The Virginia Journal

VAHPERD

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

SPRING 2009 Vol. 30, No. 1

Radford University's ESHE PEAK (Physical, Exercise and Activities Kamp) Winter 2009 Participants

VAHPERD Members,

It is my pleasure to take over as the new Virginia Journal (TVJ) and Communicator Editor. Enclosed you will find the Spring 2009 issue. I hope to continue the successful publications of TVJ and Communicator.

However, the success of TVJ and the Communicator only go as far as the members and our submissions. I ask that you continue to submit the quality work you have in the past. Let the state, region and nation know the outstanding work we are doing in VAHPERD. So this is my continued call for manuscripts for the Fall 2009 issue of TVJ and news information for the Communicator. The TVJ and Communicator depend on the submissions from our exceptional professionals working in the field.

So please continue to e-mail me your manuscripts and news by July 15, 2009 as a Word attachment for the two publications. Please follow the manuscript guidelines posted in each issue of TVJ. My contact information is below.

Sincerely,

Michael Moore, PhD, ATC
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VAHPERD Editor
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About VAHPERD

Mission Statement

VAHPERD is a professional association of educators that advocate quality programs in health, physical education, recreation, dance and sport. The association seeks to facilitate the professional growth and educational practices and legislation that will impact the profession.

VAHPERD Values

- Excellence in teaching, research and educational practices in HPERD and related professions
- Positive efforts to promote our disciplines
- Professional integrity and high ethical standards
- Effective communication within and between members and related professionals
- An active and healthy lifestyle
- Embracing the role of special and diverse populations

VAHPERD Priorities

Member Services
Communication
Marketing and Promotion
Education

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President's Message

David Sallee

There has been one constant in my life. That constant is the willingness of others to reach out their hand to me in times of need. All I had to do was ask. I never could fully tell those people how much they had meant to me and to my success as an educator and as a person. When I would try to thank them they would say that my turn would come soon enough. If I really wanted to thank them I should help the next person who comes along. Well that time has come, but not only for me, for all of us. It is our turn to give back. It is our turn to reach out to our colleagues in need. These are very difficult economic times. Many of our colleagues are in danger of losing their employment. Our students are entering one of the most difficult labor markets in history. It is time for each of us to look for ways to give back to those that are in need. It is also time for those that have needs to reach out and ask for help. In that vein, my theme for this year's convention is Reach Out, Reach Up.

Since November the VAHPERD leadership teams (over 100 people) has been looking for ways to help those in need through our education endeavors. We have been preparing for our convention and our outreach opportunities. The team has been studying the feedback we received from last year's convention and asking the membership and professionals in the know to tell us what they want and need from VAHPERD. In January we meet to try and detail a plan to deliver the convention and outreach programming that you asked for. We are in the process of forming the 2009 convention. You can help make it the best convention ever. You have talents and skills that your colleagues desperately need. You can present your ideas, lessons, and strategies for helping student learn at the convention. You can write articles for the Virginia Journal. You can be involved in VAHPERD leadership. If you have skills and abilities, and I know you do, reach out to others and share those gifts. If you are in need of help, reach out to your professional organization. What can we do to help?

For all of you that have helped me along the way and for all of you who are helping make this convention work, thank you. I look forward to seeing you in November. Together we cannot be defeated.

David Sallee

Executive Director's Message

Henry Castelvecchi

I am very excited about the upcoming year. The Board has been working very hard on next year's convention and also looking for more ways to help VAHPERD members during this hard economic time. With county budgets getting cut and Physical Education programs usually being the first to get cut, VAHPERD has made efforts to reduce costs for you for the convention next year and also provide opportunities for you to apply for professional development grants and also equipment grants for your school.

The convention will be at the Founders Inn the next two years and I know you will be pleased with the location and the facilities. The Convention Manager, Judy Johnson has done a great job working with the Founder's Inn. We have secured rates for rooms that are lower than last year's rates and are presently working with the hotel to provide food on Saturday for the Convention attendees at little or no increase in cost of registration. For more information on the hotel and its amenities, please see the convention manager's report.

This year we are offering for the first time $10,000 in grants to VAHPERD members who are coordinators of the Jump Rope and Hoops for Heart fund raiser. There are two types of grants: Program Improvement Grants and Professional Development Grants. The Program Improvement Grants could consist of, but not limited to Instructional equipment, books, Jump/Hoops team equipment, Sponsor guest speaker/group, Instructional technology or software or to Initiate a new program or initiative. The Professional Development Grant can be used to attend a professional conference, workshop or convention. The grants are designed to be easy to apply for and flexible so it can fit your needs

VAHPERD is in the second year of its partnership with Socci to offer VAHPERD members equipment and staff development. The first year of this was a success and we are looking forward to receiving more applications to include Socci into your program. Please take time to fill out a grant application. Applications for these grants can be found in the Journal and also on the web. We want to make sure that all of VAHPERD's available grants are awarded.

Thank you for being an important part of VAHPERD and thank you for all that you do for our profession. We look forward to seeking out more grant opportunities for our members in the future. The Board and I value your feedback. Please do not hesitate to contact me with any comments or concerns.

Henry Castelvecchi
info@vahperd.org

Past President's Message

H. Kay Schiltz

It seems the convention was just a few weeks ago, but your VAHPERD board members are already in the midst of planning your 2009 convention. President Salle has 'Stepped Up to Take the Lead' and is off and running. As I mentioned during the first general session in Reston, it takes a full year to plan the convention. Your board members meet three to four times between January and mid-summer and are always in communication via e-mail and phone during this planning stage. They also attend two Leadership Training Conferences. One planned by VAHPERD and the other by Southern District AAHPERD. The SD conference last two days and includes all Vice President- Elects from the 13 states in our District. The convention planning process is in good hands. But . . . . we need to hear from our members for presentation ideas and proposals. Contact a VAHPERD board member (names and addresses can be found at www.vahperd.org) and help us give you what you want and need at the next convention. Feel free to go to the VAHPERD website and submit a proposal yourself as well. Presentation ideas include: research, classroom projects, large group activity, Jump and Hoops for Heart programs, etc. Present by yourself or in a group. The deadline to receive presentation proposals is in April 15th. The form found on our website is very simple to complete.

I would also like to remind you to nominate a colleague for an award. Categories for awards can also be found on the VAHPERD website. We all know deserving people, it only takes a few minutes to complete and submit a nomination form.

With that in mind, I would like to congratulate our VAHPERD state winners who have also received Southern District awards and are eligible for National awards. Deanna Castelvecchi: VAHPERD Middle School Physical Education TOY, has received the SD K-12 Physical Education TOY award. Susan Ragan-Pimblett: VAHPERD Health Educator TOY, has received the SD K-12 Health Educator TOY award. Dee and Susan will receive their SD plagues during the Tampa SD/National combined convention in April. Good luck in the running for the national award girls – we are cheering for you!!!!

Here's wishing you a successful and happy teaching experience.

AAHPERD Honor Award Winner

DR. ROBERT G. DAVIS

A lifelong educator in the field of health and physical education, Dr. Robert G. Davis has touched the lives of thousands of students. He taught public school at the junior high school level (one year) and the elementary level (five years) prior to coming to Virginia Commonwealth University in Richmond, Virginia in 1973 where he is a Professor in the Department of Health and Human Performance. He also partners with the Richmond City Public Schools where he conducts fitness programs and directs an annual field day.

Bob realized his passion early in his career and joined what was then known as the "American Association for Health, Physical Education and Recreation" as an undergraduate student. As an Alliance member for 50 years, he has served on or chaired countless committees at every level including chairing the 2007-08 AAHPERD Nominating Committee. He was invited to serve on several special committees, including the 1998 Alliance Think Tank and the Southern District Think Tank (1998-2000). In 2002, he served as convention manager of the historic 2002 Southern District/Eastern District joint convention in Baltimore. Closer to home, he served as president of the Virginia Association in 2004 and Executive Director from 1993 until 2000.

Bob has also served the profession through his publications. He has written numerous articles and six books, one of which is in its fourth edition.

In recognition of his contributions, Bob has received several awards including the Virginia Honor Award (1988), the Southern District Honor Award (1998), the North Carolina President's Award (2000), and two AAHPERD President's Awards, 2002 and 2008.

In addition to service to his profession, Bob is active in the VCU Chapter of Phi Kappa Phi, a national honor society, where he is a past president and has served as executive director since 1991. He was honored to receive the VCU Chapter's meritorious service award in 1991 and 2003.

Mind Games: Let's PLAY with the Evolving Association Between Physical Activity and Academic Achievement

By Steve Shelton, Physical Education Specialist, Christiansburg Elementary School, M.S. Student, Physical Education Teacher Education, West Virginia University

According to Ratey and Hagerman (2008), "there are fifty-two million children, from kindergarten through twelth [sic] grade, who attend public and private schools in the United States" (p. 31). My daughter, Joci, will join the masses that begin kindergarten next year and although she is not yet a student in the public school system, she is a perfect example of why quality physical education for school age children is so important.

Joci has learned a great deal about her world through movement experiences. In just four years, she has progressed from controlling her head and neck, to rolling over, pulling up, crawling, walking, running, jumping, and, even falling down quite a bit. If everyone could make such incredible physical progress in the span of four years we would all be Olympic gold medalists.

Her ability to learn about her world through movement may soon take a different and unfortunate turn. Soon she will be asked to stand in a line and sit at a desk for long periods of time as if somehow, when one begins school, a switch is turned off and the need to move is replaced by the need for teachers and administrators to meet assigned benchmarks and measure progress based upon standardized tests and federal mandates.

Joci will receive just thirty minutes of physical education two days each week during her first year in school and that is not enough. She is an example of what can occur when children are allowed to learn about their surroundings through movement. It is a matter of the greatest importance that physical education teachers in public schools recognize the significant impact they can have upon their students and their ability to discover their world kinesthetically.

Physical education is critical to the education of children and young adults. Examples abound in both the literature and research findings of the link between physical activity and academic progress. Topics to be explored include: the challenges students and educators confront regarding health, literacy, and the achievement gap; the potential cognitive benefits of physical exercise; whether or not being physically active results in an advantage in learning; and common sense suggestions for incorporating "mind games" into the curriculum.

At no time in America's history of public education have the stakes been so high. Our children are less active and more physically out of shape than ever before.

Childhood obesity rates have risen at an alarming 35% in the past decade (Sherman, Collins, & Donnelly, 2007). Health problems such as type 2 diabetes and childhood asthma have resulted from this rapidly developing epidemic (Ehrlich, 2008). Lack of movement in today's high-tech society and the associated health implications from this sedentary lifestyle have greatly impacted our children's overall health because so many children watch a television, use a computer or play a video game instead of exercise (Summerford, 2001).

This lack of physical activity, combined with poor nutrition, seems to contribute most to this current obesity epidemic. Young children are facing illnesses that were once associated almost exclusively with adults. According to Prosser and Jiang (2008), "The evidence demonstrates that overweight and obese children suffer the same health problems as obese adults and suffer increased morbidity during adulthood" (p. 11).

The news is just as troubling on the literacy front. Mears (2003) reported that literacy rates in the United States have consistently dropped for years. Cornett and Blankenship (1990) found, "each year, an additional 2.3 million American children become illiterate adults, unable to perform everyday tasks such as reading warnings, street signs, menus, or filling out job applications" (as cited in Mears, 2003, p. 36). Because of this trend, there has been a renewed commitment to dedicate more time and resources to literacy development, often at the expense of other subjects such as physical education. This reduction in physical activity might actually inhibit instead of promote literacy development and contribute to the already alarming rise in obesity rates in this country (Mears, 2003).

Hispanic and African American students seem to be at greatest risk for lower academic performance and higher overweight and obesity rates (Burton & VanHeest, 2007). Evans (2005) reported, "The achievement gap, defined as the persistent gap in academic performance of African American and Hispanic students when compared to White and Asian American students, has been characterized as the most perplexing issue currently confronting American schools" (as cited in Burton & Van Heest, 2007, p. 212). According to Ogden et al. (2006) these minority students are also more at-risk for becoming overweight. Female minority students also appear to have higher rates of obesity as compared to non-minority female students (as cited in Burton & VanHeest, 2007, pp. 212-213). Burton and VanHeest (2007) argued there is a connection between obesity and the achievement gap among these at-risk children and physical activity may promote academic achievement and reduce levels of overweight students.

In response to increasing pressure for students to perform well on standardized tests, many school systems have limited their curricular offerings to emphasize core subjects such as mathematics, reading, and science. Administrators and teachers are now teaching students test-taking strategies and focusing on material those students will be tested on, leaving out material that will not be on the tests. In 2006 The Center on Education Policy found the following:

> Seventy percent of schools have indicated a narrowing of the curriculum by at least one course, and in many cases reported that students struggling to reach academic standards are receiving double reading and math periods at the expense of other activities. (as cited in Burton & VanHeest, 2007, p. 215)

As the evidence mounts that public schools and their students are facing increasing physical and academic challenges, research continues to suggest that there may be an association between physical activity and improved academic performance. There is increasing evidence suggesting "exercise is strongly correlated with increased brain mass, better cognition, mood regulation, and new cell production" (Jensen, 2008, p. 412).

Being cautious not to make any overstatements, Blaydes (2001) reported students who are physically active will have a learning advantage that inactive children will not have. She argued that physical education programs should not be eliminated because of the positive physical and cognitive benefits associated with physical activity.

It is clear that physical activity increases circulation and strengthens muscles and bones but there is an increasing focus on what happens to the brain during and immediately after periods of exercise. Worrell, Kovar and Oldfather (2003) reported exercise that is aerobic in nature can increase the brain's blood supply. This increased blood supply helps feed the brain with nutrients such as oxygen and glucose (Blaydes, 2001). Laboratory experiments with mice have shown physical activity can cause chemical changes in the brain which sparks learning by increasing the number of brain cells in the hippocampus, an area of the brain essential for memory and learning (Summerford, 2001). Blaydes (2001) also suggested physical activity can improve memory and one's learning state with these effects lasting up to 60 minutes, depending on the individual. Although more research is needed, all of these factors may allow physical educators to justify their programs as an equal among other subject areas.

Research on the subject has produced encouraging findings. One of the most notable studies conducted in recent years linking physical fitness and overall academic performance was conducted by the California Department of Education (CDE). The studies examined the overall scores on the FitnessGram physical assessment battery and the Stanford Achievement Test and found a distinct relationship between academic performance and physical fitness (Vail, 2006).

John Ratey and Eric Hagerman highlighted the CDE statewide study in their book, Spark (2008). They reported the CDE looked at the correlated scores from these tests for more than one million students over the course of a five year period and consistently found physically fit students scored better on their academic tests than their unfit peers. They also noted that in 2002, the CDE took a closer look at how socio-economic status influenced the outcome of these tests. "As expected, students with a higher standard of living scored better on the academic tests, but the results also showed that within the lower-income students, fitter kids scored better than unfit kids" (Ratey & Hagerman, 2008, pp. 21-22).

Other researchers have studied the relationship between cognitive function and fitness levels in preadolescents. Vail (2006) reported that University of Illinois colleagues Charles Hillman and Darla Castelli have found strong relationships between math scores from the Illinois Standards Achievement Test and students' aerobic fitness scores. "In addition to the correlation between aerobic fitness and math, the researchers found that the higher the students' Body Mass Index, the lower their scores" (Vail, 2006, p. 31). In other words, students who are healthier with a lower BMI are more prepared to learn (Vail, 2006).

If common sense tells us healthy children learn better, then what do statistics tell us about schools that have implemented a coordinated approach to school health with a focus on physical activity, school nutrition, and health education? Ehrlich (2008) stated students' behavior, performance, and even their attendance can get a boost when the health needs of pupils are addressed when focusing on the whole child.

She reported on a school health initiative in a small school division in McComb, Mississippi, where the majority of students live in poverty. In addition to the obvious components of nutrition, physical activity, and health education, former Superintendent Pat Cooper's program also included employee wellness, parental involvement, and mental health services (Ehrlich, 2008).

"The district has seen improvement in its students' academic achievement. Between 1996 and 2005, dropout rates decreased from 31 percent to 11 percent, and graduation rates increased to 95 percent" (Ehrlich, 2008, p. 43). Ehrlich also found the school system enjoyed improved scores on all standardized tests in each grade level except eighth, which remained unchanged.

Although some school leaders acknowledge the importance of such research and statistical information, budgetary constraints and pressure to improve test scores have caused school leaders to question the importance of physical education (Trost, 2007). According to the National Association for Sport and Physical Education (2006) "in 1991, 42% of students attended daily physical education classes; by 2003 that percentage dropped to 28%" (as cited in Burton & VanHeest, 2007, p. 215). Lee, Burgeson, Fulton, and Spain (2007) noted "the Surgeon General recommends children should engage in 60 minutes of moderate activity most days of the week, yet estimates show that only 3.8 percent of elementary schools provide daily physical education" (as cited in Trost, 2007, The Impact of Schools on Physical Activity section, para. 1).

According to Ehrlich (2008), "the evidence suggests that spending more time in physical education class did not have a negative effect on students' standardized test scores, even though less time was available for other academic subjects" (p. 43). Blaydes (2001) also noted "if physical education is cut from our schools, one eighth of human intelligence is eliminated. Physical education is one of the few disciplines that incorporate most of the eight identified intelligences simultaneously" (p. 12). "If exercise does in fact promote brain function and impact cognitive function, all educators must be concerned with the possibility of the reduction or total elimination of physical education programs within school districts" (Tremarche, Robinson, & Graham, 2007, Introduction section, para. 9).

Although most physical educators are not researchers, these teachers should still embrace such research findings to create dynamic movement programs for their students particularly at a young age. Prosser and Jiang (2008) reported "there is moderate to strong evidence to suggest that physical activity habits developed during childhood may track into late childhood and adolescence. Childhood is a key time within the lifespan to establish physical activity behaviours [sic]" (p. 11).

According to Hannaford (1995), "eighty five percent of school

age children are natural kinesthetic learners" (as cited in Blaydes, 2001, p. 11). This statistic is enough to suggest that all educators should tap into kinesthetic strategies to reach more students (Blaydes, 2001). Vail (2006) reported "learning through physical activity, whether it's in PE or in the regular classroom, helps many students who have trouble concentrating, sitting still, and paying attention" (p. 33). Worrell et al. (2003) suggested "physical educators should not only promote the development of physical skills but also assist with the total academic development of their students" (p. 12).

Using cross lateral movements appears to be one way physical educators can help students stay in shape and organize brain functions simultaneously. Dennison (1989) and Hannaford (1995) suggested the following:

> Crossing the midline integrates brain hemispheres to enable the brain to organize itself. When students perform cross lateral activities, blood flow is increased in all parts of the brain making it more alert and energized for stronger, more cohesive learning. Movements that cross the midline unify the cognitive and motor regions of the brain: the cerebellum, basal ganglia, and corpus callosum while stimulating the productions of neurotrophins that increase the number of synaptic connections. (as cited in Blaydes, 2001, p. 11)

Worrell et al. (2003) suggested additional research is necessary before such claims can be fully supported. "In the meantime, individual teachers are challenged to evaluate the effectiveness of such cerebral movements. Outside the research arena, many teachers report positive physical, academic, and social changes in students who participate in "brain-based" activities" (Worrell et al., 2003, p. 12).

Pica (2006) looked at connections physical educators can make between mathematics, emergent literacy, and physical activity. In other words, "how the use of the bodily/kinesthetic intelligence can help promote the highly valued logical/mathematical and linguistic intelligences" (Pica, 2006, p. 31). She explained words such as over, under, and through can be experienced in a physical education class and therefore take on greater meaning to students who are learning about prepositions. Similarly, adjectives and adverbs can be learned as students perform a slow walk or move lightly. Word comprehension may be enhanced by physically acting out action words like slither and stomp and descriptive words like strong and gentle. Additionally, forming sequences in dances and movement routines is similar to forming sentences by linking words together. "Speaking and listening to one another, to cooperatively solve movement problems, causes children to use and expand their vocabularies as well as learn important lessons in communication" (Pica, 2006, p. 32).

Blaydes (2001) also claimed students can strengthen eye muscles during physical education by tracking objects, manipulating equipment, playing target games, and navigating through general space. "One of the reasons students have trouble with reading is because of the lack of eye fitness. When students watch screens, their eyes lock in constant distant vision, and the muscles that control eye movement atrophy" (Blaydes, 2001, p. 11).

Physical education is also critical to the education of children and young adults because of the health benefits of physical activity. Vail (2006) reported the following:

> Some in the health and physical education fields are leery of making a case for more PE and recess on the basis of a possible link to improved academic performance. Schools should consider the health benefits of physical activity, even if exercise does or does not affect test scores, says Dr. Howard Taras, a San Diego pediatrician who works with school districts in southern California. After all, he says, schools do many other things purely for health reasons, such as provide immunizations. (p. 32)

Although it is apparent more research is needed to fully understand the complex link between physical activity and academic progress, it appears safe to say there is an important association for all teachers to explore and embrace. As next year's kindergarteners turn five- years old and enter public and private schools, one can only hope these new students will enjoy an education that values physical activity as an important part of academic development where teachers incorporate more "mind games" in their curricula.

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Radford University Physical Education Students at the VAHPERD Convention.

The Importance of Assessment within Physical Education

By Susan Nye, PhD, James Madison University
Corinne Dubay, Monacan High School, Chesterfield County Public Schools
Lynne Gilbert, Elizabeth Davis Middle School, Chesterfield County Public Schools
Misti Wajciechowski, Bailey Bridge Middle School, Chesterfield County Public Schools

"The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning" (NASPE, 1995). However, when physical educators assess students on their dress, attendance, effort, or attitude what is it that we are enhancing (Johnson, 2008). Do these assessment criteria really show us what the student has learned or what skill criteria they have met? Of course not…These criteria tell the physical educator that a student can get dressed, can show up for class, can participate, and/or has a good or poor attitude. These criteria tell us nothing regarding the students' development within the psychomotor, cognitive, affective or health-related fitness domains. If the goal of a physical educator is to enhance learning through student assessment then it is important for the assessment to measure objective criteria. This paper provides descriptions for what is assessment, why teachers should assess, and the steps a teacher can take to create appropriate assessments.

Assessment can be defined as any "planned technique used to measure, judge or diagnose a student's achievement and to make inferences based on that evidence for a variety of purposes, including planning" (Doolittle, 1996). Physical educators should use assessments that are authentic, focus on the process, and are formative. Authentic assessment is designed to take place in a real-life setting and emphasize validity, fairness and the enhancement of learning (Panicucci, 2002). Process assessments focus on the form of the movement, not the successful completion of attempts. Formative assessments provide information to provide feedback to teachers and students about the students' progress toward a learning goal.

NASPE (1998) cited appropriate and inappropriate practices related to assessment in secondary physical education. The excerpts below are from the NASPE position statement regarding appropriate practices for high school physical education. Teachers can read the statements and then evaluate if they are adhering to the stated appropriate practices regarding assessment in physical education.

> Appropriate Practice: Teacher design assessments in relation to the goals and objectives for the instructional program and planned outcomes for student achievement. Assessment is on-going, not just at quarter report time. Students are aware of the criteria, related to accomplishment of a skill, knowledge, or disposition, and the rubric that will be used to assess performance. Decisions about instruction and evaluation of student progress are based on continuous systematic observations and assessment of student progress in relation to the final product, as opposed to one summative evaluation. Assessment is an integral part of planning, student feedback and goal setting.
>
> Inappropriate Practice: Students are not regularly assessed or are assessed based on isolated measurements. Students are assessed using inconsistent, arbitrary measures that do not reflect the instructional objectives or learning opportunities. Often assessment is limited to attendance, dressing for activity, compliance with class rules, and subjective observation. Teachers use rubrics and criteria but do not share them with students so the students are not clear on what they need to be able to do.

Why should assessment occur in physical education?

When teachers are asked questions regarding assessment in physical education, common responses are heard. However, these responses are normally linked to why the teacher is not assessing. Some of the teacher responses include "I don't have time, my classes are too big, I don't have enough equipment, or I don't know how to assess". If a teacher is not assessing how would they know what their students are learning? The days for finding excuses for why assessment in physical education does not occur have passed. Assessment in physical education is a key accountability measure for both the student and the teacher. Assessment of students should be viewed as an integral part of instruction not an add-on. The conducting of assessments during physical education instruction provide relevant information to teachers, students, parents, and administrators by communicating what the students are expected to learn and what learning has taken place (Hensley, 1997). On-going assessments provide a reliable reflection of students' progress, promote consistency with grading between teacher and students, and create objective data that can be shared with the students, parents, and/or administrators (Anderson & Goode, 1997; Wright & van der Mars, 2004).

Assessing within a physical education environment has many benefits for the teachers and the students. First, teachers can use assessments as a guide for what they want their students to learn. Assessment guides instruction for quality and helps to improve students' ability to acquire knowledge (Wright & Mars, 2004). Second, teachers can use assessments to help re-define goals and objectives to meet the needs of all their students (Smith, 1997). Depending on how the students perform on an assessment, teachers can adjust unit plans to see what critical elements (basic movements that are needed for students to perform a skill successfully) really need to be taught (Lund, 1997; Wright & van der Mars, 2004). Finally, teachers can use assessments to be self-reflective regarding their teaching practices. A teacher can evaluate an assessment to see if the students really 'get' the information or if the content needs to be re-taught.

Assessment is crucial for students. It provides feedback to the student on their progress and mastery of the skill. Assessment allows students to understand, and interpret information regarding their performance. Utilizing various types of assessments allows each student an opportunity to excel. Students develop an understanding of their own strengths and weaknesses, thus allowing them to gain an understanding of how to improve. Students actually develop a cognitive understanding of all aspects and components

of each skill being assessed. For example, the use of peer assessment requires the student-evaluator to understand the skill components cognitively. By developing cognitive understanding of skills, students gain a better understanding of the components necessary for proper psychomotor execution.

Creating appropriate assessments in physical education

If teachers are not trained in how to create and administer assessments, it can be a daunting task. Here are several suggestions if you are just beginning the assessment process with your students. First, think of the purpose for using the assessment. When deciding on an assessment to use with students, teachers should select ones that can provide ongoing feedback to students and teachers. The assessment should be meaningful, authentic, and positive (McCraken, 1994). Teachers should view the assessment as a tool to direct both student learning and instruction. Second, once you know the purpose for the using the assessment, find an assessment that has already been created. Use available assessment resources from www.pecentral.com or from NASPE publications. Table 1 provides some examples of different types of assessment by domain that could be used with secondary students.

Third, below are questions to ask once you find an assessment. These questions are meant as a guide to help select the most appropriate assessment.

1. Does the assessment match specific instructional intentions?
2. Does the assessment adequately represent the content and skills you expect students to attain?
3. Does the assessment enable students to demonstrate their progress and capabilities?
4. Does the assessment use authentic, real-world tasks?

Finally, select one class in which to administer the assessment. By selecting one class, a teacher can work out the kinks with the administration, collection, and input of assessment data with a smaller group of students. Once the assessment has been refined, then the assessment can be administered to all of your students.

Conclusion

Teachers must show what their students know and can do within a physical education setting. Assessment forces teachers to be involved in each student's attainment of specific, meaningful outcomes. Assessment, by nature, creates more organized, more informed, and more involved teachers. The assessment information collected serves many purposes and the benefits for both the student and the teacher are overwhelming. The student benefits for assessment include 1) a measure of students' knowledge, skill, and understanding of content, 2) a way to evaluate student growth, 3) an improvement in the quality of the student's performance, and 4) a way to provide individual feedback to students. The benefits for teachers includes 1) the ability to reflect on teaching practices, 2) demonstrating the effectiveness of the unit, 3) informing parents of their student's progress, and 4) providing objective data to administrators.

In other academic subject areas, a students' progress is monitored and assessed regularly. However, in physical education there are teachers that choose not to assess or assess only on subjective information. Choosing to not assess within a physical education setting regardless of the obstacles is not an option. When a teacher chooses not to assess they are literally saying their profession is not important and should not be valued. Assessment of student learning is one way to gain the support of administrators, parents, and colleagues. Indeed, gaining support will take time as will planning effective assessment strategies. For those teachers where assessment is new, there will be a period of trial and error to endure. However, it is important to keep student learning as the main focus, and encourage your colleagues regarding the value of assessment within the physical education profession. The appropriate assessment of student learning within physical education is a win win for all involved.

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Table 1. Types of assessments by domain

Psychomotor	Cognitive	Affective	Health-Related
Skills test	Written tests	Interviews	Fitness Test
Checklist	Written Assignments	Questionnaires	Fitness Journals
Task Sheets	Oral	Reflective Paper	Fitness Logs
Self-Check Sheets	Presentations/Demonstrations	Journal Entries	Class Projects
Rating Sheets	Individual or Group Projects		Portfolios
Incident Charts	Officiating		
	Exit Sheets		
	Homework		

Parent and Youth Perceptions Regarding Drug Use

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Introduction

Two major issues frame youth risk behaviors. First, the actual risk behaviors performed by the youth commonly identified through youth risk behaviors surveys and second, attitudes and perceptions of parents regarding youth behavior that can predispose, enable, or reinforce children's risk behaviors. Parental attitudes, particularly attitudes of tolerance, are a major factor in a child's tendency to use drugs (Parenting is Prevention, 1998). Parental attitudes are formed by perceptions of what is or should be considered "normal youth behavior." Parents have their own perceptions of what is "normal youth behavior" for example, parents who perceive youth alcohol consumption as common and not problematic, are more likely to be tolerant of such behavior.

There are many instruments available to assess youth risk behaviors including the Centers for Disease Control (CDC) Middle School Youth Risk Behavior Survey (YRBS) and the High School Youth Risk Behavior Survey (YRBS), the PRIDE Survey, and the Monitoring the Future Survey. These instruments contain 70 or more multiple choice questions covering a wide range of risk behaviors. They have been used effectively for over 20 years by schools and communities and the results have helped to strategically allocate resources to address identified needs and to procure necessary data for increasing the probability of external funding. However, surveys to assess parent knowledge, attitudes, behaviors and perceptions are not commonplace - the emphasis is clearly on student assessment/surveillance. Given the link between parental perceptions and youth risk behavior, the lack of parent inclusion creates a detrimental void in the available information.

In recent years the Substance Abuse and Mental Health Services Administration (SAMSHA) has found it appropriate to identify certain sets of specific drug related questions in an effort to compare programs. These questions were focused on Alcohol, Tobacco, and Marijuana and the information related to these drugs are Age of Onset, 30 day use, Perception of Harm, and Perception of Parental Disapproval. These questions are referred to as the CORE Measures and reporting of the CORE measures is required by many agencies for funding purposes.

This study concerns a large school system from suburban county in Southwest Virginia with a population of approximately 91,000. Youth risk behavior surveys, grades 6-12 have been conducted every other year for the past ten years. Like many other areas of the country, youth misuse and abuse of substances is of concern in this county. Many local agencies have worked diligently at addressing youth risk behaviors and two agencies in particular has emphasized parenting programs as an intervention to help deal with alcohol, tobacco, and marijuana use among youth. Prior to the Spring, 2008 administration of the YRBS the issue was raised that the county had not made an effort to determine parental perceptions regarding youth risk behaviors.

Purpose

The purpose of this study was twofold: First, to determine parental perceptions regarding alcohol, tobacco, and marijuana youth risk behaviors and, second, to examine youth risk behavior survey results in light of parental responses to related behaviors.

Methods

Instruments

Two instruments were used in this study. First, a modified version the Centers for Disease Control and Prevention Middle School or High School Youth Risk Behavior Surveys (YRBS) was completed by all 6th - 12th grade students in the school system. The 6th-8th grade students completed the Middle School YRBS and the 9-12th grade students completed the High School YRBS. The modifications to the surveys included additional questions so that all CORE measures were addressed as well as other questions related to issues of local importance, such as bullying behaviors. Both the Middle school and High school YRBS were in printed form and the responses to each question were recorded on a scantron form which would later be processed.

Second, a 24 item Parent Perception Survey was developed and made available to parents of all 6th-12th grade students. The Parent Perception Survey was developed so that it could be accessed and questions answered via the internet.

Sample

Of the approximately 8,460 6-12th grade students, 6, 827 completed the relevant YRBS. Of the 5,100 parents/households 521 completed the online Parent Survey.

Procedures

The YRBS was distributed to all 6th-12th grade students in February, 2008. Some students "opted" out of completing the survey for either personal reasons or because parents did not want their student to complete the YRBS. All students completing the YRBS used a Virginia Tech scantron to record their responses. All scantrons were processed by the Test Scoring Office at Virginia Tech and grade specific data files were generated and imported into Statistical Package for the Social Sciences software (SPSS; version 11.0).

All parents of 6th -12th grade students received an email from the Coordinator of Guidance and Counseling encouraging them to participate in the Parental Perception Survey. The provided url and password for accessing and completing the survey were included in the email.

Data Analysis

Descriptive statistics were used to analyze both the YRBS data and the results of the Parental Perception Survey.

Results

Student Core Measures

Age of Onset: The middle school students (n=3036) reported the age of onset for alcohol (n=774), tobacco (n=284) and marijuana (n=232) was 10.37, 10.32, and 10.96 respectively. Age of onset for high school students (n=3819) was 12.88 for alcohol (n=2314), 12.67 for tobacco (n=1314) and 13.28 for marijuana (n=1297).

30 day use: Three thousand and twenty-six (n=3026) middle school students responded to questions regarding using alcohol, tobacco or marijuana at least once in the last 30 days. A little over 11% (n=335) reported using alcohol, 2.8% (n=85) tobacco, and 5.7% (n=158) at least once in the past 30 days. As would be expected, there was an increased frequency among high school students (n=3819) with 36.7% (n=1393) reported using alcohol, 13.8% (n=525) tobacco, and 19% (n=721) marijuana at least once in the last 30 days.

Perception of Harm: When asked if they felt that there was "moderate or great risk" in using alcohol, tobacco or marijuana, 77.4% (n=2337) of middle school students (n=3026) reported that there was "moderate or great risk" in using alcohol,94.1% (n=2846) reported "moderate or great risk" in using tobacco and finally 91.7% (n=2773) felt there was moderate or great risk in using marijuana. When asked the same question, a smaller percentage of high school students (n=3819) felt there was harm in using alcohol (68.5%, n=2604), tobacco (90.8%, n=3469) and marijuana (74.7%, n=2830).

Parental Disapproval: Students were asked if they felt their parents would feel it was wrong or very wrong (parental disapproval) for them to use alcohol, tobacco, or marijuana. Almost 89% (88.7%, n=2664) reported parental disapproval if they used alcohol, 95.2% (n=2882) felt their parent would disapprove of them using tobacco, and 96.7% (n=2916) would disapprove of using marijuana. Frequencies were also high for high school students (n=3819) responding to the same question. Seventy-nine (79.3%, n=3006) reported parents would disapprove of them using alcohol, 89.1% (n=3993) of using tobacco, and 90.7% (n=3433) using marijuana.

Parental Survey

Ninety-three percent (93%, n=482) felt that drug and alcohol use is a big problem facing youth; 2% (n=10) reported that it would be OK with them for their child to use alcohol or marijuana if he/she would not use other drugs; 19% (n=98) reported that their child has friends who use drugs; 33% (n=172) reported that alcohol abuse is a problem among students in their child's school; 26% (n=133) reported they know of parents who allow their teens to drink at home and 21% (n=110) knew of frequent weekend parties that are not monitored by parents.

Approximately 50% of parents (n=265) reported that the first time most youth get drunk is between 12-14 years of age, over 50% (n= 412) reported that the first time they use marijuana was over 13 years of age or older,

Monthly Use: Responses to the question "How often do you think most youth get high in a month using alcohol, marijuana, inhalants, prescription/OTC Drugs, and cocaine," fifty one percent (45%, n= 236) reported 3-9 times a month for alcohol; 38% (n=198) and 3-9 times for marijuana. Surprisingly 34% (n=176) felt most youth get high using prescription/OTC drugs 3-9 times a month and 18% (n=95) reported most youth get high from cocaine 3-9 times a month.

Perception of Harm: Of the major tobacco products those that were harmful or very harmful included cigarettes (97%, n= 505), smokeless tobacco (98%, n=513), and cigars (97%, n=508). With respect to marijuana, cocaine, and prescription/OTC drugs and perception of harm, 95% (n=492) reported that marijuana use is harmful or very harmful and 98% (n=521) reported cocaine use was harmful/very harmful and 88% (n=444) felt prescription/OTC drugs use was harmful or very harmful. Alcohol products were also felt to be perceived as harmful. Eighty-three percent (83%, n=436), 80% (n=419), and 87% (n=454) reported that beer, wine coolers and liquor respectively were harmful or very harmful.

Frequency of Talking to Children about Drugs: The responses to "How often do you talk to your child about NOT using alcohol, marijuana, inhalants, prescription/OTC drugs, and cocaine Parents reporting "A lot" or "Some" included alcohol (92%, n=478), cigarettes (70%, n=366), marijuana (86%, n=452), inhalants (64%, n =333), cocaine (70%, n=368), prescription/OTC drugs (65%, n= 340).

Discussion

The CORE measures for students when compared to national averages are not alarming and in most cases lower. Student perceptions of harm and of parental disapproval are high especially with respect to tobacco and marijuana. Of some concern is that not even 75% of high school students felt that marijuana was harmful. Perceived parental disapproval ranged from 79.3% (alcohol, high school) to 96.7% reported by middle school students with respect to marijuana. The extent of 30 day use which as would be expected is higher among high school students. Over one third of high school students reported using alcohol in the last 30 days and almost one-fifth (19%) reported using marijuana in the past 30 day. This extent of use, while less than national percentages is perceived as a major problem in this community.

Parents, in general, agreed that drugs and alcohol is a big problem facing youth (93%), that beer advertisements encourage underage drinking (48%), alcohol abuse is a problem among students in their child's school (33%), and their child has friends who use drugs (19%). Also noted was that one-fifth (21%) of parents reported that there are weekend parties that are not monitored by parents and 26% now of parents who allow their teens to drink at home. Parents do appear to be very perceptive in terms of drugs and alcohol being a problem and acknowledging that some parents do not monitor a child's activities closely enough and in addition allow them to drink at home.

With respect to harmful effects of alcohol, tobacco and marijuana it was clear that the parents who responded felt that alcohol, tobacco, and marijuana, and inhalants were either harmful or very harmful. It is also interesting to note that high percentages of parents talked to their child about not using alcohol, marijuana, inhalants, prescription/OTC drugs, and cocaine either a lot or some. Again, the parents in this sample do appear to be understand that drugs are harmful and they do talk to their children.

Parents did appear to overestimate how often "most youth" get high from alcohol, marijuana, inhalants, prescription-OTC

drugs, and cocaine. When students were asked how often in the last 30 days they used alcohol, 11.1% of middle school students and 36.7% of high school students reported using alcohol one or more times in the past 30 days. Parents perceived 89% of students used alcohol in any given month. With respect to marijuana, 5.2% of middle school students and 19% of high school students used marijuana one or more times during the past 30 days and parent perceived 86% of students used marijuana in any given 30 day period. The same observation held true for inhalants (7.3% of high school students reported using inhalants during the past 30 days and parents felt that 77% used in inhalants during the past 30 days and cocaine (6.2% of high school students reported 30 day use and parents reported 66%).

Summary

In this Southwest Virginia community it appears that parents who responded were aware that drugs are a problem and that a substantial of the middle and high school students used drugs regularly (monthly) and this was confirmed by the results of the YRBS. Parents also understood that drugs were harmful and they did talk with their children. Overuse of drugs was a perception of parents, which underscores the responses regarding the perception that drug use was a significant problem.

Conclusions

Based on the finding of the YRBS and Parental Survey it was concluded that:

1. Student's perceive alcohol and marijuana as harmful;
2. Parents also feel that alcohol and marijuana are harmful;
3. Parents overestimate the extent of drug use.
4. Parents understand the harmful effects of drugs and make it a point to talk with their children about the harmful effects.
5. There does not appear to be an attitude of tolerance with respect to children's drug use use behaviors.

Recommendations

It is recommended parental surveys be done each time the YRBS is done and efforts be made to increase the sample size of parents who respond. Further future studies should also include qualitative methodology to better understand the context of the YRBS and parental survey data. Finally, it is recommended health education program and curricula that focus on substance use, misuse and abuse also be developed and implemented for parents.

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Procedures for Working with Children with Epilepsy in Physical Education & Recreational Settings

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Introduction

Literature concerning participation in physical activities including those in physical education and recreation settings for individuals with epilepsy has historically discouraged participation for a number of reasons including the possibility of injury. This trend seems to be changing, and many now suggest that such participation leads to a variety of benefits (Dubow and Kelly, 2003). This paper will hopefully shed some light onto participation in both the physical education and recreational settings for children with epilepsy. It should be remembered that before working with a child with epilepsy the teacher or recreation personnel should request and review a comprehensive medical record of the child. This review should be done for the purpose of determining such issues as the type of seizures the child experiences and the types of medications that are taken by the child – concepts that will be discussed in this paper. In addition, periodic conversations with the child's parents/guardians should be engaged in for the purpose of noting any changes in the child's treatment and/or condition.

Definition of Epilepsy

According to the Epilepsy Foundation of America, epilepsy is "a physical condition that occurs when there is a sudden, brief change in how the brain works" (National Dissemination Center for Children with Disabilities, 2004). When brain cells are not working properly, a person may experience an epileptic seizure in which consciousness, movement, or actions – or a combination of any of the three - may be altered for a short time. This short time span could be for less than a second to a few minutes. It should be noted that individuals with epilepsy often are more likely to experience seizures because of a variety of adverse factors such as fatigue, stress, hunger, and thirst (National Dissemination Center for Children with Disabilities, 2004).

Types of Seizures

Seizures are divided into two broad categories: generalized and partial. Generalized seizures are produced by electrical impulses from throughout the entire brain, whereas partial seizures are produced (at least initially) by electrical impulses in a relatively small part of the brain. The most common types of seizures and their symptoms are listed below in the two respective broad categories.

General ideas in terms of seizures during physical education and recreation

From a general standpoint, individuals should not be restricted from participation in most activities simply as a result of their diagnosis of epilepsy. Seizures during physical activities such

Generalized Seizures *(Produced by the entire brain)*	**Symptoms**
1. "Grand Mal" or Generalized tonic-clonic	Unconsciousness, convulsions muscle rigidity
2. Absence	Brief loss of consciousness
3. Myoclonic	sporadic (isolated), jerking movements
4. Clonic	Repetitive, jerking movements
5. Tonic	Muscle stiffness, rigidity
6. Atonic	Loss of muscle tone

(Epilepsy Guide, 2008)

Partial Seizures *(Produced by a small area of the brain)*	**Symptoms**
1. Simple *(awareness is retained)* a. Simple Motor b. Simple Sensory c. Simple Psychological	 a. Jerking, muscle rigidity, spasms, head-turning b. Unusual sensations affecting either the vision, hearing, smell, taste or touch c. Memory or emotional disturbances
2. Complex *(Impairment of awareness)*	Automatisms such as lip smacking, chewing, fidgeting, walking and other repetitive, involuntary but coordinated movements.
3. Partial seizure with secondary generalization	Symptoms that are initially associated with a preservation of consciousness that then evolves into a loss of consciousness and convulsions.

(Epilepsy Guide, 2008)

as physical education and recreation are rare (Sirven & Varrato, 1999). If physical education teachers and recreation specialists make appropriate modifications, then children with epilepsy often will be able to safely participate. Furthermore, many physical education and recreation activities can assist in alleviating feelings common to children with epilepsy including depression, low self esteem, and dependence (Dubow and Kelly, 2003). This can be done by organizing activities in which the child experiences success. Dubow and Kelly (2003) note the importance of physical activity for individuals with epilepsy as they state that "growing evidence suggests that more patients with epilepsy benefit from regular exercise, while there is little evidence to show physical activity increases seizure frequency or the risk of injury" (p.500).

Legal Guarantee for Physical Education and Recreation Services for Individuals with Epilepsy in the School Setting

The Individuals with Disabilities Education Act (IDEA) is the federal legislation that guarantees education to children with disabilities and defines a variety of disabilities. In order to receive these services the child must meet IDEA's definition of one of the 13 disability categories. If a child between the ages of 3-21 is determined to have a disability as defined by this federal law, the student is entitled to a "free, appropriate, public education" under IDEA. One of the disability categories that is covered by this law is entitled "Other Health Impairment" (OHI). OHI is defined as:

> having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) adversely affects a child's educational performance (I.D.E.A., 2004).

The reader will note that epilepsy is included in the description of OHI - if the disorder adversely affects the child's educational performance - and such individuals are thus guaranteed special education services, such as adapted physical education and recreation services under the law. It is also important to note that if the disability does not affect educational performance, as is often the case, than the student is not eligible for special education services under IDEA. However, these students may fall within the protection of Section 504 of the Rehabilitation Act of 1973, and receive special services, if their seizures have a substantial limitation (permanent or temporary) on one or more major life activities - in this case access to learning (Wrightslaw, 2008). One may wonder how a student who is limited from learning and qualifies for services under Section 504 would not also qualify under IDEA. The answer may simply be that the student is not necessarily behind in educational performance, but he/she may be limited in the activities that he/she is allowed to do because of characteristics of his/her condition, such as the likelihood of seizures. It is important to note that the suggestions given in this paper are for individuals qualifying for the services in either manner.

In terms of physical education, federal law states that "Physical education services, specifically designed if necessary, must be made available to every child with a disability receiving a free, appropriate, public, education" (I.D.E.A., 2004). The law states that physical education is:

> The development of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). This term includes special physical education, adapted physical education, movement education, and motor development (I.D.E.A., 2004).

In terms of recreation services, IDEA states that an individual may receive such services, in the education setting, as may be required to assist an individual to benefit from special education (IDEA, 2004). According to IDEA (2004), services of recreation therapists include assessment of leisure and function in schools and community agencies. The American Therapeutic Recreation Association states the following in terms of a recreation therapist:

> A recreation therapist utilizes a wide range of activity and techniques to improve the physical, cognitive, emotional, social, and leisure needs of their clients. Recreation therapists assist clients to develop skills, knowledge, and behaviors for daily living and community involvement. The therapist works with the client and their family toincorporate specific interests and community resources into therapy to achieve optimal outcomes that transfer to their real life situations (ATRA, 2005, p. 1).

When discussing the characteristics and educational/recreation implications of epilepsy on children in the physical education and the recreation setting from a general standpoint one should note that epilepsy is only loosely correlated to intelligence (Dreisbach, Ballard, Russo, & Shcain, 1982). However, it should be noted that this standpoint is controversial in that that the age of onset of seizures has been suggested as an important predictor of cognitive function in individuals with epilepsy. Studies, including that by Devinsky & Tarulli (2008), note that if the age of onset is earlier, such as when the individual is a child, cognitive function would be affected more than if the individual was an adult. Another factor that may be associated with cognitive function is the duration of the epilepsy. One recent study noted that individuals who have epilepsy for more than thirty years had significantly lower Full-Scale IQ scores than individuals with the disorder for 15 to 30 years (Devinsky & Tarulli, 2008). An interesting point when noting this declining cognition is that cognitive ability, according to this study, would not seem to show much decline in the public school setting as a child who receives special education services is usually not in school for more than 19 years (3 years old – 21 years old). This is in contrast to the effects of a cognitive decline over thirty years which would seem to be more of a factor for an individual in the recreation setting later in life.

As noted, studies are not conclusive in terms of the effects of epilepsy on an individual's level of intelligence. However, more importantly, perceived intelligence – functional intelligence - may be affected as individuals with epilepsy often suffer from varying degrees of memory loss or a difficulty remaining focused. These characteristics can be as a direct result of the disorder or a direct result of popular medications that are used to control seizures

(Epilepsy Health Center, 2008). This article addresses challenges of working with children in both the physical education and recreational settings and notes the effects of popular medications used to treat epilepsy.

Possible Challenges of Working with Children with Epilepsy in Physical Education and Recreation Settings

A variety of challenges may become evident when working in physical education and recreation settings with children with epilepsy – some of which have been alluded to. These challenges include those related to the anti-epileptic medications used to treat the disorder and those more directly related to the disorder. Specific challenges of working with children with epilepsy in both of these movement settings will be addressed in the following sub-sections. It is to be remembered that the main goal of the teacher should always be to have the child safely and successfully participate in the settings.

Challenges in physical education and recreation settings as a result of medications

Medications used to treat seizures have a variety of side effects. These side effects are common in both older and newer medications. Older medications include Dilantin, Phenytek (phentoin), Tegretol, Carbatrol (carbamazepine), Valium, Klonopin, and Tranxone. Newer medications include Felbatrol (febamate), Gabritil (tigabine), Keppra (levetiracetam), and Lamictal (lamotrigine). Such side effects of the medications that could be of particular concern for children in the physical education and recreation setting include: imbalance, fatigue, dehydration, lethargy, peripheral weakness, drowsiness, dizziness, double or blurred vision, lack of concentration, coordination problems, and aggression (Epilepsy Health Center, 2008). It is important to note that side effects of these medicines may become prominent as a result of the child gaining/loosing weight or other physiological factors.

Specific challenges in physical education and recreation as a result of epilepsy

Specific challenges as a result of epilepsy that may become evident in the physical education and recreation settings include: (1) safety of the child, (2) difficulty in determining which activities need to be modified for the child as a result of safety concerns, and if so, actually modifying the activities, (3) difficulty getting attention of children with epilepsy, and (4) possible behavior problems and solutions for individuals with epilepsy. Possible solutions to these challenges will be addressed in the following section.

Possible Solutions to Specific Challenges of Working with Children with Epilepsy in Physical Education and Recreation Settings

Before discussing solutions to challenges of working with children with epilepsy it should be stressed that in terms of these children, the possibility of feeling imbalanced, fatigued, lethargic, drowsy, dizzy, or because of double vision, exhibiting lack of concentration and coordination problems usually exists.

Safety of children with epilepsy

Safety of all children is the most important consideration for physical education teachers and recreation leaders to remember when working with children in the physical education and recreation settings. Parents expect that their children will be in a safe environment when they are in these settings and courts have consistently upheld this belief. In terms of the *safety of children with epilepsy* in the physical education and recreation settings, important considerations to remember include the possibility of the child falling from apparatuses such as from climbing walls and off of balance beams. Thus, these participants should be spotted at all times or be given alternative activities in which to participate that address the same goals of the original activity. As an example of an alternate activity, if a child is not allowed to walk on a balance beam because of a possibility that she may fall, the individual can practice balancing an object such as a beanbag on his/her head. This of course is not working on the same goal as the other children but it is closely related to the activity in which the other children will be participating. Such an alternative activity would be a sound educational practice for the purposes of having a child understand how to balance and learn concepts related to balance. Children without epilepsy should also be given a chance to practice such an alternative activity so as to remove a negative stigma for the child with epilepsy because of isolationism. An opportune time for the children without seizures to practice the alternative activity would be while waiting for their turn on the balance beam. Conventional wisdom would suggest that the more children that are participating in the alternative activity, the better the chance of removing feelings of isolationism for the child with epilepsy.

Also, in terms of the *safety of individuals with epilepsy*, because of effects of the disorder and the effects of medication used to treat epilepsy, it is possible to have a reduced attention span which may cause the children to be unaware of objects such as balls that may strike them. As a result of this reduced attention span, and the potential problems associated with safety, children with epilepsy should be strategically placed in the physical education and recreation setting to reduce the risk of harm and should be assisted by an adult if the possibility of harm still exists. As an example these individuals should not be allowed to play goalie in a soccer game because of the chance of loosing awareness and being struck by a ball that is intentionally being kicked toward them at a fast pace. Other safety issues include those children who display "drop seizures" and thus may fall to the ground without notice. Because of this, children that have a history of drop seizures should wear protective head equipment such as bicycle helmets, baseball helmets, elbow pads, and kneepads.

Difficulty in determining which activities need to be modified as a result of safety concerns, and if so, actually modifying the activities

If a physical education teacher or a recreation leader is uncertain about whether an activity should be modified because of the safety of the child, it is always important to err on the side of caution and keep in mind the ideas discussed previously. Activities that definitely need to be modified because of safety include those in which children are elevated to a high point such as climbing ropes and climbing walls because of the possibility of falling and swimming because of the possibility of drowning. Also, because of possible side effects of seizure medications, such as a decrease attention level, activities that could possibly cause a blow to the

head should always be avoided (Winnick, 2005). Such activities could possibly include those in that more than a few balls are being thrown, kicked, or struck.

In addition to the previously mentioned modifications, it should be emphasized that children with epilepsy should not be forced to participate in activities that may cause an undue amount of stress. As mentioned earlier, such stress has been shown to contribute to a variety of problems such as seizures for some individuals with epilepsy. It is also important to note that individuals with seizure disorders, as should all individuals, always be allowed to remain hydrated during physical activities.

Difficulty getting attention of children for instructional purposes

As mentioned previously, one of the most common side effects of medication used to treat epilepsy is a decrease in the attention level of the children. This has been shown to be a problem for some individuals with epilepsy. Before discussing possible methods of getting the attention of children with epilepsy in the physical education and recreation setting, it should first be remembered that like many individuals with diverse conditions, children with epilepsy are usually not intentionally ignoring the teacher/recreation leader and their behaviors in this respect should not be viewed as being defiant by physical education teachers and recreation leaders. The incredible dosages of medication these individuals are subject to taking often make it difficult to "pay attention".

Possible solutions for physical education teachers and recreation leaders in terms of getting attention of children for instructional purposes should include using a variety of cues to allow the children to become focused. Such instructional cues should include visual cues, verbal cues, and physical assistance. More desirably, a combination of these three methods of cueing should be used as they will hopefully better allow the child with epilepsy to become focused, listen to directions, and remain focused. The physical education teacher or recreation leader should also remember that at particular times the child with epilepsy may not easily be able to participate – because of a variety of factors such as problems with medicine and fatigue - and should be allowed to rest until he/she can more easily participate.

In addition to the three instructional cues that should be used to gain the attention of the child during the activity, proximity control should also be used as a method to gain attention. Proximity control involves the physical education teacher and recreation leader staying within a close location to the child during the activity – a physical cue. This method could enable the child with epilepsy to remain more alert especially when combined with verbal and visual reminders to do so. The physical education teacher and recreation leader staying in close proximity during the activity also more easily enables the physical education teacher and recreation leader to provide physical assistance for the child when appropriate.

Possible behavior problems and solutions for individuals with epilepsy

One item that has not been discussed much to this point deals with possible behavior problems of children with epilepsy. Before discussing this issue further, the reader should be reminded of the earlier point noting the possibility of teachers and recreation leaders incorrectly viewing some behaviors as defiant when they are actually related to problems with the individual paying attention. Dunn and Austin (2002) do note, however, that childhood epilepsy is of particular concern to psychiatrists because of a frequency associated with behavioral problems. A factor leading to these behavior problems may include the fact noted by Spangenberg and Lalkhen (2006) "that children with epilepsy are often overwhelmed by feelings of embarrassment, frustration and helplessness and display resultant fearfulness, dependence and demanding behaviour" (p.206). Other factors that have been shown to be suggestive of behavior problems for children with epilepsy include types of medications, underlying neurological disorder for the child, family environment, parenting behaviors, and the presence of significant cognitive problems (Sabbagh et al., 2006). It is believed that if the teacher and therapists remember the main goal of having the child safely and successfully participate in the settings, many behavior problems will naturally be alleviated. Such success can reduce feelings of embarrassment, frustration, and helplessness. Of course, this will not alleviate all improper behaviors because of such factors as underlying neurological disorders and the presence of cognitive difficulties, but it will undoubtedly be a step in the right direction.

Conclusion

It is to be remembered that children should not be restricted in participation in many activities in the physical education and recreation settings simply as a result of their diagnosis of epilepsy. However, working with individuals with epilepsy can often be challenging for the physical education teacher and recreational leader. These difficulties can manifest themselves in the safety of the child, in the difficulty in determining which activities need to be modified, and if so, actually modifying activities because of the possibility of safety concerns, and in the difficulty in getting attention of children for instructional purposes.

A variety of simple modifications can be made for children with epilepsy in physical education and the recreational setting for the benefit of the child. These modifications include wearing protective head equipment such as bicycle helmets, elbow pads, and knee pads. In addition, individuals should remain hydrated and should avoid being placed in elevated situations. Modifications for these children should also always include assessing an individual's level of fatigue, possible sleep deprivation, and double/blurred vision, and avoiding or modifying the level of activity intensity when appropriate.

Modifications to instruction for the purpose of addressing a decrease in the attention level of the children include using a variety of cues to more easily allow the individual to become focused. Such cues should include visual cues, verbal cues, and physical assistance.

This paper has hopefully addressed basic solutions for the physical education teacher and recreation leader in order to improve the education of children with epilepsy in the physical education setting as well as their quality of participation in the recreation setting. It is, once again, also important to reiterate the importance of safety for all students in the physical education setting and participants in the recreation setting and especially as it applies to children that are more susceptible to injury such as children with epilepsy.

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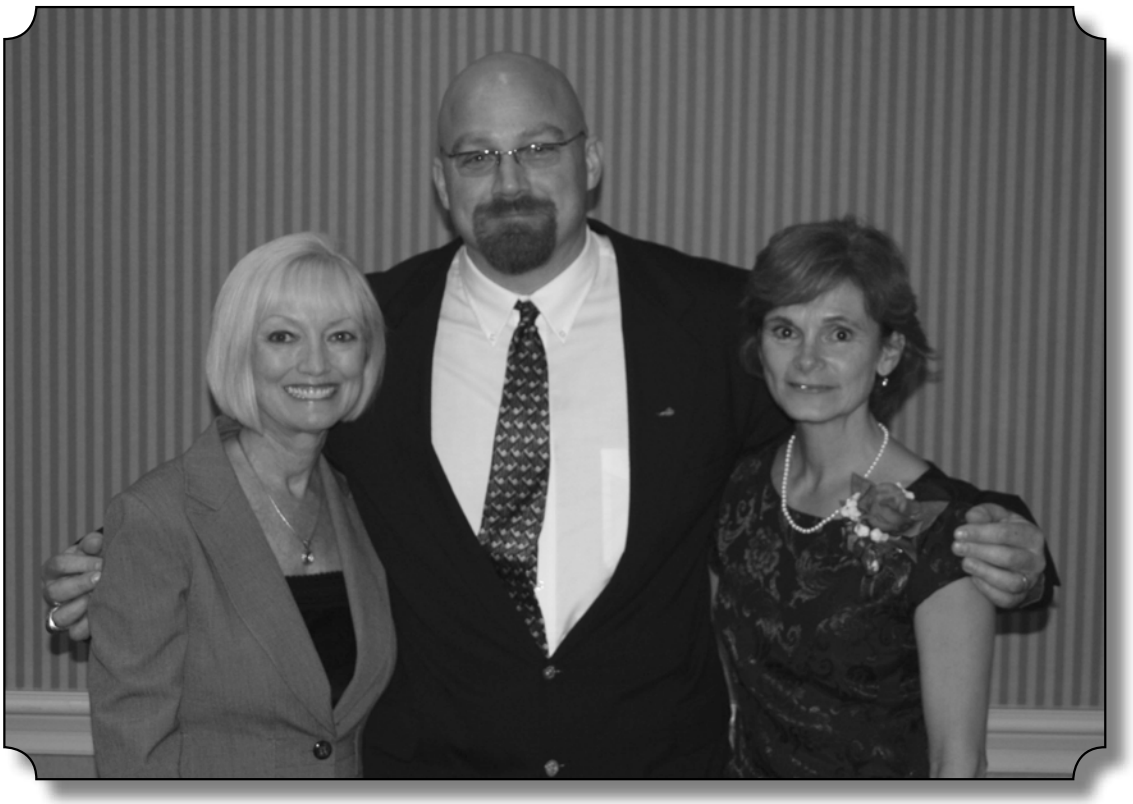

(L-R) *President-Elect* - Vicki Miller; *President* - David Sallee; *Past President* - H. Kay Schiltz

Thinkfinity.org: An Effective Web-Based Differentiated Instructional Resource Tool for Health/Physical Education Teacher's Use in Health Class

By Carolyn P. Erbaugh, T. Benton Gayle Middle School, Stafford County Public Schools

As Physical Education/Health teachers, how many times do we rack our brains trying to find innovative and creative ways to keep our health students on task in the classroom? Those who work with middle school students know they are the first to tell us worksheets, power point presentations, and even health videos become boring day after day! In this day and age of computers, gadgets, and gizmos, **technology** can be the answer to discipline problems and large class size in the health classroom. **Thinkfinity.org** offers a wealth of free and innovative lesson plans, classroom ideas, and interactive games for teachers, parents, and instructors in all subjects and is sponsored by the Verizon Foundation. They share this information as a free online educational service to the world.

Who is your favorite athlete? What is your favorite sport? How can legendary sports figures be positive role models to young teens? How can sportsmanship examples mold students' character, esteem and respect for others? These questions engage and motivate students as they are participating in this research assignment.

Thinkfinity.org
Read,Write,Think
Biography Project: Research and Class Presentation (Grades 6-8)
http://readwritethink.org/lessons/lesson_view.asp?id=243

Objectives
S.O.L.'s 7th and 8th Grades:
- Demonstrate sportsmanship and respect for others.
- Explain how a positive role model can influence one's personal development.

Standards

Students are expected to research a famous athlete on the **Thinkfinity.org** website. During the research procedure each student formulated a *Bio-Cube* (hotlink), designed a graphic organizer (web creation), write a written report and gave an oral presentation to the class.

Technology Integration

Each student had use of a computer, either I-Macs or I-Books, COW's-(Carts on Wheels) in my health classroom. In a situation where there are not enough computers (health classes may have as many as 41 students) students may be partnered. Partnering may be an effective way to support students with special learning needs. Students were able to work at their own pace within the two weeks. This time was allotted in health class for research, the writing of reports and the presentation of oral reports depending on their own skills and strengths. After reviewing general rules and procedures, students were given the following specific directions for this differentiated instructional web-based activity.

Implementation
Type in: **Thinkfinity.org**
(http://readwritethink.org/lessons/lesson_view.asp?id=243)
Type in: **read write think**
Type in: **Biography Project: Research and Class Presentation, Grades 6-8**

Develop the Student Learning Activity-

Research a famous athlete on **Biography.com, Bartley.com,** or **Wikipedia.com** .
After reviewing the above URL, students can clicked on links to websites containing biographies.

Students evaluated several biographies before selecting an athlete they wished to research based on a favorite sport. Knowledge of appropriate reference materials, reading comprehension, meaning and pronunciations of unfamiliar words were emphasized. No duplication of research subject was allowed per class.

A *Bio-Cube* (hot link) was used to assist in developing graphic organizers. Create a graphic organizer (web creation) on their chosen athlete. Sample webites are listed below. Martin Luther King Jr. is cited as an example. This is for a concept comparison, student check for understanding. Students created their own web using words and graphics on computers. These webs allowed for creative input, addresssed the needs of visual learners and allowed students to explore various ways of organizing ideas and information.

Graphic Organizer/web sites:
http://www.eduplace.com/graphicorganizer/
http://www.edhelper.com/teachers/graphicorganizers.htm

Students evaluated themselves with a partner via use of a *Web Rubrics* (hot link). During the research and web creation process, partners analyzed the concept and made revisions as necessary prior to proceeding.
Rewriting and editing the draft report using standard word processing procedures focused on sentence structure, spelling, capitalization and proper grammar. Using computer support with syntax and spelling features are an option that may be determined by student need. All of these skills involved independent practice. After the 1 1/2 page paper was written on the legendary athlete, each student gave their oral report to the class.

Oral presentation of famous athlete research to the class which required use of oral language, vocabulary, communication skills and appropriate speaking style for listeners. *Oral Presentation Feedback Form*, (hot link) used by students during oral presentation of research papers.

To develop good listening skills and consistent assessment, the students used the oral presentation feedback forms as a guide during classmates oral presentations. These feedback forms were

handed in to the teacher to check for understanding and the ability to identify critical information with notetaking skills during the individual student reports. After self-evaluation and peer review during the writing process and group evalution during the oral presentations, the final completed research project was submitted for summative assessment and teacher feedback. .

Effectiveness of the Learning Activity/Meeting Objectives that will be Assessed

All students love technology! This research assignment allowed students to be very creative while using words and graphics with their graphic organizer (web), prior to writing their paper and giving their oral report to the class. The written report was turned in to the teacher for evaluation after the oral reports were presented. This particular lesson started as a health assignment to do a research project requiring a famous athlete which included sportsmanship.

These biographical projects covered absolutely everything from reading to writing, peer teachings to written reports and public speaking to note taking for research. Students were highly motivated because there were options related to interest and personal strengths. Multiple students gathered supplemental reading books from the school library as extra reading and research material from which to work on their legendary athlete. This assignment has allowed my students to integrate reading, writing, and computer technology and served to help them see the connection betweeen their interests and academic content area goals. An additional benefit is a format that allows sharing of information and common goals with academic content area teachers. This is the kind of connection that builds professional learning communities across the entire school curriculum. What a fantastic web-based differentiated instructional learning tool.

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"What a Great Way to Learn!" Southern District AAHPERD Student Leadership Conference Provides Unique Professional Development Experiences

By Antwan VanBuren, Senior, Sport Management Concetration Member, Executive Board of the HPERD/Sport Management Majors Club, Virginia State University
Leon Wright Bey, Professor, HPERD Department, Virginia State University, Petersburg, VA

"What an experience! I learned so much about leadership and teamwork at the Southern District AAHPERD Student Leadership Conference. The people I met, professionals and students alike, were instrumental parts of my stay in Johnson City Tennessee." Given the enormous success of this event that was hosted by East Tennessee State University (ETSU) last fall, it's likely that Antwan VanBuren's comments have been echoed by a wide variety of attendees who also participated in that unique conference.

Asked by Henry Castelvecchi, Executive Director of VAHPERD, to serve as the state of Virginia's student representative at the conference, VanBuren joined a host of delegates from the other 12 states that comprise the Southern District. At that time, VanBuren was the alternate to the student representative on VAHPERD's Board of Directors. His faculty advisor, Dr. Leon Wright Bey, who is a professor in the Health, Physical Education, Recreation, and Dance Department at Virginia State University (VSU), accompanied him. He accepted Castelvecchi's invitation to serve as VAHPERD's professional representative at the conference.

Much of the success of the event was attributed to the tremendous hospitality that was displayed by Dr. Chris Ayres, who directed the conference, and his colleagues at ETSU. The comprehensive schedule of events (see Agenda below) included, but was not limited to: leadership development sessions, teambuilding opportunities and ropes course activities.

VanBuren, a senior at VSU, indicated that, "The activity I enjoyed the most was the 17-mile bike ride that was (luckily) mostly downhill. I enjoyed that so much that I may do it again in the near future. During the journey through the Virginia Creeper Trail, we also stopped by an old train station that had paraphernalia from the 1970's that is still there. Personally, I thought that was really cool!"

"Cool" may be a good operative word to describe the nature of that day. Despite the chill of the morning air and a steady drizzle, the determined bikers worked closely together to negotiate the muddy terrain and complete their journey. In fact, the challenge of completing their quest, as a unit on that misty day seemed to have underscored the esprit de corps that gradually heightened throughout the conference.

That level of enthusiasm and unity permeated the atmosphere when the entourage from 13 different states embarked upon another journey. This time, the group traveled to Bristol Motor Speedway where they were exposed to many of the marketing and event management aspects of that expansive and spectacular venue and learned more about what it takes to host a NASCAR event. During their tour, they were even driven around the racetrack in a van… at a moderate pace, mind you.

It was apparent that the exciting tour provided an enriching educational experience for conference attendees. It also held particular significance for Bey who, along with many others, had helped to present VSU's first Diversity in NASCAR Symposium earlier that month (September). During that event, which was held on VSU's campus, students, faculty, administrators, and others had the opportunity to network with key leaders in the motorsports industry.

VanBuren and Bey were also impressed with the networking that took place at the leadership conference in Tennessee. "During my stay at ETSU I got to meet some really wonderful people. We all got the chance to network and fellowship with each other, especially all the students with whom I came in contact. It was something about meeting those students. I felt that everyone I met had a leadership quality of some sort that I appreciated, and respected. I enjoyed conversing with them and learning different ideas. By the end of the conference, I knew that we had become better leaders," said VanBuren.

Leading the way for VanBuren and his cohorts was a group of stellar practitioners (see Agenda below). VanBuren noted, "The professionals with whom we had sessions were great! I am thankful for the time they took to come out and speak with us. They were all so gracious and informal that I had almost forgotten that they were conducting sessions for us. I was so comfortable with those sessions that I felt as if we were gathering as friends to discuss leadership amongst each other, and not so much that they were just there to lecture us. What a great way to learn!"

VanBuren, who is a member of the Executive Board of the VSU HPERD/Sport Management Majors Club (Club), "will be counted upon to relay what he learned to his peers at our institution and others within his scope of influence," added Bey, who serves as the faculty advisor for the Club. "I believe that this was a very worthwhile conference that greatly enhanced his already fine leadership and networking skills. If asked about their impressions of the conference, I suspect that his fellow student attendees would offer a similar assessment," Bey continued.

"This was a once in a lifetime event for me. Meeting the students and the professionals was an absolute joy, and hopefully I will have the opportunity again when WE, my fellow student delegates are the professionals leading the way for our youth," said VanBuren.

"Dr. Bey and I hereby thank: Mr. Castelvecchi for having selected us to participate in the conference; Dr. Ayres and ETSU for being such gracious hosts; VAHPERD and the SDAAPHERD; and everyone at Virginia State University who provided support for this event," stated VanBuren. For more information, please refer to the schedule of events listed below and/or contact Bey at lbey@vsu.edu.

Southern District AAHERD Student Leadership Development Conference
East Tennessee State University – Johnson City, TN
September 25-28, 2008

AGENDA

Thursday, September 25

4:00pm-5:30pm	Registration- Carnegie Hotel Lobby
5:30pm-6:15pm	Walking tour of event locations
6:15pm-7:15pm	Dinner-D.P. Culp Student Center Cafeteria-3rd floor- Dining Room 2
7:30pm-7:45pm	Welcome, Orientation, and Introductions-Mini Dome Rm. 227 Chris Ayres and Milton Wilder
7:45pm-8:30pm	"SDAAHPERD 101: All that you really wanted to know but were afraid to ask" Donna Dunaway, Donna Hester, & Charity Bryan- Mini Dome Rm. 227
8:30pm-8:55pm	BINGO & T-shirt Swap
9:00pm-9:50pm	"Creative Physical Activities for Everyone" Jim Stillwell- Dance Studio- Mini Dome Rm. 104

Friday, September 26

7:00am-7:45am	Breakfast- D.P. Culp Student Center Cafeteria- 3rd floor
8:00am-9:30am	Travel to Virginia Creeper Trail- Depart from Carnegie Hotel Lobby (be there by 7:50am)
9:30am-10:00am	Shuttle Ride
10:00am-12:30pm	Bike Ride- Blue Blaze Shuttle – Damascus, VA
12:30pm-1:30pm	Lunch in Damascus, VA
1:30pm-4:00pm	Tour Bristol Motor Speedway & Return trip to Carnegie Hotel
4:00pm-5:00pm	Break
5:00pm-5:50pm	Pathway to Leadership- What Makes a Leader? Bud Reiselt- Mini Dome Rm.227
6:00pm-7:00pm	Dinner- D.P. Culp Student Center Cafeteria- 3rd floor
7:15pm-8:30pm	The Student Leadership as an Advocate Sandra Sims- Mini Dome Rm.227
8:30pm-9:15pm	Professionals- Motivating Future Professionals Donna Dunaway- Mini Dome Rm.222
Future Professionals	Successful Outcomes: Formulating a Plan of Action for Your Departmental Kinesiology Club Charity Bryan – Mini Dome Rm.227
9:30pm-10:10pm	Professionals- Role of the Advisor: University, State, and District Level Milton Wilder- Mini Dome Rm.222 Future Professionals-Seeking Funds to Promote Your Initiatives Jim Stillwell & Donna Hester- Mini Dome Rm.227

Group picture of some of the participants at the conference.

Saturday, September 27

8:00am-8:30am	Breakfast at the Ropes Course- Rain Backup is Rm.227
8:45am-12:00pm	Ropes Course- ETSU Center for Physical Activity- Rain Backup Lower Brooks Gym Jason Davis, Andy Dotterweich & ETSU CPA Staff
12:00pm-2:00pm	Lunch & Break – D.P. Culp Student Center Cafeteria – 3rd floor
2:00pm-2:50pm	Team Dynamics Jason Davis – Mini Dome Rm. 227
3:00pm-3:50pm	Actions Plans& Using What You Have Learned Charity Bryan & Bud Reiselt- Mini Dome Rm. 227
4:00pm-4:50pm	"Leadership Through Communication" Chris Ayres – Mini Dome Rm. 227
5:00pm-5:50pm	Town Hall Meeting – Sharing LDC Experiences and Evaluation Milton Wilder & Sandra Sims- Mini Dome Rm. 227
6:00pm-7:00pm	Dinner- Bucs Pizza
7:00pm-7:30pm	Closing Session- Milton Wilder- Mini Dome Rm. 227

Sunday, September 28

8:00am-9:00am	Breakfast- Carnegie Hotel – Safe travel home!

Group picture of some of the participants at Bristol Motor Speedway.

VanBuren and Bey at Bristol Motor Speedway.

Procedures for Working with Students with Deafness or Hearing Impairments in General Physical Education

By Matthew D. Lucas, Ed.D., C.A.P.E., Assistant Professor, Longwood University

Definition of Deafness and Hearing Impairment

The Individuals with Disabilities Education Act (IDEA) provides definitions of 13 disability categories. If a child between the ages of 3-21 is determined to have a disability as defined by this federal law, the student is entitled to a "free, appropriate, public education" under IDEA. This "free, appropriate, public education" includes physical education. Two of the disability categories that are covered by this law are Deafness and Hearing Impairment. Deafness means a "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification." (I.D.E.A., 2004). Hearing impairment is defined in the law as an "impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness" (I.D.E.A., 2004). It is important to note that deafness may be viewed as a condition that completely prevents an individual from receiving sound in all or most of its forms. However, in contrast, an individual with a hearing loss can generally respond to auditory stimuli, including speech (National Dissemination Center for Children with Disabilities, 2002).

General Characteristics/General Educational Implications of an Individual with Deafness or Hearing Impairment in the Classroom

When discussing the characteristics and educational implications of individuals with deafness and hearing impairments from a general standpoint one should note that neither hearing loss nor deafness affects a person's intellectual capacity. However, children who are either hard of hearing or deaf generally require some form of special education services/modifications in order to receive an appropriate education. This is true because one of the two main senses - hearing - that individuals generally use to obtain information is negatively affected (the other sense being vision). Such special education services/modifications often include: auditory training from a specialist; amplification systems; services of an interpreter for those students who use sign language; favorable seating in the class to facilitate lip reading; captioned films/videos; and assistance of a note-taker. Children who have a hearing impairment will often find it difficult to learn many aspects of verbal communication including vocabulary, grammar, and word order. For children who are deaf or have severe hearing losses, early, consistent, and conscious use of visible communication modes (such as sign language, fingerspelling, and Cued Speech) are often beneficial. In addition, for these children, amplification and oral training can help reduce this language delay (National Dissemination Center for Children with Disabilities, 2002). Another strategy that teachers should employ for individuals with a hearing impairment - as well as with all students - is to obtain feedback from the students at every opportunity as an indicator of the student's level of understanding (Strategies for Teaching Children With Hearing Impairments, 2004). However, since the environment of a general physical education class is different than that of a classroom, special challenges will present themselves and special considerations must be made to properly instruct a student with a hearing impairment in a general physical education class. The following section will note possible challenges present when working with individuals with deafness or hearing impairments in the specific setting of a general physical education class.

Possible Challenges of Working with Individuals with Deafness or Hearing Impairments in General Physical Education

As mentioned earlier the two main senses that individuals generally use to obtain information are vision and hearing. And, of course, students with deafness or hearing impairments are either not able or have problems in using one of these senses - hearing. This leads to many challenges when working with these students, especially in the general physical education setting. This is true because of the nature of activities for which students in physical education are often involved. It is to be remembered that during many of these activities the students cannot remain focused visually on the teacher to obtain visual cues as a replacement to auditory cues as is often the case in the classroom. An example would be the difficulty of watching a ball during the catch while following visual cues of the teacher. Specific challenges that may become evident in the physical education setting include (1) difficulty getting attention of students for instructional purposes as well as for safety concerns, (2) difficulty in giving instructional directions and feedback and (3) difficulty in allowing for communication between students in the general physical education setting. The next section will note possible solutions to these specific challenges in the general physical education setting.

Possible Solutions to Challenges of Working with Individuals with Deafness or Hearing Impairments in General Physical Education

One specific challenge that may exist when working with individuals with deafness or hearing impairments in the general physical education setting is an increased difficulty getting attention of students. This is important for both instructional purposes as well as for safety concerns. A possible solution for these situations may include giving all students a visual/verbal cue in order to have students freeze. One example may be to instruct students to stop what they are doing, "freeze" and clap when they see/hear the teacher clap. Of course, students who are deaf or have a hearing impairment will probably not hear the clapping but they will be able to see the other students clapping and they can then follow the cue.

Another specific challenge that may exist when working with

individuals with deafness or hearing impairments in general physical education may be a difficulty in giving instructional directions and feedback. For students who are able to read lips or read text this does not pose as big a challenge as for students who do not possess these skills. For the students that can read lips, minor modifications would need to be made including the positioning of the teacher so the student can see him/her. For students that are capable of reading text a simple solution may be the use of erase boards. In terms of using the erase boards, the teacher may simply write cues and feedback on the boards. It should be remembered that often such instructional cues might be written before class in order to avoid taking away from class time. As for feedback, this would probably need to be done during the lesson but would not consume much class time. This situation does become more problematic if the student in question is not able to read text or lips. In such a situation basic sign language may be used. It is also important to remember that "make-shift" visual cues and pictures drawn by the teacher may also be an important strategy to employ. This could include "smiley faces" as positive feedback for younger children to pictures detailing an individual stepping with the opposite foot during the overhand throw for older students. In this case the teacher could simply draw a stick figure throwing a ball and circle the leg that is stepping toward the target. Teachers could also have other students, or themselves, serve as visual models for students when trying to emphasize cues with students. The teacher should also try to avoid having the student with the hearing impairment attempt a drill first. If students are performing an activity, and are organized in lines, allow the student to be behind other classmates so that he/she can have extra models to follow. In terms of giving instructional cues and feedback it is also important to remember the following points:

- If there is an interruption in the class, get the student's attention before resuming teaching.
- Use visuals frequently. It is to be remembered that visual information is often the student's primary means of receiving information.
- Be flexible: allow the student to work for a longer period of time.
- Don't assume. When in doubt about how to assist the student, ask the student.
- Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class) (TeachersFirst E-ready Special Education Site, 2001).

It is also important for the teacher to learn a few basic signs if the student is able to perform sign language. Lastly, it should be stated that when working with individuals with deafness or hearing impairments in the general physical education setting one practice that should be followed is the introduction of the "language" of the activity - words that are commonly used during the activity - before class to the student. This will allow the teacher and student to better communicate, as the student will become more familiar with possible terms.

The last specific challenge that will be discussed when working with individuals with deafness or hearing impairments in general physical education is how to address the difficulty that students will probably have in terms of communication with other students. It should be remembered that one of the most important components of learning in the general physical education setting is a direct result of what students learn from their peers. This includes students observing peers performing a skill correctly followed by their responses, as well as students having their skills observed, and once again the response that follows. In order for this learning between peers to occur, communication between them needs to flourish. This communication is usually easily achieved through basic verbal communication of peers. In order to address this inability to verbally communicate because of the hearing impairment of one student the same types of methods used to provide instructional directions and feedback should be used. For students to communicate amongst themselves in physical education the use of erase boards and writing is beneficial for children who are literate (it is also important to introduce classmates to a few basic signs for communication purposes with the student with the hearing impairment). As with instructional cues and feedback, if the student cannot read, "make-shift" visual cues may be used. These visual cues may be put on erase boards for students who are providing the feedback to the student who has a hearing impairment.

Conclusion

Working with students with deafness or hearing impairments in general physical education can often be challenging for the physical education teacher. These difficulties can manifest themselves in the ability of the physical education teacher to get the attention of students for instructional purposes and more importantly for safety concerns of the students in the class. In addition, as a result of the deafness and hearing impairments of the student, the physical education teacher may experience difficulty in providing instructional directions and feedback and difficulty in ensuring proper communication between students in the general physical education setting. A variety of modifications can be made for students with deafness and hearing impairments in physical education. These modifications include the use of visual cues; directions and feedback written on erase boards, the use of basic sign language and the use of basic visual models through other students or through the teacher.

This paper has hopefully addressed basic solutions to improve the education of students with hearing impairments or deafness in the general physical education setting. It is also important to reiterate the importance of teaching a few basic sign language words to the entire general physical education class as well as to learn them as a teacher. One such web page that can assist the general physical education teacher in this endeavor is a site from the Michigan State University Communication Technology Laboratory (2000). The URL for this site can be found in the references section of this manuscript.

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***Dancing it up at* VAHPERD**

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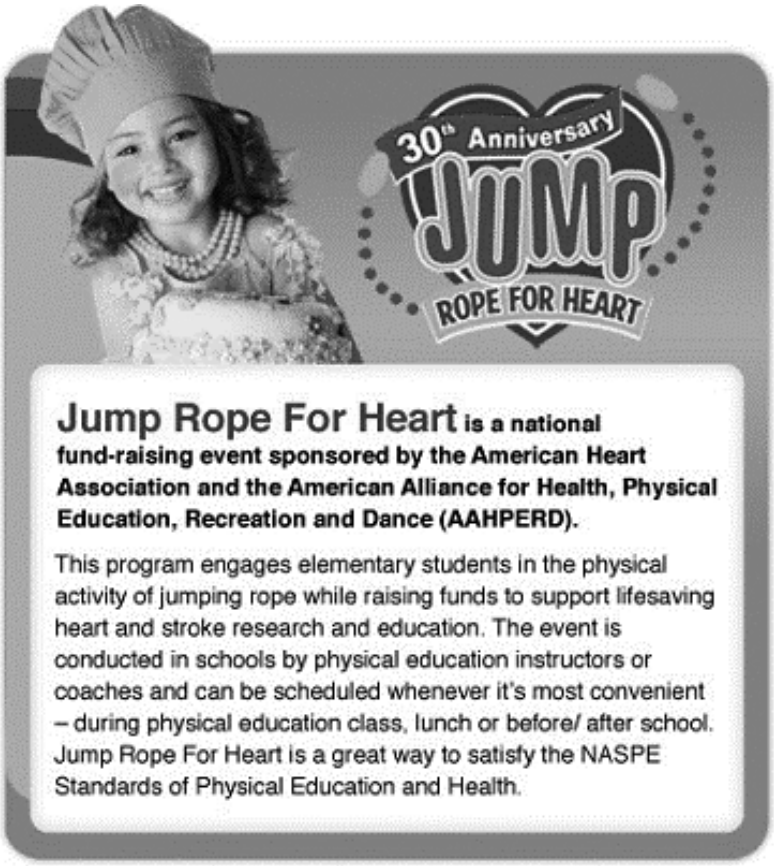

Hope for Sport Scuba Divers with Chronic Middle Ear Dysfunction

By James W. Wade, W. H. Taylor Elementary School, Norfolk Public Schools

Abstract

Up until now, anyone wanting to enjoy the sport of scuba diving could only do so if they were free of certain types of ear problems. As a diver descends to any given depth in the water, and then later ascends to the surface, water pressures on the human body are continually changing. A healthy set of eustachian tubes and healthy middle ears are necessary for adjusting to these changing pressures. Advances in treating middle ear problems (including better diagnostic equipment, middle ear prosthesis, and surgical techniques) now offer hope to those who want to dive and could not do so in the past.

When I made my first SCUBA dive (Self Contained Underwater Breathing Apparatus) to the bottom of a swimming pool in 1969 I knew I was hooked. Now, after almost forty years and thousands of dives, I am enjoying sport scuba diving more than ever and have already booked my next trip to Aruba where my wife and two sons will join me in diving in crystal clear water along spectacular coral reefs.

It was with great pride that I became certified as a Scuba Instructor with the Young Men's Christian Association (YMCA), the National Association of Underwater Instructors (NAUI) and the Professional Association of Diving Instructors (PADI). Over the years I trained and certified hundreds of men, women, and children as sport scuba divers. When students signed up for lessons, they completed a medical history form. Many physical conditions traditionally are considered as "contraindicated" to sport diving. In the past, having chronic ear problems would have kept a person from diving. Changing pressures while ascending and descending underwater means a person must "equalize" the pressure in the middle ear with the same pressure as the surrounding water. Air moving into and out of the middle ears by way of the eustachian tubes equalizes pressure.

Over a period of quite a few years I was the victim of many ear problems including chronic ear infections, cholesteatoma, retraction pockets, numerous ruptured ear drums, erosion of the bones of the middle ear and progressive hearing loss. Try to imagine how devastated I was when I found out that my chronic ear problems had finally become so serious that I could no longer enjoy the sport that had given me so much pleasure throughout most of my adult life. My ear problems got so bad that I had to have a tympanostomy, a vent tube placed in my right ear that precluded diving.

One of my former ear doctors knew of my passion for diving and together we planned the timing to remove the ear tube, allow my eardrum to form a scar to close the hole left by the tube removal. I would go diving in the Caribbean for a week, and a new ear tube would be inserted upon my return. After a few years, even this stopped working as the hole in my eardrum would not close upon the removal of the ear tube. I was using a specially made facemask designed for divers with ear problems. In order for a diver to see clearly underwater the diver must wear a facemask designed to keep air in front of the diver's eyes instead of water. A diver with ear problems can purchase a mask that has additional cups that fit over the diver's ears. The ear cups connect to the facemask by way of a set of tubes (very much like a flexible drinking straw). The diver can blow air through the nose into the facemask, the air pressure inside the mask will travel through the flexible tubes to the ear cups and thus the ears remain dry, even underwater. By keeping air pressure in the ear cups, the diver does not have to equalize the pressure in the middle ears with the surrounding water pressure. This special mask worked as long as my eardrum was intact. With a hole in my ear drum there was a risk of serious injury if water were to enter the ear cups because the water pressure could force cold water through the hole into my middle ear and cause a dangerous condition known as vertigo.

It was only recently that I found my hero, Stephanie Moody Antonio, M.D., currently Assistant Professor and Director of the Cochlear Implant Program at Eastern Virginia Medical School in Norfolk, Virginia. She told me the actual cause of all my ear problems. Dr. Moody Antonio performed a diagnostic nasal endoscopy. A medical instrument allows a doctor to look directly through a special telescope that is inserted through the patient's nose. A video camera attached to the nasal telescope sends a picture to a nearby TV monitor. Based upon the procedure, she discovered that while I was asleep at night acids from my stomach would back up into my throat causing the openings of my eustachian tubes to become inflamed and malfunction. My right ear was more affected than my left ear that was near normal.

Reflux medication was the first step in my recovery and in being able to dive again. Because my eustachian tube on my right side had not been opening and closing as it should, there was a negative pressure in my middle ear and this negative pressure over time had caused my right eardrum to be sucked inward creating "retraction pockets." The pockets were ripe with bacteria that caused many infections. All this resulted in the bones in the right middle ear eroding away which caused a significant hearing loss.

In addition to medicine to control future problems caused by reflux, Dr. Moody Antonio advised I have surgery to repair the eroded middle ear bones (ossicular reconstruction), and to use nearby cartilage and muscle tissue to reconstruct and strengthen the eardrum (tympanoplasty). Controlling the reflux, reconstructing the bones, and creating a stronger eardrum would help prevent further retraction pockets, improve my hearing, and allow me to dive again. Dr. Moody Antonio advised me to travel to Children's Hospital, in Boston, to see Dr. Dennis S. Poe who was conducting studies on the newest methods of eustachian tube surgery, for a "second opinion" in case Dr. Poe believed I would benefit from such surgery. Dr. Poe advised me that he did not feel at the time that eustachian tube surgery was necessary, agreeing with Dr. Moody Antonio that the reflux medication would eliminate the cause of my eustachian tube dysfunction.

My first surgery on my right ear took place in March 2006. During the surgery it was determined that the incus had eroded and separated from the stapes. A new and experimental "bone ce-

ment" was used in an attempt to correct this problem. The middle ear canal was widened and nearby cartilage and muscle tissue was used to create a healthier, stronger ear drum. Examinations and hearing tests over the next several months indicated that although the eardrum itself was healthy and the retraction had stabilized, hearing did not improve. The "bone cement" had not accomplished what we had hoped; the middle ear bones were still not transmitting sound properly.

My second ear surgery on the same ear took place in September 2007. During the surgery, the incus was removed and a 2 mm titanium prosthesis shaped somewhat like a small mushroom was placed over the head of the stapes. A cartilage graft held the prosthesis in place. Post operation examinations indicated the eardrum was robust and hearing tests showed a remarkable improvement in hearing. In July 2008, my family and I spent a week on the island of Bonaire in the Netherlands Antilles. Bonaire is a diver's paradise and it was certainly a paradise to me as I went SCUBA diving every day we were there. I had absolutely no problems equalizing pressure in my ears, and in fact, I could "clear" my newly rebuilt ear better than my left ear. I am extremely grateful to Dr. Moody Antonio. Not only am I diving again, but also I will be doing it with those I love the most--my wife and children.

Editor's Correction:

In the fall 2008 issue of the Virginia Journal two articles were published:

An Examination of Direct Spending Patterns and Economic Impact Figures Associated with the 2007 XTERRA World Championship and ***Triathlon Events As Possible Activities for Your Physical Education***. Both of these articles were written by Dr. Robert Case. Dr. Case's name was not listed on either of these articles. We sincerely regret this error and apologize to Dr. Case.

Seven Principles of Highly Effective Teachers

By Dr. Rodney Gaines, Liberty University

The purpose of this article is to give seven habits of highly effective teachers at any level of teaching, whether it is K-12 or postsecondary. Teachers today are facing more challenges than teachers did 20 years ago, and those challenges are continuing to grow. As technology continues to boom, students in some instances are excelling ahead of their teachers in the area of technology. Students today have access to cell phones, personal computers, internet, and other technical gadgets. Teachers have to be more creative to keep students engaged in the classroom. The new millennium student is turned off by long lectures, and they now understand the saying death by PowerPoint.

One of the first things to take over the classroom is to implement what's called the **2 Minute Offense Principle**. It's where the teacher gets his/her point across in the first 2 minutes of class, and has activity going within the first 2 minutes of class. A teacher can start class with an icebreaker, a group activity, and/or a warm-up game. Students will then pull away from cell phones and laptops, and get involved immediately. The sport of football changed forever in the 80's when the Sanfrancisco 49ers implemented what's now called the West Coast Offense. They basically tried to score on every play of the game, and they did not rest long between plays. Our teaching needs to have the same enthusiasm. We need well planned out activities, and we need to keep the student engaged from the time they hit the door until the bell rings.

The best kept secret is the **L Principle**. You have to see each student as a diamond in the rough. Whether the student has disciplinary problems, poor concentration, ADD, attendance problems, personal problems, or not focused, we have to find away to chisel the rough away to get to the diamond. There is a diamond in the rough, as the same with a seasoned oyster we find a pearl. The L Principle stands for love. How do we assess love? How do we measure that on SOL's? Again, it is hidden. Students first want to know do their teacher love them, or is the teacher just passing through. There is a tendency for new faculty to be tough on grading, and spend a lot of time developing rubrics and rules that put a fence up between the student and the teacher. The great leadership teacher John Maxwell often quotes, "People don't care how much you know until they know how much you care. Likewise, students don't care how much we know until they know how much we love them. We have to show them right away that we love them to earn their trust, and once we have that all the other problems will work themselves out. Earning respect is not easy in any classroom. Even the veteran teacher has to earn that respect each year or semester. And once it's earned, it must be protected. On the first day of class, you simply tell them that you love them unconditionally. This is powerful! No teacher knows how far their impact will go with a student. They will be totally focused after you genuinely tell them that you love them. We show love when we call them by their name, and when we listen aggressively to their life story. We show love when we not only train them to exercise, but we develop the emotional and spiritual side of the student as well. The L principle will connect you with your students, and they will look forward to the 2 minute drill every day.

There is so much strength in a cup of coffee. We all know what a cup of coffee can do on the way to work in the morning. A cup of coffee gives us energy, opens our eyes, and gets us ready for the horizon before the day starts. Again, it picks us up during the day. The next principle is the **Coffee Principle**. There is eternity in a cup of coffee. So many marriages would be saved if couples would just take one night a week, and have a cup of coffee with their love one. The coffee principle is away from the classroom. The coffee principle involves mentoring other senior faculty, and it means having a cup of coffee each month with a different faculty member who can mentor you. In this meeting the faculty member is going to make connections, and they can learn what successful teachers are doing in their classrooms. They also are making new relationships, and they are able to listen to change. Another way to look at the coffee principle is to have a cup of coffee with a group of students. Once we have the L principle of love working, students will voluntarily let us know how lesson plans and classroom culture can be made better. We often neglect the coffee principle, because we are busy and sometimes prideful. We are afraid to ask others what they are doing, and we continue to drive the power points, and have a lack of classroom structure. Experience is not the best educator, but evaluated experience is the best teacher. If we are using the same power points we used a year ago, we are not growing as teachers. We need a fresh start each semester, and we have to continue to grow and learn from research and other senior teachers. In order to continue to grow, teachers need to evaluate other faculty. Another way to apply the coffee principle is to take a cup of coffee, and set in on another teacher's class. Success breeds success.

Another highly effective principle for new teachers or teachers looking for a change is the **Treasure Chest Principle**. What if we gave the test at the beginning of each unit? What happens if we give the final exam on the first day of class, or what happens if we see what they know right before we start the lesson each time? This is the **Treasure Chest Principle**. There is treasure in learning. Testing a group of students before a unit starts does several things. Right away the teacher knows what the students don't know, and they also have individual as well as a whole how well the class knows the subject matter before the unit is started. It also benefits the students. The student will be happy that they already know some of the material, but they will be happy that the exam does not count for a grade. They will be more happy when they do increasingly well on the real test weeks ahead. This builds confidence and it shows the students what is ahead. This takes a lot of work to do because the teacher has to give the exam or skills test at the beginning of each unit. Many times students have already learned concepts in previous classes, and or they have already mastered a group of concepts. If that is the situation, the teacher can move onto more challenging activities and resources. This is treasure to the student and to the teacher. It is great going into a new unit already knowing what skills are mastered, and what needs more work. It is great knowing which students need more help, and what students may serve as mentors to others to

assist the teacher in the learning. There is treasure in using the Treasure Chest Principle.

The fifth principle is the **Index Card Principle**. A 3x5 index card can change your teaching world. There is not a lot of room on it, but it will be another treasure for you. How do I apply the Index Card Principle? At the end of each class what would happen if we stopped and asked students what they learned today, what needs to be improved, and how could I have made class better today? You also want to ask them what they liked about today as well? This will take a great deal of humility. One way to implement the Index Card principle is to take the last 5 minutes of class, and allow students to write on it what they learned today, what they liked about today, and what improvements are need in the teacher and in the instruction? You will be surprised at the answers. The students will then wait to see if you incorporate these changes. It's better than the treasure chest principle, because like the 2 minute offense principle where you have students engaged all the time, you now have students engaged in assessment daily. Those index cards will stir your teaching in a new direction and they will give you wisdom for making classroom transformation. In the corporate workplace and most higher education jobs teachers and faculty are evaluated every 1-5 years. It would be good to get immediate feedback on the most important part of the job, and that's teaching itself. The index card principle is essential in order to grow and it serves as a compass for your instruction.

The next principle is known as the **Power Principle**. Power in biomechanics is known as work divided by time. Power is also considered how quick we can get a job done… teachers have tremendous power. When we plant seeds of light and life into our students, we will never know how much power we are giving away. If we want power, we must work to give it away. It is fairly easy for a teacher to put together a set of PowerPoint presentations, and read off of them with their scripted lessons. Many of our leaders did that when we were in school, so we tend to stay on that same track. The sooner we can get away from PowerPoint presentations, we gain power. The power is in the teacher, not in the power points. The PowerPoint should only be a prop or a tool to assist us in presenting our message. There is power in speaking passionately from the heart, and not from power points. In order to get away from PowerPoint, it will require some time spent with a thought out lesson plan.

The last principle is the **Superman/Superwoman Principle**. These two hero characters were always there for the rescue. No matter how bad things were, they would always turn things around. Then they would humbly go back to their normal civilian life. As teachers we have to have the Superman/Superwoman mentality. When a student falls short in the classroom, we need to find out why? Many times teachers will watch the bad grades flow in and will let the student fail. The student is marked as lazy or uneducated. It goes back to the L principle. Let's find out what the problem is. Call the student in and find out what is going on with him or her. You may set up extra study time with that student. When the student is allowed to fail, the teacher fails too. The student may have difficulties at home, relationship problems, going through puberty or there is a learning disability. If we want the student's hand at working hard, we have to offer them our hearts. If we want their hearts, we must offer them a hand. We have to reach out to them and let them know that we care about their future, and we have to like Superwoman fly them in the right direction through the art of servant hood. Don't let your students fail. There is always a way to success. We may be the last person that believes in them before they actually give up on education and life. You maybe one teacher to the world, but you also maybe the world to one student.

In closing, teaching does not freeze in time. Even with these 7 new principles to add fuel to your creativity of teaching, we have to continue to be on the lookout for ways to connect and grow as a professional. As we continue to grow, our students desire to learn will continue to grow. It may take some time before you can implement these 7 principles, but they will give your classroom and your leadership style new direction.

Innovations in Higher Ed- Course Delivery Options for Student-Athletes

By Sigrid G. Kreb, PhD, CHES, Post-Doctoral Researcher, University of Konstanz, Department of Sport Sciences, Konstanz, Germany 78457

Abstract/ Overview

Student-athletes must constantly balance their athletic, academic, and social roles. Their dual career can easily be overwhelming. Missing classes because of intense travel can be disruptive to the flow of classes and material. Online education is one way to provide a personalized, portable, on-demand learning environment that is flexible regarding both time and location, does not require travel to and from campus, is self-paced, and is provided at the learner's convenience.

The purpose of this study was to determine general concerns experienced by Virginia Tech student-athletes, as well as their perceptions and practices about online education. Understanding student-athletes' needs and wants can help promote high quality online course development. In addition, it allows educators to tailor marketing specifically to student-athletes and increases the likelihood that students will experience positive online learning experiences.

Data was collected using focus group discussions, key informant interviews and a demographic questionnaire. Student-athletes from all varsity teams were purposively selected for two revenue sports sessions and two non-revenue sports sessions targeting 6-8 athletes in each group. Five key informant interviews were conducted with personnel from the athletic department.

Participants seemed to want the best of both worlds, preferring the convenience of online courses, but also desiring regular contact and interaction with faculty and other class members (social component). The non-revenue athletes preferred taking classes in a traditional classroom to learn material. They preferred taking online classes when they travel, for time issues or easy credit. Though all student-athletes stated they took advantage of online classes, the revenue athletes seemed to appreciate them more and were willing to take more online classes to help ease their schedule. A purely online education program would not result in balance.

Introduction

The split between academic pursuits and athletic commitment has been a challenge for student-athletes ever since the advent of the dual career of being both student and athlete. The goal of becoming a professional athlete or competing at the international level while pursuing a degree at the same time has been a demanding and, often times, impossible exercise for many young athletically gifted students (Richartz & Brettschneider, 1996). Due to the high stress generated through the demands of being a student and an athlete, help is needed to succeed in both arenas.

Faster, Higher, and Stronger

The beginning of the 21st Century is undergoing a rapid rate of technological and social change. The Olympic motto, made up of three Latin words citius – altius – fortius (Latin meaning for faster – higher – stronger), seems not only to pertain to the athletic arena, but also to the digital arena. This is expressed by increasingly technological advancements allowing fast communications and information processing, high connectivity in that communities are no longer only based on geographical proximity, and stronger as well as newer technologies developing and disbanding according to interest, work patterns, and opportunity.

Growth and Development of Distance Education

Distance Education has become a popular approach in higher education institutions offering a variety of distance delivery forms and new instructional tools that allow colleges and universities to offer more distance courses and programs to a greater population of students, especially students with special needs. A study by the U.S. Department of Education on distance education in higher education revealed that 45% of all public four-year institutions and 39% of all public two-year institutions offered distance education courses during the 1994-1995 academic year (Lewis, Alexander, & Farris, 1997).

Over the last decade, institutions participating in distance education have grown significantly. According to the National Center for Education Statistics (NCES), 88% of all public two-year institutions and 86% of all public four-year institutions offered distance education course during the 2004-2005 academic year (NCES, 2006). Online education, often referred to as eLearning, has been the most popular form of distance education. A recent study has found that the popularity of online education is definitely on the rise (Allen & Seaman, 2006).

The following table shows the affinity between the characteristics of a student-athlete and an online learner. As can be seen from this table the characteristics are very similar. Therefore online education could be a feasible match in order to provide help for student-athletes.

"Matchmaking"

Student-Athlete	Online Learner
• Hard working	• Self-discipline
• Coach-ability	• Self-motivation
• Goal-oriented	• Time-management
• Team work	• Goal-oriented
• Time-management	• Self-responsible
• Self-discipline	• Self-esteem
• Perseverance	• Relating to others
• Passionate	• Ability to conduct self-study
• Highly motivated	• Be comfortable w/technology
(Crowley, 2006)	(Simonson, 2006)

Student-Athlete and Online Education: A feasible Match?

Distance learning, specifically Online learning, seems to be an attractive alternative for this unique population. Currently, it is believed that students have changed radically; today's students

are no longer the people our educational system was designed to teach and students think and process information fundamentally in a different way (Prensky, 2001).

Oblinger & Oblinger (2005) state, "information technology is woven throughout our lives, we probably do no think of it as technology. One generation's technology is taken for granted by the next. Computers, the Internet, online resources, and instantaneous access are simply way things are done" (p. 12).

Today's college students have been surrounded by technology while growing up. Oblinger & Oblinger (2005) describe how today's Net Gen college students have grown up with technology which includes being born around the time the PC was introduced, exposed to Instructional Technology (IT) at very young ages, children age six or younger spending every day using screen media (TV, videos, computers, video games) which nearly equals the amount of time they spend playing outside and exceeds the amount of reading time.

In the Digital Age

Nowadays, we hear all the time that we are living in a digital age with terms such as "Digital Natives" and "Digital Immigrants" (Prensky, 2001) emerging, we are teaching the "Net Generation" (Oblinger & Oblinger, 2005), and the Ne(x)t Generation is on its way.

According to Prensky (2001), Digital Natives are used to receiving information really fast; they like to parallel process and multi-task; they prefer their graphics before their text rather than the opposite; they prefer random access (like hypertext); they function best when networked; they thrive on instant gratification and frequent rewards; and, they prefer games to "serious" work (p. 2). Furthermore, Prensky (2001) proposes the solution for today's teachers is to learn the language of the Natives, to speed up instruction, and to provide "random access" (p. 4). "Future" content is to a large extent, not surprisingly, digital and technological, which is extremely interesting to today's students (p.4), and Prensky's (2001) personal approach is the use of "edutainment", an attempt that to date, has failed from both the education and entertainment perspective (p.5).

Entertainment in athletics has had a tremendous value in university life since the 18th century and has been criticized by several authors (Thelin & Wiseman, 1989; Zimbalist, 1999). Thelin and Wiseman (1989) expressed the dubious balance that exists between academics and athletics and the trend from education to entertainment, whereas others proceeded with the issue of exploitation of student-athletes (Crowley, 2006; Zimbalist, 1999). This seems to be a good opportunity where Online Education comes into play.

The table below shows the description of college students by Prensky (2001) and features of online education by Zhang (2004). It is an almost instinctive assumption to believe that Net Gen students will want to use IT heavily in their education as they certainly do in their personal lives.

Research comparing distance education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction, when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and when there is timely teacher-to- student feedback (EODE, 2007). This is consistent with Russell (1999) who has researched more than 300 papers, research reports and summaries addressing learning benefits of different media since the 1920 and concluded that there is no significant difference between distance learning and traditional classroom learning no matter what medium is used for learning.

Since there is a broad array of preferences in using learning styles to adapt technology in higher education (O'Connor, 1999) and research on learning styles has shown that students learn best when they can address knowledge in ways that they trust, faculty can engage students in more rich learning opportunities by increasing the range of styles through which students can engage in studying academic fields. Technology provides new capabilities to reconstruct learning environments around specific learning styles (O'Connor, 1999).

Methodology

Focus group discussions and key informant interviews were the data collection methods. Student-athletes of all varsity teams at

Today's College Students

College Students - "Digital Natives"

- used to receive information fast
- like to parallel process / multi-task
- prefer graphics before text
- prefer random access (hypertext)
- function best when networked
- thrive on instant gratification
- want frequent rewards
- prefer games to "serious" work

(Prensky, 2001)

Online Education (OE) - Features

- personalized, portable, on demand manner
- flexible in time and location
- student-learner environment
- synchronous (simultaneous)
- asynchronous
- self-pace, learner's convenience
- time-zone independent
- equitable treatment (keep promises, no decision making based on stereotypes)

(Zhang, 2004)

[1]Revenue sports are defined as team sports that can generate revenue; i.e., football and basketball

a university in Virginia suffice were purposively selected for two revenue sports sessions and two non-revenue sports[1] sessions. Five key informant interviews were conducted with personnel in the athletic department of the university. The focus group questions and key informant interviews correspond to each research question. The questions researched for this study focused on comparing the revenue and non-revenue athletes' perceptions with respect to 1) main concerns to their dual career, 2) perceptions of benefits and barriers of online education, 3) type of ideal learning environment, and 4) the relationship between spending a large amount of time away from campus and online education.

Develop a Model for Student-Athletes

Student-athletes expressed the opinion that they would like to have a mix of in-class instruction and online education. They prefer to have a few traditional class meetings weekly in order to get guidance and direction. In addition, they would like to take advantage of an online learning environment. Even though technology plays a key role in the delivery of distance education, teachers must remain focused on instructional outcomes. Effective online education is focused on the needs of the learners, the requirements of the content, and the constraints faced by the teacher before selecting a delivery system. Generally, this systematic approach will result in a mix of media, each serving a specific purpose (EODE, 2007; Simonson et al., 2006). An example of such a mix of media for student-athletes may be the combination of a strong print component, a synchronous chat, computer conferencing, and asynchronous elements.

A *strong print* component that can provide much of the basic instructional content is often available in the form of a course text, along with readings, and day-to-day schedules. These elements will assist the students who prefer to learn visually. Athletes could easily read during a multi-hour drive on the bus.

A *synchronous chat* (Centra) could provide real time face-to-face interaction and therefore simulate an in-class environment. This option requires a set time that would not interfere with student-athletes' schedules. A synchronous chat in the form of an online representative being available 24 hours each day might be another possibility.

Computer conferencing can be used to continue the discussion when real time interaction is not required. The virtual classroom is open 24 hours a day, seven days each week, allowing students the flexibility to schedule their learning time around their other commitments. Students are already familiar with the use of the course management system Blackboard. For example electronic mail can be used to send messages, assignment feedback, and other targeted communication to one or more class members. This communication could also increase interaction among students. E-mail can be used to distribute assignments, last minute announcements, to receive student assignments, and to provide timely feedback.

Asynchronous technology enables the learners to work whenever and wherever they want. Pre-recorded audio or videotapes would be of great benefit to athletes, especially during times of intense travel. In addition, pre-recorded media can be used to present class lectures and visually-oriented content.

The teacher needs to carefully select from among the technological options. The goal is to build a mix of instructional media to meet the needs of the learner in a manner that is instructionally effective and economically feasible.

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Full Access Pass: Virginia State University HPERD Students Get an Inside Look at the Business Side of NASCAR

By Jonathan Young, Major Gifts Officer, Virginia State University
Jacquel Chisholm, Senior, Community Health Concentration President, HPERD/Sport Management Majors Club, Virginia State University
Curtis Walker, Sophomore, Sport Management Concentration, President-Elect, HPERD/Sport Management Majors Club, Virginia State University
Leon Wright Bey, Professor, HPERD Department, Virginia State University

For Jacquel Chisholm, President of the Virginia State University (VSU) HPERD/Sport Management Majors Club (Club) it was her first time at a NASCAR race and the experience didn't disappoint. "Exhilarating," Chisholm remarked of the deafening cacophony of tens of thousands of howling fans competing to be heard over 43 supercharged engines. "It is different than what you see on television," said Chisholm.

Last September Chisholm and a group of other VSU HPERD students visited Richmond International Raceway (RIR), the agenda consisted of more than yelling at the top of their lungs. Beneficiaries of a budding new relationship between VSU and NASCAR, the trip to RIR created a unique educational experience. Chisholm and her colleagues had been invited by NASCAR and International Speedway Corporation (ISC) to step inside the business of this extraordinarily popular sport. Including tours of the garage, meetings with corporate executives, and briefings from management; VSU HPERD students were afforded an inside look at the business aspects of NASCAR.

More than just driving fast cars, NASCAR employs a diverse group of professionals in fields including marketing, engineering, public relations, accounting, hospitality, etc; a point not lost on the precocious VSU HPERD students. They gained exposure to brief marketing tutorials and rudimentary engineering principles from a variety of speakers, and benefited from an impromptu "lesson" in public relations when NASCAR President, Mike Helton, offered the group some of his time.

For Chisholm and the rest of the VSU HPERD students, the trip to RIR accentuated a culmination of events that began with an on-campus Diversity in NASCAR Symposium the Thursday before the race. Consisting of a panel of leading authorities in NASCAR, the Symposium afforded student participants from the School of Liberal Arts and Education (HPERD Department), School of Engineering, Science and Technology and School of Business an opportunity to ascertain invaluable insight.

While providing an exclusive look into the core of the motorsports industry, the speakers shared information that pertained to NASCAR's diversity initiatives, his or her respective responsibilities, career and internship opportunities, and a wealth of additional information. A list of the speakers who participated in the Symposium follows:

VSU Program Participants

Welcome and Greetings, **Dr. Keith Williamson**, Chair, Department of Engineering and Technology

Greetings and Opening Remarks, **Colonel Cortez Dial**, VSU Chief of Staff

Moderator, **Dr. Weldon Hill**, VSU Interim Vice President for Academic Affairs

Panelists

Mr. Sam Belnavis, Chief Diversity Officer, Roush Fenway Racing

Mr. Nick Bryan, Account Executive for IMAGES USA, Multicultural Marketing Agency of Record for International Speedway Corporation (ISC)

Mr. Todd Ervin, Director of Multicultural Marketing for ISC

Ms. Dawn Harris, Senior Manager, Diversity Affairs for NASCAR

Ms. Talia Mark, National Account Executive, Consumer Marketing, NASCAR

Ms. Kristal Shipp, Manager of NASCAR Western Region Media Outreach

Mr. Brandon Thompson, Senior Diversity Affairs Account Executive for NASCAR

VSU students, faculty and administrators join industry leaders at RIR

Scene from the Pep Rally

The speakers' presentations and responses to the "standing-room only" audience's questions "broadened the minds of students of all classifications," said Curtis Walker, President-Elect of the Club, which was one of the organizations that helped to facilitate the event. A networking reception (that was sponsored by VSU Office of Development Associate Vice President, Joy Haliburton) subsequent the panel discussion provided HPERD students a chance to network and discuss professional development opportunities with the speakers.

"The outcome of the Symposium and networking reception left a great impression on all who participated. The opportunities that we were granted to be exposed to so many dynamic leaders were beneficial and unbelievable," he continued. (Did Mr. Walker say this?)

As a small token of thanks and reciprocity, Walker and other VSU HPERD students played an instrumental role in supporting a "poppin'" (as he termed it) on-campus pep rally that served as a "kick-off" for their NASCAR guests. Throngs of students accompanied by the VSU cheerleaders (known as the Woo Woo's) and the band welcomed NASCAR to the VSU campus with no less a booming environment than one consistent with a RIR race. Complete with the RIR pace car and two race cars (Mark Martin's #8 Army car and Carl Edwards' #99 Claritin car) the event left an indelible impression on NASCAR with at least one participant remarking that Virginia State University was the first school in the nation to throw that kind of pep rally for NASCAR.

That type of sentiment reflects the recent affinity that HPERD Department students have developed for NASCAR, which represents a mindset that was not as easily discernible when their predecessors were earning their degrees. The origin of this new era of interest in NASCAR can most likely be traced to the office of Dr. Michael Jackson, Director of Graduate Programs in Sport and Recreation Administration at Temple University.

Jackson, a widely acknowledged leader in his profession, believed that VSU was ideally suited to initiate a NASCAR course, particularly with its close proximity to RIR. During the fall of 2006, he encouraged two of his former graduate students, Keith Green, former Public Relations Director at RIR, and Dr. Leon Wright Bey, a Professor in the VSU HPERD Department, to create such a class on the VSU campus.

With the support of Dr Andrew Kanu, Interim Dean of the School of Liberal Arts and Education, Dr. Hill, and others, Dr. Jackson's vision reached fruition when the institution's first Business and Marketing of NASCAR course was created during the 2007 Spring semester. Green, who has since become the Vice President for Marketing and Communications at Synergy Events, and Bey, a VSU alumnus who teaches sport management were the respective instructor and facilitator for the course that attracted over 30 students.

The resultant impact of that historic class and VSU's historic mission are viewed as compatible with NASCAR's contemporary diversity thrust. "I believe that there are countless opportunities that will continue to come to Virginia State University through collaboration and networking with diverse individuals within and outside of the departments of the University," said Walker.

One such opportunity emerged shortly after the Symposium. In collaboration with organizers of the Wal-Mart Miracle Challenge, JonathanYoung, Major Gifts Officer in the VSU Office of Development, created opportunities for members of the Club and other students to assist with the presentation of a "Mini Grand Prix" that was held at RIR last fall.

That event showcased mini go-carts that displayed logos of the companies or of the schools, such as VSU, that sponsored them. VSU HPERD students, who routinely benefit from the support of administrators such as Dr. Hill, Dr. Kanu, Dr. Serena Reese (HPERD Department Chair), and many others, are pleased that they were asked by Young to support this worthy cause.

"We are very fortunate to be a part of a Majors Club such as this one, where we are not only involved with campus affairs, but are invited to attend events off campus as well. The chance to attend a NASCAR race, for free, and to participate in so many other events, such as the "Mini Grand Prix," are opportunities that many are not fortunate to have. Our dedication to ourselves and others has shown people that we are about business, and I hope it will lead to other opportunities in the future, concluded Chisholm.

Through the collaboration of Michelle Larkin, Senior Partner at Pillar Strategies, Crewestone Technologies, Inc. produced a dynamic video that features highlights of the pep rally and Symposium. For more information, please contact Young (804-524-5987) and/or Bey (804-536-6394) who served as VSU coordinators for the Symposium.

Pick Your Battles, Pick Your PE

By Courtney Linke, Lead H/PE Teacher, Azalea Gardens Middle School, Norfolk, VA

As I entered my first teaching job it became clear this is not student-teaching. I went to college in a small town in New Hampshire, and my teaching experiences there was ideal for any teacher, new or veteran. In my K-12 school, the students always dressed out, class size was no more than 20, plenty of space for activity and the only behavioral problem was the occasionally excessive talking. Then I walked into my very first classroom in Norfolk, Virginia. I was sharing my space with 3 classes, I was up to 42 students in one class, getting students to dress was only half the battle and we will not even discuss some of the behavioral problems. As the year progressed, it was clear to see the biggest issue of all was student behavior and lack of participation.

Students were refusing to do activities they didn't want to be involved in. They sat on the bleachers, refused to do any written work and becoming very disruptive. Every five minutes I would have to stop class to see what the non-participation students were up to, leaving plenty of time for the other thirty students to become off-task. It became a constant battle to get students to participate in anything besides recreational basketball. I did all the steps a teacher is supposed to make. I talked to the students about the effects, discussed grades, called homes and even tried to bribe them with a pizza party. Some of the strategies worked and some students did begin to show some effort. And by some effort I mean walk when asked to run, play goalie so they weren't that active, stand in the outfield talking to their friends, just doing enough to get by. As the year ended I reflected on how I could get these students to be more active and on-task. I knew if they were really active, there would be less behavioral problems. The problem was how to get them active when they hated the activity they were forced to participate in.

Over the summer I wondered, what if every student didn't have to do every activity? What if they were allowed to pick their sport/activity? How would that affect behavior and fitness levels? I was the only returning PE teacher and I was taking the lead this time around. I planned out a new curriculum for PE.

At the beginning of the 2 weeks students received their index cards with their names on it. They sat along assigned wall numbers, usually assigned alphabetically and waited to pick their activities. Students who sat at numbers 1-15 would pick first, then 16-25, then everyone else. The next week 16-25 would have first pick and so on and so forth, rotating through. We also only allowed those who were fully dressed out to pick first. If you weren't changed for class you picked last. This strategy helped many students to change out more frequently. The students were allowed to pick from three very different activities taught by three different teachers. Once a sport was filled up you had to choose your second favorite and hope for the next cycle.

The benefit of setting up physical education as a "picking system" was tremendous. Teachers loved it because instead of your class playing 3-on-3 tennis you could limit the amount of students and the rest can go to soccer or football where larger numbers would not have a negative effect on the game plays. Students who were very competitive could sign up for sports. Student looking to increase their fitness would sign up for strength training and aerobics and students who wanted to have more of a in between activity, signed up for games and less competitive sports such as tennis and speedball. Students were changing out more because they were getting sweaty from actually giving effort. They liked the activity and tried harder causing fitness levels to increase. The Physical Education teachers also enforced a zero tolerance for behavior. If you misbehaved you were sent back to your original teacher and kicked out of your selected activity and any other activity for the day. No one wanted to be kicked out because their spot could be filled and they would have to go to an activity that they had no interest in participating.

We kept the same offered activities for three weeks so everyone would be given a chance for their first choice. We highly recommended for the students to select all three activities because you never know what hidden talents or skills you might possess and you may even like a new sport/activity. But with that said, we were realistic and told the students you can only attend the same activity two times and the third would have to be something new. They agreed to those terms and conditions. It was a win-win situation for the students, teacher and state physical fitness testing.

The Smacks Technique: A Mnemonic for Teaching Resistance Training Exercises

By Dr. Rodney Gaines, Ph.D., CSCS, ACSM HFI, Liberty University

When teaching skills and exercises, it is essential the instructor observe and evaluate the student effectively (Gossset, 2007). One effective approach would be to use the SMACKS technique. The SMACKS technique is just a mnemonic for teaching resistance training exercise. There are so many areas that need attention when instructing a student on a weightlifting exercise, and one way to aid instruction is using a mnemonic. The SMACKS technique will be demonstrated in this article to teach the bodyweight squat exercise (Baechle and Earle, 2008).

In any type of instruction training, the first thing to do is greet your student and explain to them that we will be doing resistance training today, and the exercise is the bodyweight squat (Yoke, 2006). It is essential to observe the student attempting to squat their own bodyweight before having them use a bar with weights. There are some functional movement screening techniques that also assist in evaluating the student before they perform the squat (Cook, 2003). In the introduction we want to describe what major muscles will be worked by squatting, and they are the quadriceps, hamstrings, gluteus maximus, gastrocnemius, and soleus. At this point the instructor can use the SMACKS mnemonic to aid in teaching the exercise. Because most are visual learners, the teacher may want to demonstrate the exercise before using smacks (Rycroft, 2007).

The first letter in SMACKS is "S", and it stands for safety. The mnemonic will continue to make the instructor aware of all these teaching cues. Safety is always the first thing we should consider. That is why we are starting with just the student's bodyweight. Some of the safety factors that can be described for teaching the bodyweight squat include the proper breathing. The instructor should observe and instruct the student to inhale on the descent of the squat and exhale during the ascent phase of the squat. At any one time during the execution, the student should not hold their breath. Sometimes, there is a slight hold right when the student reaches the lower phase of the squat and then the student begins exhaling as she rises to the fully extended stance. Another safety factor in teaching the squat is body alignment. It is important to make sure all joints stay aligned while executing the lift. Alignment will be discussed in further detail for the bodyweight squat in another one of the mnemonic letters. It is important to instruct the student to keep their abs and low back stabilized by keeping them partially contracted while ascending and descending. The student's arms should be held out in front parallel to the ground surface and this should be maintained throughout the descending and ascending phase of the squat.

The next letter in the SMACKS technique is "M", and it stands for motivation. It is the instructor's duty to bring a high level of motivation and enthusiasm when teaching the lift. The instructor should let the student know that they have confidence that they can do the lift. The instructor wants to encourage and motivate the student before, during, and after the lift is over. It would be important to say words, such as you "you can do it", "come on", "great", "excellent", etc. The student should be instructed when they have mastered portions of the skill or all of the skill, and it is essential the instructor provides this motivation. Words, such as great and excellence should be used only when the student has truly mastered the skill level of the exercise.

The next letter in the SMACKS technique is "A", and it stands for alignment. In teaching the squat this maybe the most important letter. Poor back alignment in the squat can result in an immediate injury, so proper instruction and teaching in the area of alignment is warranted. All joints need to stay in alignment during the descending and ascending phase of the squat. The instructor will have to give cues throughout the lift on body alignment. First, the student should have their chin close to parallel to the ground with the head slightly up. The student should not either flex or extend the cervical spine while executing the lift, but keep the area stabilized. The shoulder joint area should be partially abducted with the scapulars adducted keeping the chest up and high. Next, the core or spine should be neutralized through the lift. There should be no flexion or extension in the spine throughout the ascending and descending phase of the lift. Most of the joint action will take place at the hips, knees and the ankles. When executing the bodyweight squat, the hips should be contracted first and move into a flexed position, while keeping the core neutral and in front of the hips. The chest and hips will need to descend simultaneously to prevent unwanted flexion of the torso. There will be some movement of the torso forward as the hips descent to a position where the top of the thighs are parallel to the floor. The student should keep his arms in a horizontal position, while they are ascending and descending. If the arms drop while executing the bodyweight squat, this is an indication the torso is rounding or unwanted spinal flexion is occurring. Another key point in alignment is making sure the student flexes his or her hip joint far enough back so the knees do not flex in front of the toes during the descent phase of the squat. Balance issues may come up here. If the student is unable to get in the low position without losing balance or stay stable, we can have them hold onto a rail to help stabilize them as they lower down. Another consideration to help with balance is to have them squat to a chair that will allow the student to get the top of their thighs parallel to the floor. Last, the ankle joint will cause some rotation of the tibia forward and the ankle will go through plantar flexion during the ascent phase of the squat.

The next letter in the SMACKS technique is "C", and it represents checking in with the student. We always want to check in early during the first few repetitions by asking our student how the exercise feels. We need to ask is there any pain associated with the lift or how comfortable they feel. This is also a good time to start evaluating the student's technique. We should be coaching the student throughout the exercise, giving constructive and positive feedback. By asking how they feel, we will be able to also assess for any tightness, previous injury, back pain, knee pain, and also about balance. It may be hard for the student to talk

during the lift, so it will be important to ask them how they feel after the completion of one repetition of the squat. At the end of the set write down any comments the student gives us that may be important for making adjustments in the squat.

The next letter in the SMACKS technique is "K", and it represents the kinesthetic of the lift. Here, we want to always consider muscles, joint actions, and body awareness. It is good that we are able to get the student to understand what muscles are working, what joints are doing and what needs to be stabilized. Here we will, along with checking in, ask the student to get the mind/body link. The student should not be doing the lift just for the sake of doing the lift; they should be feeling contraction of the major muscles worked in the squat. They should also start to feel a sense of balance and understand how to align their joints to keep the exercise safe. Kinesthetic will be crucial in making adjustments and advancing the exercise to more challenging levels. After checking in with the student, we want to also observe and assess for comfort and make sure the student is feeling the muscles where they are supposed to feel the muscles contracting during the squat lift.

The last letter in the SMACKS technique is proper way to spot or assist the student. If the teacher will have to touch the student, that should be communicated early on in the explanation of the lift and make sure the student is okay with touching them when assisting. The best way of spotting during the squat is usually where the teacher is standing immediately behind the student with their knees slightly flexed. As the student descends to the parallel position, the teacher should be ready to engage by having the hands close to the sides or oblique area of the student. If the student has trouble ascending, the teacher can push inwards and upwards at the oblique area. This will give the student additional help, so they can complete the lift. If more help is needed, the teacher can always wrap their arms around the student, and rise up with them giving them more assistance. The teacher has to be gender-sensitive when giving the spot.

THE SMACKS technique can be useful in instructing weightlifting exercises and can be applied to other skills as well. In review, the SMACKS is an excellent memory aid to assist teaching in the areas of safety instruction, motivation, body alignment, checking in with the student, kinesthetic, and spotting the student. So often experienced educators leave out important information when teaching skills. Using a mnemonic like the SMACKS technique is a sure way to cover all aspects of a skill or exercise. The SMACKS technique will guarantee teachers and coaches cover all the basic guidelines when instructing students and athletes in performing skills and it is a must for breaking down and analyzing exercises.

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Guidelines for Manuscript Submission

The Virginia Journal is published twice yearly (Fall and Spring) by the Virginia Association for Health, Physical Education, Recreation and Dance. Deadlines for submitting materials for inclusion in the spring and fall issues are January 15th and July 15th respectively. Manuscripts should be sent to Dr. Michael Moore, TVJ editor, by email in an attached WORD document. Each e-mail attachment should not be greater than 4 MB. In submitting a manuscript, the author affirms that it has not been published or accepted for publication elsewhere, unless otherwise stated in writing.

Manuscripts

Manuscripts follow the form of the Publication Manual of the American Psychological Association and must be typed on 8 1/2 by 11 inch paper. The attached manuscript must be double spaced except that direct quotations of three or more lines in length are to be single spaced and indented.

Manuscripts should not exceed 10 double-spaced pages of narrative including the citation page. Pages should be numbered consecutively. The name and institution of each author are inserted on a title page but not on the narrative. There should be provided on the title page biographical information on each author. This biographic information should include name and position at time of manuscript submission.

References should be listed at the end of the manuscript and should be arranged in alphabetical order. Each reference cited in the article must be listed, but only those cited should he included. Sources should be cited by placing the author's name and date of publication followed by a page number when appropriate in parentheses: i.e., (Cowlick & Rice, 2003). The reference should be cited following the quote or fact noted. References listed at the end of the article should contain the following information:

1. The author, editor's or compiler's name, in reverse order (surname, followed by first and middle initials).
2. The exact title. Titles of books, pamphlets, periodicals, and newspapers are underlined: titles or articles within periodicals or books are not underlined and precede the periodical or book in which they are found. Only the first word of the title is capitalized and the title is followed by a period.
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Examples of Citations

American Dietetic Association. (1999). Dietary guidance for healthy children aged 2 to 11 years. *Journal of the American Dietetic Association*, *99*:93-101.

Kulwicki, A., & Rice, V.H. (2003). Arab American adolescent perceptions and experiences with smoking. *Public Health Nursing*, *20*, 177-183.

Illustrations

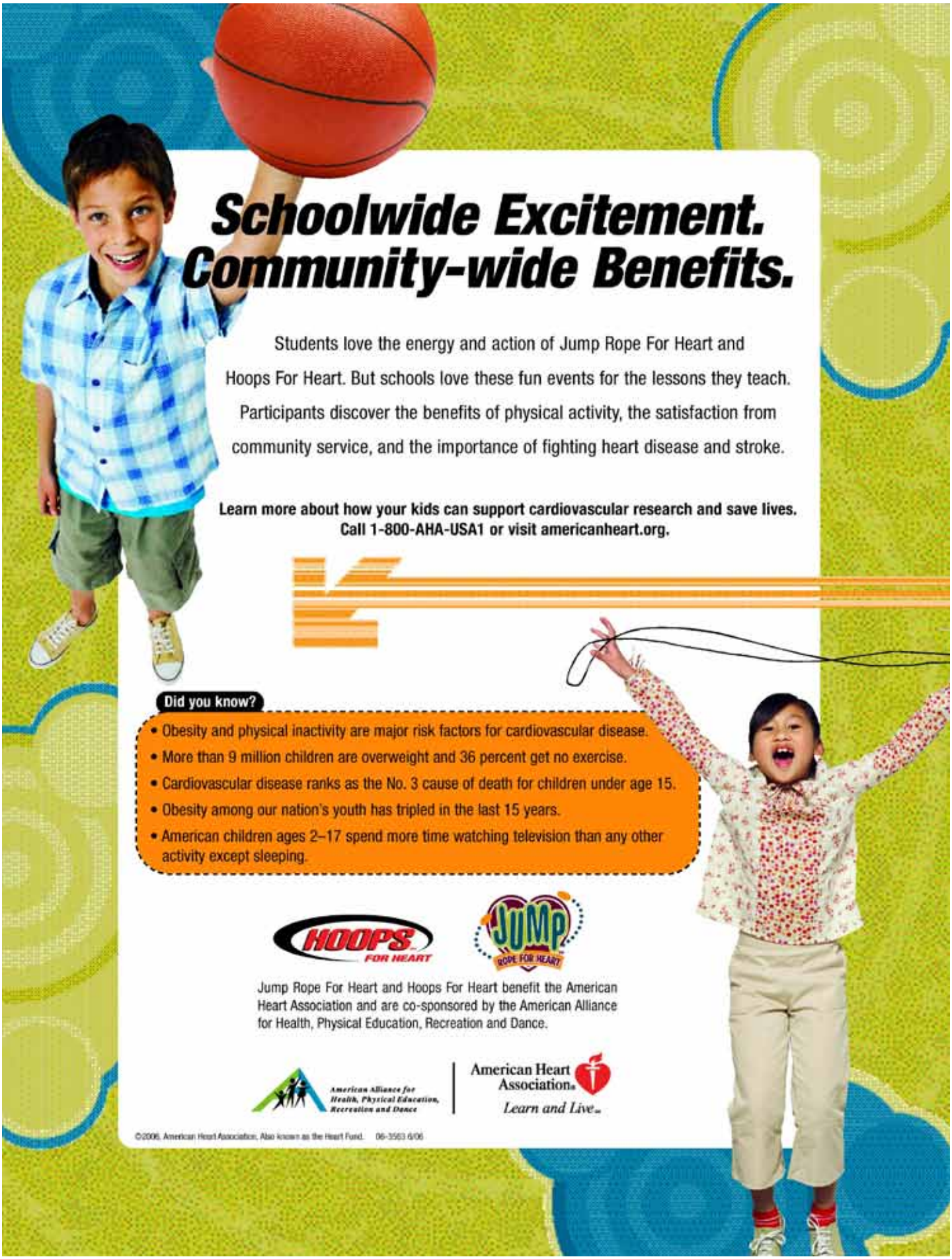
Illustrations such as pictures, graphs, and drawings are valuable additions to manuscripts. Please send these embedded within your manuscript.

Reviewing and Editing

Each article is reviewed by three members of the Editorial Board. Sometimes a guest editor is asked by the editor to review a manuscript depending upon the topic. To be accepted for publication the article must be approved by at least two of these persons. Reasons for rejecting articles include: topic is not of interest to the profession or to only a few members of the Association, topic is of interest but has already been thoroughly discussed in the literature, manuscript discussion is too general and vague, poor research techniques, or the manuscript is poorly written. In some instances a manuscript may be rejected but the author is invited to revise and resubmit it with corrections. Manuscripts accepted are subject to editing to conform to the Journal format.

Final Acceptance for Printing

After the editor has compiled the journal issue, it is sent to the printers. *VAHPERD's executive director, president and president-elect then edit The Virginia Journal*. These three VAHPERD members are provided with a minimum of two drafts for their revision and comment. Upon their approval, the final document is printed and distributed.



Schoolwide Excitement. Community-wide Benefits.

Students love the energy and action of Jump Rope For Heart and Hoops For Heart. But schools love these fun events for the lessons they teach. Participants discover the benefits of physical activity, the satisfaction from community service, and the importance of fighting heart disease and stroke.

Learn more about how your kids can support cardiovascular research and save lives. Call 1-800-AHA-USA1 or visit americanheart.org.

Did you know?

- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- More than 9 million children are overweight and 36 percent get no exercise.
- Cardiovascular disease ranks as the No. 3 cause of death for children under age 15.
- Obesity among our nation's youth has tripled in the last 15 years.
- American children ages 2–17 spend more time watching television than any other activity except sleeping.

HOOPS FOR HEART

JUMP ROPE FOR HEART

Jump Rope For Heart and Hoops For Heart benefit the American Heart Association and are co-sponsored by the American Alliance for Health, Physical Education, Recreation and Dance.

American Alliance for Health, Physical Education, Recreation and Dance

American Heart Association. Learn and Live.

The Virginia Journal

Publication Specifications

Submission Deadlines:
January 15 and July 15

Manuscript Specifications:
All manuscripts and announcements should be submitted by email as a WORD attachment. See page 43 for more information.

Authors:
Please include your name, position, address, email address, and telephone number. Authors are strongly encouraged to be members of both VAHPERD and AAHPERD.

HAVE YOU MOVED?

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