities into general physical education* (3rd ed.). Baltimore: Paul H. Brookes.

Horvat, M., Block, M.E., & Kelly, L. (2007). *Assessment in adapted physical education*. Champaign, IL: Human Kinetics

Drane, D., & Block, M.E. (2006). *Accessible golf*. Champaign, IL: Human Kinetics.

Hodge, S.R., Murata, N.M., Block, M.E., & Lieberman, L.J. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, AZ: Holcomb-Hathaway.

Block, M.E. (2000). *A teacher's guide to including children with disabilities into general physical education* (2nd ed.). Baltimore: Paul H. Brookes.

Block, M.E. (1994). *A teacher's guide to including children with disabilities into general physical education*. Baltimore: Paul H. Brookes Pub. Co.

Block, M.E. (1993). *Special Olympics Motor Activities Training Program Training Manual - Revised*. Washington, D.C.: Special Olympics International.

Block, M.E. (1989). *Special Olympics Motor Activities Training Program Guide*, Washington, D.C.: Special Olympics International.

PROFESSIONAL PRESENTATIONS

Selected International Presentations (more than 70 since 1988):

Block, M.E., & Nichols, C. (October, 2018). *Effects of an online course on physical educators' self-efficacy and knowledge towards children with Autism*. Presentation at the North American Federation of Adapted Physical Activity Conference. Portland, OR.

Colombo-Dougovito, A. M., & Block, M. E. (August, 2018). *A mixed methods analysis of a fundamental motor skill intervention for children with autism spectrum disorder*. Presentation at the MMIRA International Conference. Vienna, Austria.

Block, M.E. (2018, June). Global perspectives on inclusive physical education. Keynote presentation at the *African Inclusive Education International Conference*. Awka, Nigeria.

Block, M.E. (2018, June). Preparing physical educators in Nigeria to work with children with intellectual disabilities. Presentation at the *African Inclusive Education International Conference*. Awka, Nigeria.

Block, M.E. (2018, June). Preparing youth sports coaches and regular physical education teachers to work with children with intellectual disabilities. Keynote Presentation at the *International Conference Celebrating 50 years of Special Olympics, physical fitness improvement, social empowerment and health promotion of people with intellectual disabilities*. Katowice, Poland.

Colombo-Dougovito, A. & Block, M. E. (May, 2018). *A fundamental motor skill intervention using a dynamic systems approach*. At the International Society for Autism Research (INSAR) Annual Meeting. Rotterdam, Netherlands.

Block, M.E. (2017, October). Promoting social inclusion in inclusive physical education and youth sport. *The 1st International Inclusive Sport Education Symposium*. Beijing, China.

Block, M.E. (2017, September). Preparing Future Physical Educators for Inclusion: *Changing the Physical Education Teacher Training Program*. Keynote presentation at the 12th European Conference of the Fédération Internationale d'Éducation Physique (FIEP), Luxembourg City, Luxembourg.

Block, M.E. (2017, June). *Facilitating social inclusion in physical education*. Keynote presentation at the 20th International Symposium of Adapted Physical Activity, Daegu, South Korea.

Block, M.E. (2017, June). *Potential lasting legacy to South Korea for hosting the Winter Paralympics*. Presentation at the International Olympic Congress. PyeongChang, South Korea.

Colombo-Dougovito, A., & Block, M.E. (2017, June). *Task modifications to improve motor performance in children with ASD: A pilot study using a dynamic systems approach*. Paper presented at the 20th International Symposium of Adapted Physical Activity, Daegu, South Korea.

Li, C., Cruz, A., Kam, W. K. K., Sum, K. W. R., Choi, H. N. P., & Block, E. M. (2017, June). *Measuring pre-service physical educators' self-efficacy toward teaching students with autism in Hong Kong: A pilot validation study*. Paper presented at the 20th International Symposium of Adapted Physical Activity, Daegu, South Korea.

Nichols, C., Block, M.E., & Wilson, W. (2017, June). *Analysis of APE Graduate Programs in the US: Global Implications*. Presentation at the 20th International Symposium of Adapted Physical Activity. Daegu, South Korea.

Block, M.E., Kwon, E., & Healy S. (2017, June)). Use of short, online modules to prepare physical educators for inclusion. Presentation at the 20th International Symposium of Adapted Physical Activity. Daegu, South Korea.

Yun, J.K., Haegele, J.A., Block, M.E., Kudlacek, M. Jin, Jooyeon (2017, June). *Publishing in English language journals*. Presentation at the 20th International Symposium of Adapted Physical Activity. Daegu, South Korea.

Colombo-Dougovito, A., & Block, M. E. (2016, September). *Parent perceptions of the physical ability of children with ASD: An excerpt from a mixed methods dissertation of a FMS intervention*. Presentation at the North American Federation of Adapted Physical Activity (NAFAPA) annual conference. Alberta, Canada.

Colombo-Dougovito, A. M., Kelly, L. E., & Block, M. E. (2016, August). *The effect of task modifications on fundamental motor skills of children with ASD: Preliminary results of a pilot study*. At the National Consortium for Physical Education for Individuals with Disabilities (NCPEID) annual meeting. Tyson's Corner,

VA.

Block, M.E. (2016, August). *Use of online supplements to prepare physical educators for inclusion*. Presentation at the National Consortium for Physical Education for Individuals with Disabilities. Washington, DC

Grenier, M., Block, M., Lieberman, Klavina, A., & Campos, M. (2016, June). *Dilemmas of difference, inclusion and disability: International perspectives on placement and practice*. Presentation at the European Conference on Adapted Physical Activity. Olomouc, Czech Republic.

Selickaite, D, Block, M.E., Hutzler, Y, Poseriene, J., & Reklaitiene, D. (2016, June). *Validation of the self-efficacy scale towards inclusion in Lithuania for physical education teachers*. Presentation at the European Conference on Adapted Physical Activity. Olomouc, Czech Republic.

Block, M.E. (2015, June). Preparing future physical educators for inclusion: changing physical education teacher training programs. Keynote presentation at the *International Symposium of Adapted Physical Activity*. Netanya, Israel.

Kwon, E., & Block, M.E. (2015, June). Implementing an e-learning supplement in physical education teacher education programs. Presentation at the *International Symposium of Adapted Phys Activ*. Netanya, Israel.

Tekidou, G., Evaggelinou, C., Papaioannou, C., & Block, M.E. (2015, June). Self-Efficacy of Greek Physical Education Teachers toward Inclusion in Physical Education Classes. Presentation at the *International Symposium of Adapted Physical Activity*. Netanya, Israel.

Shapiro, D., Block, M.E., McDaniel, C., & Koh, Y. (2014, October). Policies and Practices of Youth Sport Organizations in Accommodating Children with Disabilities. Presentation at the North American Federation of Adapted Physical Activity Conference, Ann Arbor, MI.

Block, M.E. (2014, September). *Preparing future physical educators for inclusion: Changing the physical education teacher-training program*. Keynote presentation at the European Conference on Adapted Physical Activity. Madrid, Spain.

Healy, S., Judge, J., & Block, M.E. (2014, September). *Adapted physical education specialist's preparation for teaching students with autism spectrum disorders*. Presentation at the European Conference on Adapted Physical Activity (EUCAPA). Madrid, Spain.

Harris, N., & Block, M.E. (2014, September). *Effects of a one-day in-service on general physical educators' self-efficacy to include students with autism*. Presentation at the European Conference on Adapted Physical Activity (EUCAPA). Madrid, Spain.

Block, M.E., & French, R. (2013, July). *Should children with disabilities be included in general physical education?* Presentation at the International Federation of Adapted Physical Activity. Istanbul, Turkey.

Kwon. E., Block, M.E., & Hull, M.F. (2013, July). *The Role of Higher Education to Foster Certified Adapted Physical Educators*. Presentation at the International Federation of Adapted Physical Activity. Istanbul, Turkey.

Lieberman, L.J., Grenier, M., Lytle, R., & Block, M.E. (2013, July). *The practical experience in adapted physical education programs*. Presentation at the International Federation of Adapted Physical Activity. Istanbul, Turkey.

Daly, D., Block, M.E., & Davis, R. (2012, October). *European Masters Program in Adapted Physical*

Activity. North American Federation of Adapted Physical Activity. Birmingham, AL.

Kim, Y., Jeong, M., & Block, M.E. (2012, October). *Challenges in Measuring Teacher Effectiveness in Adapted Physical Education*. North American Federation of Adapted Physical Activity. Birmingham, AL.

Kwon, E., & Block, M.E. (2012, October). *Asian Parents' Perspectives on Adapted Physical Education*. North American Federation of Adapted Physical Activity. Birmingham, AL.

Harris, N.P., Taliaferro, A., & Block, M.E. (2012, October). *Effects of a One-day In-service on Self-Efficacy of Physical Educators towards Including Children with Autism*. North American Federation of Adapted Physical Activity. Birmingham, AL.

Strehli, I., & Block, M.E. (2012, October). *Hungarian v US Pre-service Physical Educator's Self Efficacy towards Inclusion*. North American Federation of Adapted Physical Activity. Birmingham, AL.

Strehli, I., Farkas, J., Block, M.E. (2012, May). *Hungarian pre-service physical educators self-efficacy towards working with children with disabilities in general physical education*. Presentation at the European Conference on Adapted Physical Activity. Kerry, Ireland.

Klavina, A., & Block, M.E (2012, May). *Peer tutoring for middle school students with severe disabilities in inclusive physical education*. Presentation at the European Conference on Adapted Physical Activity. Kerry, Ireland.

Block, M.E., Hutzler, S., & Klavina, A. (2011, July). *Creation and validation of the Situational Specific Self-Efficacy Scale*. Presentation at the the International Symposium on Adapted Physical Activity. Paris, France.

Taliaferro, A., & Block, M.E. (2010, November). *Validation of an instrument to explore physical educators' beliefs toward inclusion. Application of Self-efficacy theory*. Presentation to the North American Federation on Adapted Physical Activity, Los Angeles, CA.

Block, M.E., Obrusnikova, I., Klavina, A., Goodwin, D., & Hutzler, S. (2009, June). *Future direction in research on inclusion in physical education*. Invited presentation to the International Symposium on Adapted Physical Activity. Gavle, Sweden.

Block, M.E. (November, 2008). *Does inclusion in physical education really work?* Keynote presentation at the Irish Adapted Physical Activity Conference, Kilarney, Ireland.

Block, M.E. (November, 2008). *Inclusion in physical education: Making it work*. Presentation at the Irish Adapted Physical Activity Conference, Kilarney, Ireland.

Jeong, M., & Block, M.E. (September, 2008). *Attitudes and intentions of physical educators in Korea toward including children with disabilities in general physical education*. Presentation at the North American Federation on Adapted Physical Activity Convention, Indianapolis, IN.

Block, M.E., Obrusnikova, I, & Grenier, M. (September, 2008) *Researching the phenomenon of inclusion in physical education: Future directions and recommendations*. Presentation at the North American Federation on Adapted Physical Activity Convention, Indianapolis, IN.

Obrusnikova, I., Block, M.E., & Dillon, S. (September, 2008). *Eliciting Children's Beliefs Toward Teacher-Directed Playing with Peers with Disabilities in Physical Education*. Presentation at the North American Federation on Adapted Physical Activity Convention, Indianapolis, IN.

Block, M.E., & Moran, T. (November, 2007). *Helping your child to be included in a regular community*

recreation program. Presentation at the World Congress on Disability, Washington, DC.

Block, M.E., & Moran, T. (November, 2007). *Choosing a regular v. special sports program for your child with a disability*. Presentation at the World Congress on Disability, Washington, DC.

Jeong, M., & Block, M.E. (October, 2006). *Development of a TpB survey to measure attitudes and intentions of Korean Physical Educators towards students with disabilities*. Presentation at the North American Federation on Adapted Physical Activity Symposium. Ann Arbor, MI

Block, M.E. (2006, January). *Creating and implementing a Special Olympics Motor Activities Training Program*. Presentation for Special Olympics International in preparation for the 2007 World Summer Special Olympics, Shanghai, China.

Klavina, A., Block, M.E., Palla, A., Griebenauw, L., & Jeong, M. (2006, July). *Comparative analysis of adapted physical education services in five countries around the world*. Presentation at the International Federation of Adapted Physical Activity Symposium, Verona, Italy.

Obrusnikova, I., & Block, M.E. (2006, July). *Systematic analysis of research on inclusion of students with disabilities in general physical education*. Presentation at the International Federation of Adapted Physical Activity Symposium, Verona, Italy.

Block, M.E. (2005, May). *Why children with disabilities should have the opportunity to participate in general physical education*. Keynote presentation to the SESC Symposium of Adapted Physical Activities, Sao Carlos, Brazil.

Block, M.E. (2005, May). Practical strategies for including students with disabilities in *general physical education*. Presentation to the SESC Symposium of Adapted Physical Activities, Sao Carlos, Brazil.

Palla, A., & Block, M.E. (2004, October). *Multicultural issues in adapted physical education*. Presentation at the North American Federation on Adapted Physical Activity Symposium, Thunder Bay, Ontario, Canada.

Block, M.E., (2004, April). *The Good, bad, and ugly of inclusion in physical education*. Keynote Presentation at the Inclusion or Illusion: Inclusion through Work, Play and Learning Conference. Alberta, Canada.

Block, M.E. (2002, September). *Inclusion in team sports - modifications that work for everyone*. World Congress & Exposition on Disability, Orlando, FL.

Block, M.E., & Griebenauw, L. (2002, September). *Positive behavioral support in the gymnasium: An alternative to behavior management*. World Congress & Exposition on Disability, Orlando, FL.

Conatser, P., & Block, M.E. (2002, September). *Inclusion strategies for aquatic programs*. World Congress & Exposition on Disability, Orlando, FL.

Kelly, L., & Block, M.E. (2001, September). *Assessment: The key to successful inclusion*. World Congress & Exposition on Disability, Atlanta, GA.

Block, M.E. (2000, September). *On How to Favour the Participation of Students with Handicaps in Physical Education Classes*. Invited presentation at the International Congress on Handicaps: Free time and quality of life. Urbino, Italy.

Selected National Presentations (44 since 1988):

Block, M.E. (2018, November). *Status of Inclusion in Physical Education and Future Directions*. Keynote Presentation at the 47th National Adapted Physical Education Conference, San Diego, CA.

Nichols, C., Block, M.E., & Wilson, W. (2017, July). *Analysis of APE Graduate Programs in the US: Implications for National Standards*. Presentation at the National Consortium for Physical Education for Individuals with Disabilities (NCPEID), Arlington, VA.

McKay, C., Haegle, J.A., & Block, M.E. (2017, July). *Lessons Learned from Paralympic School Day: Reflections from the Students*. Presentation at the National Consortium for Physical Education for Individuals with Disabilities (NCPEID), Arlington, VA.

Nichols, C., Block, M.E., Bishop, J., & McIntire, B. (2017, July). *Caregiver perceptions of barriers and facilitators towards physical activity in young adults with autism spectrum disorder*. Presentation at the National Consortium for Physical Education for Individuals with Disabilities (NCPEID), Arlington, VA.

Kwon, E., & Block, M.E. (2014, April). *The Factors influencing the Shortage of Certified Adapted Physical Educator in the U.S*. Presentation at SHAPE America Conference. St. Louis, MO.

Kelly, L.E., & Block, M.E. (2011, July). *Feasibility of using remote video supervision in adapted physical education*. Presentation at the National Consortium on Physical Education and Recreation for Individuals with Disabilities. Reston, VA.

Block, M.E., Taliaferro, A., Harris, N., & Krause, J. (2009, July). *Use of self-efficacy theory to study confidence of general physical educators towards inclusion*. Presentation at the National Consortium on Physical Education and Recreation for Individuals with Disabilities. Reston, VA.

Jeong, M., & Block, M.E. (2009, April). *Perceived competence teaching students with disabilities: Theory of planned behavior*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, Tampa, FL

Block, M.E., Poretta, D., McCubbin, J., & Winnick, J. (2007, July). *New trends in Masters Programs in Adapted Physical Education*. Presentation at the National Consortium on Physical Education and Recreation for Individuals with Disabilities. Washington, D.C.

Palla, A., & Block, M.E. (2005, April). *Multicultural issues in adapted physical education*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, Chicago, IL.

Block, M.E., Lauer, J., & Jones, K. (2004, April). *Assessing children with severe disabilities*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, New Orleans, LA.

Davis, T., Davis, R., DiRocco, P., Block, M.E., French, R., & Winnick, J. (2004, April). *Developing leadership characteristics in adapted physical education*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, New Orleans, LA.

Driver, S., Block, M.E., & Whaley, D. (2004, April). *Motivational processes, physical activity, and people with disabilities*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, New Orleans, LA.

Obrusnikova, I., & Block, M.E. (2004, April). *Social interactions and academic learning time-physical education in inclusive general physical education*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, New Orleans, LA.

Block, M.E. (2003, November). *Inclusion in physical education: The good, the bad, and the ugly*. Keynote presentation at the 32nd National Conference on Physical Activity for the Exceptional Individual. San Diego, CA.

Block, M.E. (2001, July). *Teaching motor skills and movement concepts to all children: From superstar to severely disabled*. Featured Speaker at the 2001 National Conference: Catch the Thrill of the Skill. Kansas City, MO.

Grenier, M., Yeaton, P., & Block, M.E. (2001, March). *Incorporating standards/assessment into physical education for students with disabilities*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, Cincinnati, OH.

Block, M.E., & Brady, W. (2000, March). *Don't forget the social aspects of inclusion*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, Boston, MA

Connor-Kuntz, F., Davis, R., Pyfer, J.L., Huettig, C.I., & Block, M.E. (1999, April). *Authentic assessment revisited: Traditional approaches and non-traditional interpretations*. Presentation at the American Alliance of Health, Physical Education, Recreation, and Dance Convention, Boston, MA.

PROFESSIONAL PUBLIC SERVICE

Professional Organizations-Leadership Roles:

International Federation of Adapted Physical Activity (IFAPA)

2015 – present President

2013 – 2015 President Elect

Beijing Sport University

2010 - present Member – International Advisory Committee - China Research Center on Sports for People with Disabilities (CRCSPD), Beijing Sport University.

Special Olympics International Washington, D.C.

1988-1999 Consultant: Motor Activities Training Program; Young Athlete Program

2003 – 2010

American Alliance for Health, Physical Education Recreation, and Dance

1999-2002 Chair: AAALF Standing Committee on Structure and By-laws

1996/97 Chair: Motor Development Academy

1994/95 Chair: Adapted Physical Activity Council

1992 - 2010 Reviewer for Research Consortium - Special Populations

National Consortium on Physical Education and Recreation for Individuals with Disabilities

2010-2012 President

1994-96 Physical Education Representative to Executive Board

The Association for Persons with Severe Handicaps

1993-1997 Member: Recreation and Leisure Committee

1994 Reviewer for TASH Conference - Recreation and Leisure Proposals

American Foundation for Autistic Children

1991-1996 Recreation consultant and member advisory board

Virginia Association for Health, Physical Education, Recreation, and Dance:

1985-86 Chair: Adapted Section

1984-85 Secretary: Adapted Section

6. EDITORIAL SERVICES

Palaestra – Editor (2011 to present) - Editorial Board (2009-2011); Field Editor (2005-2009); Guest Reviewer
Adapted Physical Activity Quarterly - Editorial Board (1995 - present)

Intellectual and Developmental Disabilities – Editorial Board (2003-present); Guest Reviewer 1996-2003)

Journal of Applied Sport Science – Editorial Board (2016 – present) - <http://jass.alexu.edu.eg/index.php/JASS>

The International Scientific Journal Facta Universitatis, Series Physical Education and Sport – Editorial Board (2016 to present)

Teaching Elementary Physical Education - Editorial Board (1998 - 2007)

Brazilian International Journal of Adapted Physical Education Research - Guest Reviewer (1996)

Journal of the Association for Persons with Severe Handicaps - Guest Reviewer (2001)

Journal of Physical Education, Recreation, and Dance - Guest Reviewer (1994-present)

Perceptual and Motor Skills (Guest Reviewer (2004)

Therapeutic Recreation Journal - Guest Reviewer (1998 - present)

Strategies - Member of Review Board (1994-present)

7. AWARDS AND HONORS

2019 National Consortium for Physical Education for Individuals with Disabilities (NCPEID) - William A. Hillman Distinguished Scholar award, presented by the

2019 SHAPE America - Julian U. Stein Lifetime Achievement Award

2018 National Academy of Kinesiology – Inducted as Fellow (#573)

2012 Guilford College – Distinguished Alumni Award

2011 International Federation on Adapted Physical Activity – Inducted as Fellow.

2010 National Consortium of Physical Education and Recreation for Individuals with Disabilities – G. Lawrence Research Award.

2009 Special Olympics, Inc. Selected as one of 40 Exemplary Coaches in honor of the 40th Anniversary of the Creation of Special Olympics.

2007 North American Society (NAS) of Health, Physical Education, Recreation, Sport and Dance Professionals - Inducted as a Fellow

2004 Virginia Association of Health, Physical Education, Recreation, and Dance (VAHPERD – College Professor of the Year.

1996 National Consortium of Physical Education and Recreation for Individuals with Disabilities - Hollis Fait Scholarly Contribution Award

1995 Southern District AAHPERD Taylor Dotson Young Professional Leadership Award

1995 Elected to Guilford College (Greensboro, NC) Sports Hall of Fame

1986 Virginia Special Olympics Coach of the Year

1986 Adapted Physical Education program at New Dominion School received "Demonstration School" status in Health and Physical Education from President's Council on Physical Fitness becoming first special education center in Virginia to receive that honor.

1985 American Heart Association, Prince William Co., VA, Silver Award (for developing first Jump Rope for Heart program for children with disabilities in Virginia)

1980 Senior Excellent Award – Guilford College, Greensboro, NC

1979 All-district in football, Guilford College, Greensboro, NC

1978 Nereus English Athletic Leadership Award – Guilford College, NC

8. PERSONAL

Address: 1619 Farm Brook Place, Charlottesville, VA 22901
Phone: (w) 434/924-7073 (m) 434/981-9405 (fax) 434/924-1389 (email) meb7u@virginia.edu
Birth date: March 26, 1958
Marital stat. Married (wife Vickie, daughters Samantha and Jessica)
Volunteer Charlottesville Area Special Olympics – head volleyball and tennis coach

