

# The Virginia Journal



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

FALL 2011

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*VAHPERD Members,*

*It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Fall 2011 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 Spring 2012 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 January 15, 2012 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,*

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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  
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Education

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## *President's Message*

Charlotte Kelso



Greetings VAHPERD Membership and associates in our field.

As president for VAHPERD since April, I am pleased to inform you that we are growing and moving forward in many ways. Our association has moved to a more technological era and most of our publications, communications and registrations are now online. Your input is greatly needed so we may serve you better and you can become a part of the movement forward that is taking place.

Our publications – The Virginia Journal, the Communicator Newsletter and our conference materials are put together for you and about you. We look for your input, not just through our Board of Directors, Executive Committee, or Representative Assembly, but from you as a member. You may submit articles in your fields and present research through our publications. Our website has links and great resources for you and your classroom. We are on Facebook, Twitter and we have a list serve to send out information for our membership to use to improve instruction, communicate changes that may affect teaching, and to keep you current on the happenings in our association and educational domains. We are here to promote our profession in all areas of our association title – Health, Physical Education, Recreation and Dance on all educational levels. We are looking for you to tell us what is going on in your area of our state. We want to know about and promote great programs and great teachers through our conference with presentations and with nominations for our association awards.

As we move forward, there will be some growing pains. These pains are positive and are needed. These include updating our governing documents and the structure of our leadership. As a member, you will be a part and see the changes happen. We will be more proactive about you becoming a leader and serving your colleagues. We will promote and support our members who chose to become leaders in the associations of our profession. We will celebrate our member's accomplishments, but we need to know. You, as members, are encouraged to nominate individuals for awards and accolades. Even if they do not move forward in the award, we will know that they have done a great job and represent us. We will promote what is happening from each region, provided we have that information from you. Please let us know.

A part of my vision is to get our retirees and life members active in the association happenings. I want to tap into their experience and expertise to mentor young members and to promote the history of how VAHPERD became so well established.

As President, I am challenging each region, each district and each member to bring a story and a new member to our meeting in November and to continue that trend in the future. Our association needs to hear from you and about you in your school and school district. Our state association is well represented in

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## *Executive Director's Message*

Henry Castelvechi



Do you know the dates of the upcoming VAHPERD Convention? Do you know what workshops are in your area? Do you know what grants are available from VAHPERD and other organizations? VAHPERD has many ways you can find out this information. In the past few years we have worked on multiple ways to communicate with our members and potential members. One of my goals this year is to make it easier to find out more information about what is happening in the fields of health, physical education, recreation, and dance around the state, district, and nation.

If you are looking for a current list of “what’s happening in VAHPERD”, including upcoming conferences and workshops, grant information, Division news, award winners, along with an archive of journals and convention programs, visit the webpage for information that you can browse. There is also a member’s only section that can be accessed with your username and password. You can access the website at [www.vahperd.org](http://www.vahperd.org). The Virginia Journal and The Communicator are 2 ways that you can have your articles on research or best practices sent out to approximately 1700 members. The Virginia Journal and Communicator are published 2 times a year and include articles on best practices, research, grants, and other opportunities for members. Current and archived journals can also be found on the website.

Occasionally you may receive an email from the VAHPERD list serve. The list serve is used minimally as not to clog your email box with lots of email. We also use email to send membership renewal notices and to distribute electronic copies of the Journal and Newsletter. Email is a great way to communicate your ideas to the VAHPERD leadership. If you have any questions or concerns please feel free to use email to contact Division leaders or send me an email to forward to them. You can find email contacts on the webpage. You can email me directly at [info@vahperd.org](mailto:info@vahperd.org).

Recently VAHPERD has signed up for Twitter and Facebook. This is a great way to interact with other VAHPERD members and get information on the go. This is one of my favorite ways to get information from other organizations that I follow. Updates and “tweets” are sent right to my phone. This is also a great way for you to post information. If you have a Facebook page you can follow VAHPERD. Once you are following VAHPERD you can post articles, questions, and links directly to the Facebook page for feedback from other members.

If you prefer phone or mail correspondence, we would love to hear from you that way. If you look on the website under contact, you will find phone and address information for me and other leaders in the association. If you cannot find who you are looking for, please contact me and I will help find the information for you. Is there an app for that? Within the next couple months you will be

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## Past President's Message

Vicki Miller



Welcome back to another great school year! With a 5.8 earthquake in Louisa, VA (that was felt throughout the East Coast) and Hurricane Irene knocking out power to 85% of the homes/schools in the Richmond metro area, it has been a tough start. But, you know what they say... that's when the tough get going! I know all of

our teachers and administrators are working hard to make this school year the best ever!

VAHPERD board members are busy organizing the 2011 convention that will be held at the Reston Hyatt Hotel on November 10-13, 2011. VAHPERD was very fortunate to have so many great teachers, corporate partners, and advocates from around VA and the country submit presentation proposals and vendor applications. Convention manager, Judy Johnson, and I have been busy aligning the "presenters" with the best possible dates/times/locations to make this a great learning experience for all convention attendees. Special THANKS to all VAHPERD members that are "presenting" and special THANKS to all VAHPERD members that reached out to other colleagues to share their knowledge and expertise at the convention. Kristin Brittle, my co-chair with VA Action for Healthy kids, has volunteered to donate a "Healthy Snack – Yogurt Bar" on Saturday at the convention. Kristin will also be working with 6 Chesterfield County Public Schools with the NFL Fuel Up to Play 60 national initiative this year. Please stop by and enjoy a healthy snack and network with friends and colleagues. This will be a special convention!

VAHPERD has also been very fortunate to reach out to our VAHPERD members through continuing education, advocacy, leadership, and networking opportunities. VAHPERD members have volunteered to present at regional mini-workshops, OHPEP presentations, and partner with the Health and Physical Activity Institute (HPAI) at JMU. Vanessa Wigand, our HPE Director at the Department of Education, established this summer conference to reach out to Virginia HPE teachers. Thanks Vanessa for another great HPAI! Thank you to all of the great HPE teachers and City/County Supervisors that have helped make our profession the best it can be! It is exciting to see these professional accomplishments and many more when we all work together for the future of our children.

One of my VAHPERD President platform goals was to increase the leadership roles in VAHPERD. I am very happy to announce that our VAHPERD Elementary PE Teacher of the Year, Chad Triolet, is now our AAHPERD National PE Teacher of the Year! Congratulations! I am also excited to announce that our VAHPERD Middle School Health Teacher of the Year, Misti Wajciechowski, is our AAHPERD National Health Teacher of the Year! Congratulations! Also, our VAHPERD Middle School PE Teacher of the Year, Biki Ray Mitchell, is our Southern District Middle School PE Teacher of the Year! Congratulations!

I am also excited to announce the VAHPERD 2011 Teachers

of the Year (TOY):

Susan McAuliffe – Adapted PE (Newport News)

Janet Kennedy – Elementary PE (Newport News)

Michelle Henry – Middle School Health (Fairfax County)

Michelle Semko – Middle School PE (Chesterfield County)

Cindy Ferek – Secondary PE (Rockingham County)

Please come to the VAHPERD General Session to congratulate, support and cheer for our new TOYS!

Another VAHPERD President platform goal was to increase advocacy... local, state and nationally. I am excited that Mrs. Michelle Obama has increased the national attention toward physical activity and healthy eating to decrease Childhood Obesity ... making this important health issue a national priority. The Obama Administration has dedicated September as National Childhood Obesity Month. Please see the attached article to find out more info so you can be an advocate for our children and our profession. We can make a difference. Anthem and Radio Disney have teamed up again this year to bring "Get Active, Get Fit" to our schools. Please see the VA Department of Education Superintendent's memo... to get more info about this program. Also, the Greater Richmond Fit4Kids will be awarding grants and partnerships to teachers and organizations that have exemplary HPE programs and would like to share with other teachers to increase physical activity and healthy eating while reducing childhood obesity. Please check out the Fit4Kids website and the VAHPERD website for other important advocacy issues and information. Looking forward to seeing you at the VAHPERD convention in November. Please keep in touch! Take care!



### Executive Director *continued from page 2*

receiving information on a free app that will be available that will help access the Journal and Newsletter, upcoming conventions, state standards and more. Be on the lookout for this app that can be used on your apple iPad, iPhone or iPod touch.

I would like to hear feedback from you on the information that is conveyed to you and which of the above resources you use. I am always looking to improve and make the communication that is sent more effective. Please send an email, call, or write a note with any suggestions that you may have.

I hope that the start of your school year was smooth and I hope to see you at the convention for "The Best of Times"

Henry

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# ***Building Capacity for Healthier Communities: Needs Assessment and Asset Inventory***

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## **Introduction**

In his best-selling book, *Outliers*, author Malcolm Gladwell (2008) makes the compelling argument that “success arises out of the steady accumulation of advantages: when and where you are born, what your parents did for a living, and what the circumstances of your upbringing were all make a significant difference in how well you do in the world” (p. 175). Those citizens living in the rural communities of our country and specifically in the Commonwealth of Virginia are, unfortunately, typically not privy to that steady accumulation of advantages.

Rural communities generally tend to have poorer health when compared to their urban and suburban counterparts (Smith, Humphreys & Wilson, 2008; University of Wisconsin, 2010). According to the University of Arizona’s Rural Health Office (2010), approximately 20% of the United States population lives in rural communities. Rural residents have higher rates of chronic diseases such as coronary heart disease, obesity, and diabetes. Further, rural residents tend to be older and poorer than their urban counterparts and suffer from many health disparities including less use of preventive screening devices, less regular exercising, and less seat belt use. Some possible reasons for these disparities in Arizona include a lack of transportation, lack of physicians, lack of or limited services, and lack of insurance. As a result of community-based research conducted across Arizona, the Arizona Rural Health Plan was published in 2007 to serve as a road map for strengthening the rural health infrastructure throughout the state.

A focus on improving community health has received federal support through the Centers for Disease Control (CDC) and their Healthy Communities Program that seeks to improve health inequities in schools, worksites, health care sites, and other community settings. Eliminating health inequities is an overarching goal of Healthy People 2020. The CDC has published several reports detailing success stories of community interventions including *The Steps Program in Action: Success Stories on Community Initiatives to Prevent Chronic Diseases (2008)*, *YMCA Activate America: Lessons Learned from Pioneering Healthier Communities (2008)*, and *The Power to Reduce Health Disparities: Voices from REACH Communities (2007)*.

Several individual states have taken a closer look at community health including the Health Promotion and Chronic Disease Prevention Program (HPCDP) in Oregon’s Public Health Division which has developed a mission statement and framework that reflects its title, *Healthy Places, Health People*. Local Oregon communities have been called upon to include interventions for land use planning, parks, schools, transportation, housing, law

enforcement, and public health including the availability of food products that facilitate healthy choices and physical activity opportunities. Example of best or promising practices for access to healthy food and physical activity choices include (a) policies limiting access to sugar-sweetened beverages and low-nutrient, high-calorie foods at meeting, events, cafeterias, and vending machines, (b) community campaigns to promote fruit and vegetable consumption at community centers, local parks and recreation, libraries, ball parks, medical centers, churches, etc., (c) street design and land use practices that promote physical activity, (d) community development of trails, parks, and recreational facilities, among others.

## **Purpose of this article**

The purpose of the article is to share the initial steps taken by the team of authors and share the process by which the team hoped to engage community leaders, clergy, school personnel, and community members in a needs assessment and asset inventory to discover the health needs of the members of the community. After the needs assessment has been completed, external funding will be sought to implement programs and services in high priority areas (as defined by the data collected in the needs assessment).

## **Setting**

A large rural county of over 320 square miles with grave health disparities amongst its citizenry was chosen for this project. In the Commonwealth of Virginia, this county ranks 114 out of 132 in health outcomes, which include both death and disease rates (University of Wisconsin & Robert Wood Johnson Foundation, 2010). Many health disparities exist for inhabitants in this county, leading to a ranking of 123 out of 132 for morbidity (disease) rates and 102 out of 132 for mortality (death) in the Commonwealth of Virginia (University of Wisconsin & Robert Wood Johnson Foundation, 2010). Further, rates of smoking, obesity, and teen pregnancy are higher than those across the Commonwealth (University of Wisconsin & Robert Wood Johnson Foundation, 2010) and rates of diabetes are double those across Virginia (Virginia Department of Health, 2009).

Low socioeconomic status is a strong indicator of poor health status. The median household income in this county was \$40,426 in 2008 (United States Census Bureau, 2010). According to the U.S. Census Bureau (2010) over 15% of residents live below poverty level as compared to 10% in the Commonwealth of Virginia. The high school graduation rate is 74% (Virginia - 81%), and only 12.5% of adult residents in the county have a bachelor’s degree (Virginia - 29.5%). Even though disparities

exist, there are some protective factors in the county. In the University of Wisconsin & Robert Wood Johnson report (2010), this county ranked 40 out of 132 for physical environment, and 87th for clinical care. In other words, there are existing resources that can be utilized to help improve the community's health. Improving the health of a community is no small task. In order to be most effective, a thorough needs assessment, including an asset inventory should be completed. In the needs assessment process, community input and involvement is crucial. Health service needs (quantitative data on death and disease rates, behaviors, etc.) and health service demands (data gathered from the target population including opinions and perceived needs) are collected to inform decision-making and development of partnerships, programs, and projects to help improve the community's health.

**Methods**

The University of Kansas (2011) has published a guide that outlines necessary steps in improving community health. One integral and time-intensive step is to conduct a thorough community assessment. During a needs assessment, existing and new data is collected through a process that both involves and empowers community members to assist in data collection and program development. The needs assessment identifies the community's strengths and weaknesses, opportunities for collaborations and partnerships, and ways the community can work together to improve health. This project sought to identify key stakeholders; interview or survey public officials, clergy, and medical professionals; conduct focus groups; complete school health inventories; map the community using a Geographic Information System (GIS); complete an asset inventory; and create an action plan for improving community health.

*Key Stakeholder Interviews or Surveys.* Three main groups of key stakeholders were identified and either interviewed or surveyed, depending on their time or preference. The town manager and mayor agreed to an interview and identified other key stakeholders in the county. Medical professionals from four family practice and/or pediatric services were also contacted to complete an interview or survey, as well as to see if each office can provide general rates of specific health issues (including, but not limited to: diabetes, high blood pressure, injury rates, etc.). Lastly, clergy from twelve places of worship were contacted for interviews or surveys.

*Public Surveys, Focus Groups, and Community Forum.* The research team spent a weekday morning at the local grocery store offering "free" groceries for citizen input on health issues, needs, and desires. Further, focus groups of community members were to be conducted with incentives offered for participation. Finally, a community forum was scheduled to allow for more citizen input regarding the needs of the community.

*School Health Inventory.* The Centers for Disease Control and Prevention developed a School Health Index to help schools identify strengths and weaknesses in providing a coordinated school health model. The school health index includes data collection in the following eight areas: school health and safety policies and environment; health education; physical education and other physical activity programs; nutrition services; health

services; counseling, psychological, and social services; health promotion for staff; and family and community involvement. The school health inventory was conducted at the local elementary and middle schools.

*Community Mapping.* In order to understand population density, distances of existing or potential recreational areas or facilities, and to create walking maps, it is necessary to map the community.

*Asset Inventory.* Some community assets might be identified in the above tasks in the needs assessments. However, assets can include people, groups, businesses, and local publications, physical, financial, or environmental resources in the community. In the asset inventory, previously identified individuals, groups, and businesses will be contacted and interviewed to gauge their level of interest or investment in future programming. Physical, financial, or environmental resources will be explored.

**Preliminary Results**

Since this is an on-going process, only the results of the key stakeholder interview and community-member surveys are included. One interviewer conducted all interviews with the key stakeholders. Responses were analyzed and grouped into themes (Table 1).

**Table 1:** Selected stakeholder interview responses

<i>Theme</i>	<i>Responses</i>
Community strengths	<ul style="list-style-type: none"> <li>• Local business support</li> <li>• Great people</li> <li>• Good schools</li> <li>• Local Health Department</li> <li>• Strong Chamber of Commerce</li> </ul>
Priority Areas	<ul style="list-style-type: none"> <li>• Drugs</li> <li>• Recreation facility with indoor track</li> <li>• Senior programs</li> <li>• Funding for more School Resource Officers</li> <li>• Transportation</li> <li>• Funding</li> <li>• Help unemployed citizens gain education and skills for employment</li> <li>• Stronger faith community involvement</li> </ul>

The citizen survey was a revised version of the survey suggested in the Community Tool Box (University of Kansas, 2011). The survey included two parts – one included open-ended questions regarding the health of the community and the other asked residents to rank, according to importance and accessibility, health issues in the community. Results from the surveys (n=40) are outlined in Table 2.

**Table 2:** Citizen responses to selected survey questions

Question	Top Responses
What do you believe are the 2-3 most important characteristics of a healthy community.	1. Good Schools 2. Clean Environment 3. Good recreational facilities
What do you believe are the 2-3 most important issues that must be addressed to improve health and quality of life in our community?	1. More jobs 2. Cost of healthcare 3. (Tie) Drugs, Diet, Cost of healthy foods
What do you believe is keeping our community from doing what needs to be done to improve health and quality of life?	1. Money 2. Loss of jobs 3. Lack of participation
What action, policy, or funding priorities would you support to build a healthier community.	1. Anything 2. Recreation center/open school gyms 3. (Tie) Fundraisers, More money for schools/work-places, lower prices
What would excite you enough to become involved in improving our community	1. A recreation facility 2. Child involvement/doing more for children 3. Helping each other
Most important aspects for respondents and their families	1. Safety 2. Employment 3. Fruits and Vegetables 4. Activities for all age groups
Aspects that respondents and their families lack access to	1. Employment 2. Transportation 3. Affordable medical services 4. Activities for seniors

**Discussion**

As evidenced by the results of both the surveys and interviews, loss of jobs and lack of employment are major quality of life issues for the community. The community used to be home to many factories, almost all of which have closed. This leaves a large portion of the community unemployed and lacking skills for other employment opportunities. Town officials are diligently trying to attract businesses to come to the area, but are finding it difficult to do so. Although employment opportunities are both highly related to health and quality of life and are also a priority in this community, it is something that is being addressed by the town officials and well above what can be done by this project. However, the focus can be on improving the health of citizens

which can in turn provide a healthier workforce (which can be attractive to potential employers).

A recreational facility is also high on the priority list for both citizens and town officials. This might become one of the project’s focus areas, since it has the potential to help community members of all ages. It could be not only a place where people come to exercise, but also a place where educational seminars are offered, activities for seniors are offered, and activities for children could be available.

Drug abuse and dependence are also major concerns in the community, as highlighted in both the survey and in interviews. A local coalition is in existence to work toward combating the drug problem in the area. If drug abuse becomes one of the top priority areas for the project, then clearly our group will work in concert with this coalition.

**The Next Step**

After all of the data is gathered in the needs assessment, it will be compared to quantitative data on health issues in the community or county. A coalition will be developed (including research team members, key stakeholders in the community, and citizens) to help identify health priorities in the community. This group will create an action plan to improve the community’s health – a plan that will form the basis for an external grant proposal.

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# ***Changing Minds: Why Student Engagement Matters in Sport Management, Business and Other Programs at VSU***

Leon Wright Bey, Professor, HPERD Dept., Virginia State University, Petersburg, VA

Jonathan Young, Director of Corporate Relations, School of Business, Virginia State University, Petersburg, VA

Curtis Walker, Championships and Alliances Intern, National Collegiate Athletic Association (NCAA), Indianapolis, Indiana

During the first semester of his freshman year, Curtis Walker considered transferring from Virginia State University (VSU) to another institution. Although he wanted to do well academically, he really did not want to be at Virginia State University. However, after being embraced by faculty in the School of Liberal Arts and Education and after having become engaged with the HPERD/ Sport Management Majors Club (Club) later that semester, he changed his mind. For all of those persons who have been impacted by his commitment to enhancing the reputation of VSU; they are happy he changed his mind and decided to stay at VSU.

Walker, a May 2011 graduate of the HPERD Department, eventually became: the President of the Club; a member of VAHPERD's Board of Directors and VAHPERD's Chair- Elect for Sport Management; the 2010 recipient of VAHPERD's prestigious Frances Mays Scholarship Award; an intern with Virginia State University's Athletic Department, the Central Intercollegiate Athletic Association (CIAA), and with the Colonial Athletic Association (CAA); and the recipient of many other accolades. At present, he is serving as a paid Championships and Alliances intern with the National Collegiate Athletic Association (NCAA) in Indianapolis, Indiana. Out of approximately 600 applicants, only 19 persons were selected to fill the NCAA's full-time internship positions. Walker was one of them.

He believes a strong spirit, the guidance and support he received from family and staff at his alma mater, and the privileges he was afforded throughout his four years of undergraduate study at VSU, increased his marketability and gave him the leverage and qualifications he needed to earn one of the aforementioned positions. His story underscores the benefits an institution and its students may derive from a holistic support system that accommodates student engagement.

Arguably above all else, institutions of higher learning value student retention, development, graduation, and post-graduate contribution. Colleges and Universities are measured both internally and externally by metrics pertinent to the preceding values. Accrediting bodies, state governmental agencies, industry, and other organizations including, U.S. News and World Report, assess institutional strengths and weaknesses by using metrics like graduation rates, alumni giving, etc. For the purposes of brevity, we shall assume herein that institutions of higher learning do indeed place significant value and thereby invest substantial resources in an effort to satisfy the aforementioned metrics.

For institutions of higher learning, student engagement has long been recognized for the value in increasing student retention, development, graduation, and post-graduate contribution. "University student engagement is understood as students'

involvement with activities and conditions likely to generate high-quality learning. The concept is based on the assumption that student learning is influenced by how students participate in educationally purposeful activities while at university" (Devlin, 2009). Research has shown college students who are engaged with their college through student associations, extracurricular activities, mentoring programs, professor-student guidance counselors, etc. are more likely to finish college and earn a degree (Capriccioso, 2006).

According to Rumberger (2004), "a lack of student engagement is a predictor for dropping out of school even after controlling for student background and academic achievement." "Research shows that engaged students learn more, retain more, and enjoy learning more than students who are not engaged" (Dowson & McInerney 2001). Significant academic research has focused on the topic of student engagement with regard to both in-class and extra-class learning models. However, for the purpose of this conversation, we shall focus on student engagement within the construct of outside the classroom learning opportunities.

Specifically, we will explore the value of extracurricular academic activities and assess said activities' role in contributing to student engagement. Extracurricular activity can denote interests

"such as music, academic clubs, and sports. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education" (O'Brien & Rollefson, 1995).

"Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out" (O'Brien & Rollefson, 1995).

At the heart of student engagement is student ownership. Arguably not unlike any other human condition, ownership is critical in developing motivation and sense of belonging and/or community. The aforementioned "real-world context" is vital in contributing to ownership and thereby student engagement. Real-world context for most if not all students is instrumental in securing relevance.

It can be argued for students to take ownership and to be engaged necessitates said students' understanding and appreciating the

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relevance of any particular assignment and/or task. For many students, relevance may regard a real-world application.

Just as student engagement by way of extracurricular activities can contribute significantly to student retention and graduation; extracurricular activities can also be instrumental in student development. Specifically, extracurricular activities can play a significant role in coaching soft-skill development. Interpersonal skills are important contributors to success in any environment; real-world or academic. Further, extracurricular activities can constitute an invaluable student development tool in providing for student networking. Student development necessitates building relationships with persons off-campus; persons that can provide mentorship, coaching, references, and career opportunities.

At Virginia State University (VSU), student engagement within the context of extracurricular activity includes all of the preceding paragraph's examples, however it regards much more. At VSU, students are not only encouraged to become engaged in professional development activities within their own disciplines, they are also provided many opportunities to participate in events with their peers in Business and other areas and with a wide variety of expert practitioners. This type of unity reflects the bond between VSU and many of its external partners and exposes students to the diverse career paths that intersect multiple disciplines.

One of the ways through which students gain access to such professional development opportunities is through their participation in discipline-specific professional organizations, such as the HPERD/Sport Management Majors Club (Club). Members of this organization: network with industry experts and many others on a routine basis; make presentations in professional environments (e.g., VAHPERD Conferences); gain authentic experience by assisting with the planning and execution of events; and engage in other professional development activities.

One of the beneficiaries of the "student engagement" approach, is Renauda Bennett, a December 2006 HPERD Department graduate (Sport Management Concentration), who honed her leadership skills while serving as President of the "Club" during her senior year. Bennett, who recently earned her Master's Degree in Sport Management at Texas A & M University, is a former VAHPERD "Outstanding Major" award recipient whose engagement in various professional development activities eventually helped her to secure a position as an Inside Sales Representative with the NBA's Houston Rockets.

One of the persons who played a key role in Bennett's professional development is Craig Littlepage, the Athletics Director at the University of Virginia (UVA), who helps to keep sport management and other students engaged with contemporary practices and issues, via special presentations he makes each semester at VSU. His commitment evolved from his relationship with a December 2009 graduate of VSU (Sport Management Concentration), Antwan VanBuren, a current business owner, who served: on VAHPERD's Board of Directors; on the Executive Board of the Club; and as an intern in the UVA Athletic Department.

Another expert who has been engaged with the sport management program and other VSU entities is Allan Harvie,

the former owner of the Richmond Renegades Ice Hockey Team. On a regular basis, he brings industry leaders to VSU to speak to sport management and other students. His support is among the major reasons VSU has been able to develop key relationships with experts in the sport management industry and students have been engaged in a variety of internships (e.g., Richmond Flying Squirrels, Colonial Athletic Association).

VSU students have also been actively engaged with the Virginians 4 Haiti organization, for which Harvie serves as the Executive Director. During the 2010-11 school year, students from various areas collected toys for distribution to needy children in Haiti.

Opportunities for students to connect with other successful individuals are provided through their participation in the annual Communications, Sport and Entertainment Symposium (Symposium) that is hosted by VSU. This event features Sport Management, Mass Communications, and Entertainment industry experts and VSU leaders who serve as guest speakers and in other capacities.

The Symposium provides a venue for students to network with renowned practitioners who may be able to help them to secure internships, jobs and other opportunities. Moreover, the Symposium is designed to offer a setting that is conducive for strategic alliances to be established between VSU and other entities. At the 6th annual version of this conference which was held this past April (2011), VSU President, Dr. Keith Miller and Pat O'Conner, President and CEO of Minor League Baseball were among the program participants. Subsequent to the Symposium, they signed a landmark "Letter of Cooperation" between VSU and Minor League Baseball that will provide opportunities for sport management and other students to become engaged in a variety of professional development activities. See related story at <http://www.vsu.edu/pages/2662.asp?item=13324>

Todd Parnell, current VP and CEO of the Richmond Flying Squirrels Baseball Club (Squirrels), who introduced Mr. O'Conner to VSU, was also one of the panelists for the aforementioned event. Janelle Henry, a May 2010 HPERD Department graduate (Sport Management) and former member of the Executive Board of the Club, and Chris Joyner, a rising senior (Sport Management) and current Vice President of the Club, can attribute much of their current success to O'Conner's and Parnell's support. They are presently serving as respective paid interns for the Norfolk Tides Baseball Team and Squirrels.

Another industry expert who has provided unique opportunities for students is Max Siegel, Owner and CEO of Revolution Racing, which serves as the "exclusive developmental program for the NASCAR Drive for Diversity Program." He and other representatives of this minority owned racing team have interacted with VSU students in a variety of settings.

In fact, Revolution Racing actually "kicked-off" the three-day 2011 Symposium with its dynamic "Fueling Dreams Tour (Tour)" which provided exclusive opportunities for students to interact with Siegel, Brandon Thompson (Operations Manager), and Arionne Allen (Manager of Business Development). Each of those individuals also played prominent roles in the Symposium. Please refer to <http://revolutionracing.net/wp/category/news/>

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nascar-fueling-dreams-tour/ for more information about the "Tour." On the evening of that event, students, faculty, and staff were also provided gratis opportunities to witness Revolution Racing's eventual victory at Richmond International Raceway. Go to <http://revolutionracing.net/wp/2011/04/ruling-richmond/> for more information.

Revolution Racing representatives also provided Sport Management, Business, Mass Communications, and other students with an exclusive "Sneak Preview" of "Changing Lanes," a new television series that aired on the BET Television Station last fall (2010). This unique event was held on the campus of VSU just two days before the inaugural episode was televised. Moreover, Revolution Racing hosted VSU students from various disciplines (e.g., HPERD, Business) at the 2010 Drive for Diversity Combine (Combine) in Fairlawn, Virginia. At that event, students were engaged in activities that featured the aforementioned executives, and many other individuals.

One of the NASCAR representatives who addressed the students at the previously mentioned Combine was Marcus Jadotte (Managing Director, Public Affairs, NASCAR), who was also one of the panelists at the 2011 Communications, Sport and Entertainment Symposium. Jadotte and Siegel were among the program participants when VSU received the NASCAR Institutional Educational Award at NASCAR's Diversity Luncheon which was held this past February (2011) in Daytona Beach, Florida. This type of honor is a reflection of the great support that has been received from individuals at VSU, in the motorsports industry, and in many other places.

Attracting support from a variety of advocates helps to provide the resources needed to engage students in various creative activities. The endowment fund that is presently being established by HPERD Department graduates and entrepreneurs, benefactors Mike and Reggie Lee, is an example of that type of benevolence.

One particularly innovative student engagement tool is a new program in the Reginald F. Lewis School of Business at Virginia State University. Entitled Project Shadow, the program allows a student to spend a day at a company shadowing professionals. With an expectation to observe and to listen, students sit in on meetings, attend luncheons, meet with company executives and listen in on phone conversations. The objective is to assist a young person in determining if a particular profession is the right fit. The goal is to increase the participant's marketability by refining "soft skills," increasing career awareness, and developing "real world" skill-sets not often learned in a classroom. Further and arguably most importantly, Project Shadow affords undergraduates the opportunity to network with leading professionals. The Project Shadow program is like a "mini-internship." Despite being a new initiative, Reginald F. Lewis School of Business students have already participated in over 140 Project Shadow opportunities. Due to the unparalleled success of the program, VSU HPERD is exploring opportunities to roll out a Project Shadow program.

Another new student engagement program is the new VSU Kiwanis Chapter. Establishing an interdisciplinary venture comprised of HPERD, Mass Communications, and Business; participating students give back in the community. By rolling up their sleeves and going to work in the surrounding

neighborhoods, students not only develop as community stewards but have a reason or cause to stay invested or "engaged" at VSU. Projects like mentoring elementary students, painting school buildings, participating in charity walks, or helping to clean parks all contribute to student engagement by facilitating student ownership.

Still, other examples of interdisciplinary collaboration at VSU include for example a recent program called Robot Rumble. Students from HPERD and Engineering participated in small groups pertinent to building a venue for high-school robotics competition. VSU students then hosted the high-school participants and had the opportunity to "sell" the University as ambassadors. Each of the VSU students took pride in their ownership of the event and contributed to student engagement.

Like those students, the authors hereby "take pride" in recognizing the tremendous assistance that is constantly received from a variety of VSU administrators and other supporters. Their backing provides opportunities to help "change the minds" of many wonderful students.

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## President's Message *continued from page 2*

the Southern District and we have national teachers of the year, but we need more from you the membership so let's get involved and get someone else into our great association.

I look forward to seeing each and every one of you in Reston on November 11-13, 2011. We have great programs planned and quest speakers such as Paul Roetert from AAHPERD and Shellie Pfohl from "Let's Move in School". Please put the dates on your calendar and bring a new colleague with you and share "The Best of Times".

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## CONVENTION NEWS

### *Convention Manager's News*

Judy C. Johnson



Reston Hyatt Exterior

Reston Town Center

*Hello everyone!!!*

It's time to start thinking about VAHPERD 2011. Our convention will be held November 11-13 with one pre-convention program on the 10th at the Hyatt in Reston, VA.

With 11 keynote speakers and 138 presentations, there will be a wealth of information to take back to your school division. We had so many program proposals submitted that it was impossible to include all of them in the program.

Our new chief executive officer, **E. Paul Roertert, Ph.D.**, from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) will be speaking to us and so will **Shellie Pfohl**, who was appointed by President Barack Obama in February, 2010 to serve as Executive Director of the President's Council on Fitness, Sports and Nutrition. We will also have several Teachers' of the Year from other states presenting programs.

Division offerings include a division meeting where you will elect your new section officers. Please plan to attend, run for office or participate. Please let your divisions Vice President know if you would like to be a candidate for a chair position within that division.

*Offerings from the divisions include:*

**Recreation:** 13 presentations and one teacher of the year.

**Dance:** 25 Presentations with 3 special speakers and Kaleidoscope

**General Division:** 26 presentations and one special speaker

**Health Division:** 29 presentations with one keynote speaker who will present 3 times.

**Physical Education Division:** 45 sessions with 3 keynote speakers doing 6 sessions.

We will have some changes to the agenda, as we always do when it is a different site. We will begin the convention with an Exhibits Gala on Friday at 12:00. The first sessions will begin

at 1:00 pm. The opening General Session will be at 7:00 pm followed by the President's reception. There will be a Family Life presentation on Thursday as a pre-convention workshop and the City County Supervisors meeting will be held Friday morning. All committee members new and old will have a meeting Friday morning. The Awards General session will be on Saturday at 4:00 followed by the Awards Reception. Check the program and web page ([vahperd.org](http://vahperd.org)) for information and changes later as some sessions may offer certification and the FLE session will require pre-registration.

I am sorry to report that we will not be able to offer the all day break as we have for the past two years at the Founder's Inn and Spa on Saturday. The hotel was not able to meet our price point. The board decided to give lunch certificates valued at \$10.00 per person to be used for lunch at the hotel on Saturday. These can only be used at the hotel where they will set up sandwich lines for us. You cannot get change back and may have to pay a little extra, depending on what you order. We hope this will help some with your expenses.

The board had the July meeting at the hotel site and found the staff to be very helpful and friendly. They are looking forward to our visit.

The Reston Hyatt is situated in the Reston Town Center, a lively complex with more than 45 stores, 18 restaurants, a thirteen screen cinema and an outdoor pavilion with seasonal ice skating. With the newly renovated accommodations, and best in class services, this AAA Four-Diamond Northern VA Hotel and Conference Center is perfectly positioned for your every need in the Washington DC area.

*Standard guest room amenities include:*

- Hyatt Grand Bed
- Flat Screen TV with remote control, cable, movie channels and in- room pay movies

- Voice mail, two line phones with message light, data port and computer hook up
- video messages, video account review and video check out
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- Individual Climate Control
- AM/FM Clock Radio
- Coffee Maker with complimentary coffee
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Services and Facilities provided include a 24 hour self-automated business center, Hyatt Fast Board airline pass service, 1-800-CHECK-IN, Concierge, Valet and self-parking options, complimentary transportation to Washington Dulles Int'l Airport, Gift Shop, currency exchange, multilingual staff, Laundry/dry cleaning and safety deposit boxes at the front desk.

There is free parking in the garage connected to the property. Valet parking is also available.

We were very fortunate to negotiate all guest rooms (single, double and king) at this hotel for a rate of \$105 + 9% tax. Please note that the deadline for reservations at this price is October 21. To make reservations, this is the link you will need: <https://resweb.passkey.com/go/VAPE2011> or by phone 1-888-421-1442. Make sure, if you use the 888 number, to identify yourself as a member of the VAHPERD group.




Double Room

Included in this issue will be a list of restaurants and cafes in the area and an area map (see on next page).

I hope you will have a successful and productive school year and I look forward to seeing each of you at this exciting convention. I think it will prove to be one of our best. Check out our web page ([vahperd.org](http://vahperd.org)) in the future for updates, registration forms, directions, etc...

I look forward to seeing you at this exciting convention. I think it will prove to be one of our best.

Check out our web page ([www.vahperd.org](http://www.vahperd.org)) in the future for updates, registration forms, directions, etc...



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# Reston Town Center Restaurants & Cafés

## RESERVATIONS/ CALL AHEAD SEATING

American Tap Room  
Big Bowl - Dinner only  
Busara  
Clyde's of Reston  
Il Fornaio  
Jackson's (Call ahead)  
M&S Grill  
Market Street Bar & Grill  
McCormick & Schmick's  
Mon Ami Gabi  
Morton's, The Steakhouse  
Obi Sushi  
Paolo's Ristorante  
Passion Fish  
Uncle Julio's (Call ahead)  
UNO (Call ahead)

## DELIVERY

Big Bowl (in Reston Town Center)  
Busara (3 mile radius)  
Community Canteen  
Edibles Incredible Desserts  
Il Fornaio (5 mile radius)  
Potbelly (in Reston Town Center)  
UNO (in Reston Town Center)

## PRIVATE DINING

American Tap Room, semi-private, 40 ppl  
Big Bowl, 50 ppl  
Community Canteen  
Il Fornaio, 45 ppl  
M&S Grill, 65 - 90 ppl  
Market Street, 40 ppl  
McCormick & Schmick's, up to 200 ppl  
Mon Ami Gabi, 75 ppl  
Morton's, 10-72 ppl  
Obi Sushi, 20 - 30 ppl  
Paolo's, 15 - 60 ppl  
Passion Fish, 50-85 ppl  
The Tasting Room  
UNO - semi private

## OUTDOOR SEATING

American Tap Room  
Ben & Jerry's  
Big Bowl  
Clyde's of Reston  
Community Canteen  
Edibles Incredible Desserts  
The Counter  
IceBerry Frozen Yogurt  
Il Fornaio  
Jackson's  
M&S Grill  
Market Street Bar & Grill  
McCormick & Schmick's  
Mon Ami Gabi  
Morton's, The Steakhouse  
Panera Bread  
Paolo's Ristorante  
Passion Fish  
Potbelly Sandwich Works  
The Tasting Room  
Uncle Julio's  
UNO Chicago Grill

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Sun 10 am - 4 pm  
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Fri 4:30 pm - 12 am; late menu til 2 am  
Sat 4 pm - 12 am; late menu til 2 am  
Sun 4 pm - 10 pm; late menu til 2 am

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Sun 10 am - 11 pm; bar open til 12 am  
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# *Modifying Health Education Instruction for Middle School Children with Disabilities*

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## **Introduction**

The participation of a student with a disability in health education can often be both challenging and rewarding for the student and teacher. This article will address basic instructional modifications to improve the experience of students with disabilities in the health education setting with a particular focus on middle school. Initially the prevalence of students in special education will be presented. This will be followed by a discussion of the goals of health education, and its particular importance for a student with a disability. Next, a discussion of possible instructional modifications for working with children with disabilities in health lessons will be noted. Lastly, possible modifications for a specific middle school health lesson will be discussed.

During the 2008-2009 school year, 6.5 million of the nation's schoolchildren, ages 3 to 21, received special education services. Thirty-nine percent of those who received services (13 percent of public school enrollment) did so for a specific learning disability. It should be noted that most students with disabilities (86 percent of 6-21 year olds) spend the majority of their time in the general education classroom receiving modified instruction (National Center for Education Statistics, 2011). One such setting is in middle school health education with general education peers.

According to the Centers for Disease Control and Prevention (CDC), "The health of young people is strongly linked to their academic success, and the academic success of youth is strongly linked with their health." (CDC: Coordinated School Health, 2010, p. 1). Helping students stay healthy is a fundamental mission of schools. After the family, the school is the primary institution responsible for the development of young people. To aid schools in the achievement of their fundamental mission, the National Health Education Standards (NHES) have been developed. The NHES are goals for students, that when reached will promote personal, family, and community health. The standards provide a framework for the development of basic health education. Although attaining these goals might be considered very ambitious, it should be stressed that a student's ability to achieve them is very important as they help to ensure a healthy lifestyle through responsible decision making. The following is the list of National Education Health Standards:

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

- **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. (The Joint Committee on National Health Education Standards, 2007).

Health education, which focuses on allowing students to engage in appropriate behaviors, is important for all students, especially for those with disabilities because of the common health concerns of these children. Such concerns may include items associated with breathing, mobility, and the heart – to name a few. The Coordinated School Health (CSH) Program, consisting of eight components, is a model that provides a framework for planning and coordinating school health activities (CDC: Components of Coordinated School Health, 2010). The first component of the CSH Program, health education, "provides students with opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others" (CDC: Components of Coordinated School Health, 2010, p. 1). Health education should, ideally, be comprehensive in its nature. This means that courses of study (curricula) should be offered for students in pre-K through grade 12 that address a variety of health topics (CDC: Components of Coordinated School Health, 2010).

In the elementary school setting health education is commonly administered by the general education classroom teacher. As children enter middle and high school, this setting usually changes as these students commonly receive health education from the health education teacher. For the students with disabilities in the Pre-K-12 mainstream classroom, it may be necessary to modify the health education strategies used by the teacher providing health instruction. The teacher may feel unsure of the methods to be used to teach health education to children with disabilities. To help teachers with this task, the following table notes possible instructional modifications for children with disabilities in the health education classroom. These modifications are listed for the following general disability types: learning disabilities, physical disabilities, and behavioral disabilities.

**Table 1: Possible Instructional Modifications for Children with Disabilities in Health Education**

Disability Type	Possible Instructional Modifications in the Health Education Setting
Learning Disabilities	<p>Modify the Presentation of Material</p> <ul style="list-style-type: none"> <li>• Provide an overview of the lesson before beginning.</li> <li>• Use concrete examples of concepts before teaching the abstract (for example, use math manipulatives).</li> <li>• Model strategies and give examples.</li> <li>• Give instructions in more than one modality.</li> <li>• Teach memory strategies (acronyms, acrostics, key words, visualization, etc.).</li> <li>• Supplement textbooks with graphic organizers, visual spatial displays, concrete manipulatives, videos, computer programs, books on tape.</li> <li>• Use peers and cooperative learning groups.</li> <li>• Relate lessons to the “real world.”</li> <li>• Monitor the student’s comprehension of language used during instruction.</li> <li>• Provide consistent review of any lesson before introducing new information.</li> <li>• Highlight important concepts in text of material.</li> <li>• Allow student to obtain information utilizing cassette recorders, computers, interviews, calculators.</li> </ul> <p>Modify Assignments</p> <ul style="list-style-type: none"> <li>• Break assignment into segments of shorter tasks.</li> <li>• Allow student to report information/assignments utilizing cassette recorders, computers, interviews, calculators.</li> <li>• Notify parents of projects and due dates.</li> <li>• Reduce the amount of work.</li> <li>• Allow increased time for completion of assignments.</li> <li>• Space short work periods with breaks or change of tasks.</li> <li>• Assign tasks at an appropriate reading level.</li> </ul> <p>Modify the Environment</p> <ul style="list-style-type: none"> <li>• Seat student in an area free of distractions.</li> <li>• Help keep student’s work area free of unnecessary materials.</li> <li>• Provide opportunities for movement.</li> </ul> <p>(Teaching Modifications for Students with Disabilities, 2010).</p>
Physical Disabilities	<p>Modify the Presentation of the Material</p> <ul style="list-style-type: none"> <li>• Present material in a method that is easy to follow – i.e. larger font</li> <li>• Allow student to retain a comfortable position when receiving information</li> <li>• Allow student to present information utilizing cassette recorders, computers, interviews, calculators.</li> <li>• Make allowances for a student’s high level of fatigue</li> <li>• Provide appropriate adaptive equipment and technology</li> <li>• Provide time for re-teaching. Instruction may need to be paced differently</li> <li>• Provide instruction in the use of assistive technology. Ensure total support for use of technology</li> <li>• Have another student take notes for the student with a physical disability if need be (Annapolis Valley Regional School Board, 1996)</li> </ul> <p>Modify Assignments</p> <ul style="list-style-type: none"> <li>• Break assignment into segments of shorter tasks</li> <li>• Allow increased time for completion of assignments</li> <li>• Space short work periods with breaks or change of tasks</li> <li>• Allow student to report information utilizing cassette recorders, computers, interviews, calculators.</li> </ul> <p>Modify Environment</p> <ul style="list-style-type: none"> <li>• Organize the environment allowing for success of all students</li> <li>• Allow student to remain comfortable when learning</li> </ul> <p>(Teaching Modifications for Students with Disabilities, 2010).</p>

Behavioral Disabilities	<p>Modify the Presentation of the Material</p> <ul style="list-style-type: none"> <li>• Present material in a method that is easy to follow – try to reduce stress on students</li> <li>• Allow student to retain a comfortable position when receiving information</li> </ul> <p>Modify Assignments</p> <ul style="list-style-type: none"> <li>• Ensure that the activity is a positive learning experience, not a competition between students</li> <li>• Break assignment into segments of shorter tasks.</li> </ul> <p>Modify Environment</p> <ul style="list-style-type: none"> <li>• In group activities, acknowledge the contributions of all students, including the student with a behavioral disorder</li> <li>• Provide encouragement to all students</li> <li>• Expose students with behavioral disorders to other students who demonstrate the appropriate behaviors</li> <li>• Use time-out sessions to cool off disruptive behavior and as a break if the student needs one for a disability-related reason</li> <li>• Organize all games that require teams – do not allow students to “pick” teams</li> <li>• Have pre-established consequences for misbehavior, administer consequences immediately, and then monitor proper behavior frequently</li> </ul> <p>(Teaching Modifications for Students with Disabilities, 2010).</p>
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The above are general suggestions for basic instructional modifications for health education for children with disabilities. To illustrate how they might be used, specific adaptations for different disability categories will now be noted for a specific middle school health lesson.

**Instructional Modifications for Middle School Children with Disabilities For a Specific Lesson**

*Name of Activity:* Graphically Organized Body Systems (pecentral.org, 2010)

*Purpose of Activity:* The purpose of this activity is to allow the students to examine the different types of body systems, including how they work.

*Prerequisites:* Students should have a basic understanding of the different body systems.

*Suggested Grade Level:* Middle School Grades

*Materials Needed:* Graphic organizers printed out of the body systems and cut outs of the basic descriptions of each body system, and baggies.

*Description of the Lesson:* Students are grouped into pairs and are given the answers cut out and not in order. Students must find out where each cut out goes and how the body systems work. The teacher then goes to their desks and checks for the correct answers. If one or more is incorrect the teacher will tell them how many they need to fix. Once 5 or more groups have completed the challenge the class will go over the answers as a group to reinforce the correct.

*Assessment Ideas:* This can be used as an assessment tool as well as a test. Students should have their own cuts outs and have to fill in the blocks with the right information. Velcro and laminated papers and cut outs might be beneficial for multiple use.

**Possible Modifications for Students with Learning, Physical, & Behavioral Disorders.**

Students with Learning Disorders

- A simple review of the body systems should be given before the activity begins.
- The activity should be split – half of the cuts outs should be given with half of the body systems.
- The teacher should ensure that the student is not put in a “secondary” role with a partner. The student should be making decisions in the group work.

Students with Physical Disorders

- The teacher should ensure that the materials, such as the cut outs, are easy to handle (this may include modifying size).
- The teacher should allow the student to express himself/herself using augmentative communication.
- The teacher should monitor the student’s fatigue allotting breaks when needed.
- The teacher should ensure that the students are placed in a position where there is no “undue” stress in activities such as that from trying to look or hear the teacher or partner.
- The teacher should ensure that the student is not put in a “secondary” role with a partner. The student should be making decisions in all the group work.

Students with Behavioral Disorders

- The teacher should pick the partners, placing the student with

a partner who displays appropriate behavior.

- The teacher should allow the student, and partner, an increased amount of time to complete the task – this can be done by the teacher avoiding checking this group’s answer first.
- The teacher should be sure to compliment the student for encouragement – as well as model behavior through complimenting others.

### Conclusion

The participation of a student with a disability in health education can often be both challenging and rewarding for both the student and teacher. The rewards can manifest themselves in the ability of the student to practice a healthy lifestyle. This article has hopefully addressed some basic concerns and solutions to improve the health education setting of students with disabilities.

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