

The Virginia Journal



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

SPRING 2017

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Photo taken by April Moore

VAHPERD Members,

It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Spring 2017 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 2017 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, 2017 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

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President's Message

Susan Nye



Dear Friends,

Serving this year as President Elect has been a wonderful learning experience. I have had the opportunity to meet many new people with creative leadership ideas. In the coming months, I will be able to represent VAHPERD at two conferences

SHAPE Southern District in Baton Rouge, LA and the SHAPE National Conference in Boston, MA.

In the past year, we have made great strides in our advocacy efforts. We have had representation at town halls and school board meetings. The message to promote quality health and physical programs is being communicated. Our legislative committee has been working tirelessly in their advocacy efforts for Virginia health and physical educators. Teachers and students attended the VAHPERD Speak Out Day on January 19, 2017. We met with many legislators. Delegate Loupassi also wanted to set up another meeting with VAHPERD representatives in June to look into additional legislation to support physical education for K-12 students.

In January, the VAHPERD Board of Directors and Representative Assembly attended the Leadership Development Conference in Richmond. This conference focused on advocacy, budget and grants, and the convention. The members participated in many round table discussions to generate ideas to further promote physical education, health, recreation, and dance around the commonwealth.

There are many ways in which you can take advantage of professional development opportunities. Two events that you might consider participating are listed below:

- The 2017 Virginia Summer Health and Physical Activity Institute at James Madison University – <http://www.jmu.edu/kinesiology/hpainstitute/> is scheduled for July 10-12, 2017. This conference offers teachers a wide range of sessions that cross the health and physical education spectrum. Attendees get the rare opportunity to “eat, sleep, and live” health and physical education with colleagues from across the state of Virginia. This amazing conference is a great way to get motivated for a new school year.
- 2017 VAHPERD Convention in Roanoke, VA. This is the 80th year for our annual conference. This year’s theme, “Every Move Counts!” is designed to focus attention on the important role of advocacy, education, and engagement for all Virginia health and physical education teachers and the students they serve. Please save the date of November 10-12, 2017 to your calendar and prepare to join us for this amazing professional development opportunity.

If you have any questions or need assistance, please feel free to contact me (nyevahperd@gmail.com). I look forward to working with you and for you!

Dr. Susan Nye

President-Elect's Message

Pat Larsen



Let me begin by saying how honored I am to be able to serve our association in the role of president-elect. I am proud to follow in the footsteps of prior president-elect's in providing service to VAHPERD. With the encouragement and support of fellow colleagues and members of the association I am here today to continue

where others have left off growing and enhancing the association. I have just finished a three year term as Health Division VP-Elect, VP, and Past-VP working diligently with wonderful professionals and continue to do so with members of the Executive Committee and Board of Directors.

Since November, I have been familiarizing myself with the governing documents and working closely with the executive committee, to include Dr. Susan Nye (President), Chad Triolet (Past President) and Henry Castelveccchi (Executive Director) continuing to make this association great! I have represented VAHPERD at several professional development conferences to include the 2017 SHAPE America Southern District Conference in Baton Rouge January 9-12 and the Leadership Development Conference (LDC) January 21st at VCU in Richmond, Virginia. I was very proud to represent VAHPERD at these events and look forward to continue to network with professionals at the state, district and national levels.

Membership:

“Members Matter” - Exciting things are happening with Membership Benefits. I have been a part of the dialogue in bringing to the membership “Professional Liability Insurance” for active professional members of the association, building the cost into VAHPERD’s budget to purchase it. **“Professional members now receive liability insurance as a membership benefit.”** We look to continue this benefit for the membership in the year 2017/2018. A membership benefits “Check List” is been posted on VAHPERD’s website for all to view.

The Membership Committee is currently working on creating a Convention Justification Tool Kit to include: a justification letter, tips for communicating with a principal/administrator/supervisor, location and date of the convention, making a case to attend, and sharing how VAHPERD’s State Convention/Professional Development experience will enable members to become more relevant as a health educator.

Reasons for attending our yearly Convention:

Our yearly convention is a wonderful opportunity to network with other professionals to continue to learn and grow! We must nurture our young professionals. Students are the key to VAHPERD’s continued growth. I challenge professors to encourage their students and young professional to get involved. It is critical to our association. Students and young professionals are encouraged to submit proposals to include but not limited to shared research, lesson ideas, teaching skills, large group activities, up and com-

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Executive Director's Message

Henry Castelvechchi



We've come to the end of another school year and I wanted to take time to thank you for all that you do for the children of Virginia! As a teacher, I know that we don't always get the credit for all that we do, but we continue to do what's best for the children. I have seen evidence of this through articles that are sent to me from local papers, social media posts from teachers,

and by talking to teachers about their programs. Please keep sending examples of these quality programs and activities. I hope when these are posted, they inspire others to follow your lead.

VAHPERD continues to look for ways to support and recognize members for their work. We just finished the first year of offering liability insurance to professional members as a part of their membership. This policy costs hundreds of dollars if you purchase this as an individual. We have had positive feedback on this service and will be renewing this policy for next year.

In addition to offering this service, we are continuing to work with a lobbyist and legislative affairs committee to keep up to date on legislation that concerns Health and Physical Education programs, offering grants to help members enhance their programs, and continuing to support professional development around the state with our annual convention, regional workshops and sponsorships of other workshops. The Board and I are always interested in your feedback on the services we provide and would like to hear from you with your ideas on improvement with current programs or with new ideas for the future.

Thank you for your continued support of VAHPERD and I look forward to hearing from you.

Henry Castelvechchi



Past President's Message

Chad Triolet



Greeting VAHPERD members and colleagues:

Let me first start by saying a BIG thank you to all VAHPERD members for your support during my "short" Presidency. It has been a true pleasure serving this organization as a leader and I hope to continue serving this wonderful organization as my role on the Board of Directors end in November 2017. That leads me to a recommendation that YOU consider getting more involved in your professional organization. Your voice, your passion, and your expertise matters! My theme for the 2016 VAHPERD convention was to "Be a Champion for a Healthy and Active Virginia". I truly believe that every member/professional in the field of health and physical education has a responsibility to do that. I hope that you will consider stepping up to the plate and it is my goal to improve communication and focus on doing what we (VAHPERD) can do to support YOU, our members, by providing multiple opportunities (training, conferences, advocacy, resources, etc.) to improve our profession and have a positive impact on creating a "Healthy, Active Virginia" for our students.

Since the 2016 Convention, I have been busy representing VAHPERD in a number of capacities. I have participated in numerous conference calls and meetings to discuss, plan, and organize VAHPERD related matters. I have been working with President Susan Nye and President-elect Pat Larsen. I have been working with Regina Kirk and Fred Milbert to support the DMV Grant.

Moving forward, the Board of Directors will be approving the 2017-2018 VAHPERD Budget and preparing for the 2017 VAHPERD Convention (more information on the convention is below). Last year, VAHPERD was able to take advantage of a couple health promotion grants. We are currently working on grant submission for 2017-2018. We are very hopeful that we will have good news to report regarding these new grant opportunities and continue to build on our successes using grant to promote healthy behaviors in Virginia.

As we wrap up another school year, I would like challenge all members to take some time to reflect on your program and perform a self-assessment of the school year. Teaching should not be a stagnant profession where the lessons and activities never change. As educators, we focus a lot of our time on student achievement and tracking progress. Rarely do we, the teachers, take the time needed to evaluate our instructional practices and their impact on student progress/achievement. A quick self-assessment can help you achieve that goal. Evaluate your successes and challenges for this past school year and use that information to plan ways to make your instructional program better for 2017-2018.

Speaking of improving your instructional program, one of the best ways to do that is to take advantage of these fantastic upcoming professional development opportunities. I hope you will consider joining me in participating/supporting some of these events.

- **The 2017 Virginia Summer Health and Physical Activity**

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Development of the National Standards Coaching Efficacy Scale

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Development of the National Standards Coaching Efficacy Scale

Past research exploring the effectiveness of coaches has involved a variety of research methodologies and measures. Traditionally, the most common means of evaluating a coach is through his or her win-loss record (Leland, 1988). However, contemporary scholars suggest that win-loss records may not truly reflect the ability of an individual to be an effective coach. Other factors such as leadership (Chelladurai & Saleh, 1980), athlete-coach relationships (Jowett & Ntoumanis, 2004) and coaching efficacy (Feltz, Chase, Moritz, & Sullivan, 1999; Maleté & Feltz, 2000; Myers, Feltz, Chase, Reckase & Hancock, 2008) can also play a role in coaching effectiveness. In particular, coaching efficacy has gained much recent attention and has been linked to several salient outcomes including athlete satisfaction (Myers, Vargas-Tonsing, & Feltz, 2005), team efficacy (Vargas-Tonsing, Warners, and Feltz, 2003), commitment to coaching (Feltz, Short & Sullivan, 2008), leadership behaviors (Sullivan, Paquette, Holt & Bloom, 2012), and win-loss records (Feltz et al., 1999; Myers et al., 2005).

Coaching efficacy is a form of self-efficacy. Self-efficacy is defined as “beliefs in one’s ability to organize and execute the course of action required to produce a given attainment” (Bandura, 1997, p.3). Self-efficacy is concerned with people’s beliefs in their ability to influence events that affect their lives and it is considered the foundation of human motivation and performance accomplishments (Bandura, 1997, 2006). Coaching efficacy is defined “as the extent to which coaches believe they have the capacity to affect the learning and performance of their athletes” (Feltz et al., 1999, p. 765). Feltz and colleagues identified four components of coaching efficacy: game strategy, motivation, technique, and character-building efficacy. These components were developed partially from the *National Standards for Athletic Coaches* (NASPE, 1995) as well as previous literature on coaching confidence (Park, 1992). Based on this framework, Feltz et al. (1999) developed the Coaching Efficacy Scale (CES), a 24-item questionnaire designed and tested to measure the four dimensions of coaching efficacy. A revised version of the CES for high school team sport coaches (CES II-HST) added a fifth dimension, physical conditioning (Myers et al., 2008).

In 2006, the *National Standards for Sport Coaches* (NASPE, 2006) was revised to include eight domains (i.e., philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, and evaluation). These eight domains represent the essential elements for effective coaching of young athletes and serve as the foundation for several coaching education programs (NASPE, 2008). While the previously designed scales (Feltz et al., 1999; Myers et al., 2008) were based in part on the previous national standards, they

did not directly measure coaching efficacy associated with each of the eight domains of the latest *National Standards for Sport Coaches* (NASPE, 2006). A better understanding of coaches’ beliefs in their capacity to effectively implement the standards in each of these eight domains would allow coaches and administrators of coaching education programs to recognize specific areas of strength as well as identify areas in need of improvement. Thus, the purpose of this study was to develop and validate a tool to measure coaching efficacy associated with the eight domains of the *National Standards for Sport Coaches*.

Methods and Results

The development of the National Standards Coaching Efficacy scale (NSCES) was conducted in three phases. Phase I involved the development of the scale items and the measurement of fidelity or the degree to which the scale items measured the specific domains of the *National Standards for Sport Coaches* (Wright, 2008). Fidelity and appropriateness were verified using a test blueprint to relate each scale item to the eight coaching domains, as well as having items evaluated by a panel of experts in the field of coaching. Phase II tested for commonality or the shared features of another validated instrument (Wright, 2008). This was done by correlating the NSCES with the CES (Feltz et al., 1999). Finally, Phase III was conducted to determine the scale’s reliability by using Cronbach’s alpha coefficient to assess the internal consistency of each of the eight domain subscales. All procedures were reviewed and approved by the authors’ university’s institutional review board prior to participant involvement.

Phase I: Item Development

Phase I involved item development for the NSCES. Items for the NSCES were initially developed by the three members of the research team. The research team consisted of a 58 year old white male with over 35 years of coaching experience, a 24 year old white female who was an assistant field hockey coach at a Division I university, and a 50 year old white female with over 20 years of experience as a coach and athletic administrator. Each of the three researchers independently generated five to eight efficacy statements related to each domain of the *National Standards for Sport Coaches* (NASPE, 2006). They then met to discuss the statements and reached consensus on 50 items addressing coaching efficacy based on the national standards.

After initial item development, items were evaluated by a panel of experts to determine clarity and relevance. The panel included two males and two females ranging in age from 38 to 71 ($M = 52.3$, $SD = 14.6$), with coaching experience ranging from 15 to 30 years ($M = 20.8$, $SD = 6.7$). Members of the panel were all former or current high school coaches. In addition, one member of the panel was a current athletic director, two members were members of the Virginia High School League (VHSL) coaching

education committee, and one member was a university professor who taught courses and conducted research on coaching education. The panel was asked to evaluate the clarity of each item based on a three-point scale and then submit comments regarding clarity. They were also asked to evaluate appropriateness of each item by categorizing it into one of the eight domains of the *National Standards for Sport Coaches* (NASPE, 2006).

Based on the responses of the panel of experts, each item was categorized as either *acceptable* (i.e., mean score of 2.5 and above) or *unacceptable* (i.e., mean score of below 2.5) (Myers et al., 2008). All 50 items were rated as acceptable so no revisions were needed based on this assessment. Next, inter-rater reliability was used to evaluate the appropriateness or fit of each item into its respective domain. Acceptability of each item in the NSCES was based on agreement among at least three out of four panel members, resulting in an inter-rater reliability score of .75 or higher (Miles & Huberman, 1994). At this stage, ten items were eliminated due to low (<.75) inter-rater reliability scores. In the final step of phase I, the primary researcher constructed a survey blueprint which is a matrix to ensure appropriate and equitable coverage of all domains. After phase I, the NSCES included 40 total scale items with four to six items measuring each of the eight domains.

Phase II: Determining Commonality

Once fidelity and appropriateness were established in phase I, the next step was to determine commonality. Commonality was demonstrated by examining the correlation coefficients between the efficacy scores of the NSCES and the previously validated CES (Feltz et al., 1999). To determine commonality, 21 university students (15 male, 6 female; $M_{age}=20.8$, $SD=3.3$; $M_{yearscoaching}=1.3$, $SD=1.7$) attending a coaching education course at a mid-Atlantic University were asked to complete both the NSCES and the CES. Two participants were Hispanic, seven were Caucasian, and 12 were African-American. Participants completed both the NSCES and the CES online approximately two weeks apart.

A Pearson product-moment correlation coefficient was computed to assess the relationship between the mean scores of the NSCES and the CES. To demonstrate fidelity and appropriateness within each of the subcategories, or domains, an inter-item correlation was examined. The Pearson product-moment correlation coefficient revealed a positive correlation ($r=.824$, $n=21$, $p=.000$) between the two scales. The overall correlation between the NSCES and the CES was considered acceptable (Nunnally, 1978). In addition, the inter-item correlation scores were all above .70 which is considered acceptable (see Table 1). The Pearson product-moment correlation coefficients and the inter-item correlations supported the commonality and appropriateness of the NSCES as related to coaching efficacy.

Phase III: Determining Reliability

The final phase of the study was to determine the reliability or internal consistency of the NSCES and its eight subscales. For this phase, individuals who enrolled in the VHSL online coaching education program during the three month period of this investigation were invited to participate in this study. They were provided with information about the study and assured that

Table 1
Inter-Item Correlations

Domain	Inter-item Average
Philosophy and Ethics	.759
Safety and Injury Prevention	.776
Physical Conditioning	.740
Growth and Development	.819
Teaching and Communication	.768
Sport Skills and Tactics	.788
Organization and Administration	.741
Evaluation	.799

participation was entirely voluntary. Those who agreed to participate simply clicked on a link to access an online survey with the NSCES questions. A total of 315 coaches (201 male, 80 female, 34 gender not disclosed; ages 19 to 66 [$M=21.5$, $SD=13.5$]) agreed to participate in the study. Participants' coaching experience ranged from 0 to 6 ($M=3.4$, $SD=1.6$) years.

To determine the internal consistency of the survey instrument as well as each of the subscales representing the eight domains of the *National Standards for Sport Coaches*, Cronbach's alpha coefficients were calculated. The NSCES produced an overall Cronbach's alpha coefficient of .985, demonstrating a high level of reliability. In addition, Cronbach's alpha scores ranged from .868 to .931 (see Table 2) across subscales. All subscales maintained above acceptable alpha levels (Nunnally, 1978).

Table 2
Internal Consistency Scores

Domain	Cronbach's Alpha
Philosophy and Ethics	.870
Safety and Injury Prevention	.924
Physical Conditioning	.889
Growth and Development	.910
Teaching and Communication	.931
Sport Skills and Tactics	.880
Organization and Administration	.887
Evaluation	.923

Discussion and Conclusion

The purpose of this study was to develop and validate a tool to measure coaching efficacy associated with the eight domains of the *National Standards for Sport Coaches* (NASPE, 2006). Coaching efficacy has been shown to correlate with a variety of athlete, team and coaching behavior outcomes (Feltz et al., 1999; Feltz et al., 2008; Myers, et al., 2005; Sullivan et al., 2012; Vargas-Tonsing et al, 2003). Most previous research measured coaching efficacy with the CES (Feltz et al., 1999). Although the CES is a valid and reliable instrument, it assesses only four components of coaching efficacy. The current study sought to develop a scale that includes all eight domains of the *National Standards for Sport Coaches*. By including all eight domains in the NSCES, this measurement tool can assess a broader spectrum

of abilities and skills essential to effective coaching. The NSCES can help coaches understand their own strengths and weaknesses related to coaching. Also, it can assist administrators of coaching education programs in identifying possible areas where coaches may not be as confident in their abilities and thus require additional training. Through a thorough three-phase development process, the NSCES was developed, tested, and supported to be a valid and reliable instrument.

As with all research, there are limitations to address. First, the sample sizes for both phase II and III were relatively small. Larger samples could allow researchers to evaluate the factorial validity and composite reliability of the NSCES. In addition, in phase II there were fewer female participants than male participants; further efforts to examine commonality should seek out more female participants to prevent any gender bias. Also, the participants in phase II were college-aged individuals with limited coaching experience, and therefore, future analyses to confirm commonality should be done with individuals with more coaching experience.

In the United States, there has been an increase in coaching education programs over the last decade and many of these programs are based on the 2006 NASPE standards (NASPE, 2008). This current research involved the development of the NSCES as an instrument to measure coaching efficacy related to the *National Coaching Standards for Sport Coaches*. Although this study demonstrated that the NSCES is a valid and reliable tool, further research conducted with larger samples, different populations, various sports, and equitable representation from both male and female coaches is recommended.

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SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart and Hoops For Heart programs.

The Power of Community Involvement: Experiences of Volunteers at a Paralympic Experience Event

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Alyssa Formica, MAT, is a recent graduate of James Madison University, Department of Kinesiology Physical and Health Teacher Education (PHETE) Graduate program.

Justin Haegele, Ph.D., CAPE, is an Assistant Professor in the Department of Human Movement Sciences at Old Dominion University.

Introduction

Community involvement experiences for college students support student growth through knowledge and skill acquisition, while also providing services to the community (Butin, 2010). Following the engaged scholarship model, students who participate in community based learning activities show gains in personal, interpersonal, skill, and career development (Eyler, Giles, Stenson, & Gray, 2001). This type of student learning follows the instructional approach of academic community engagement (Butin, 2010). Direct interaction with community members often links to Allport's (1954) contact theory, as in many cases, students experience meaningful interactions with community members who are different from themselves. Involvement may include volunteering, community service, community outreach, service-learning, and internships.

A number of studies have documented the benefits of participation in volunteer and service related experiences for college students. Gray, Ondaatje, and Zakaras (1999) reported feelings of satisfaction, and positive feelings related to providing a valuable service to the community. Several studies reported positive effects on personal development of students, including efficacy, moral development, identity, and spiritual growth (Eyler & Giles, 1999; Eyler et al., 2001; Moely, Mercer, Ilustre, Miron, & McFarland, 2002). Simons and Cleary (2006) reported improvements in diversity and political awareness, as well as academic and personal benefits from engaging in service. Finally, attitude change and developing tolerance toward individuals with disabilities have been reported as benefits of service learning and volunteerism engagement activities (Burns, Storey, & Cetro, 1999; Roper & Santiago, 2014).

The purpose of this study was to examine volunteer knowledge, perception, and motivation before a disability sport-related community engagement event, and then to examine the personal gains and experiences of the volunteers as a result of taking part in the experience. This pre-post experimental design allowed the authors to add to the current body of research associated with disability sport-related engagement experiences in higher education in a meaningful manner.

Method

Participants

Individuals registered as volunteers for the Paralympic Experience event were invited to participate in this study. Eighteen responses were recorded, with seven being discarded because of missing or incomplete data. Participants include nine female and two male ($n = 11$) graduate students whom were enrolled in physical therapy, occupational therapy, sport leadership, and

education programs. The participants were selected as a result of willingness to participate and therefore represented a convenient sample. Participants ranged in age from 22 to 53 years ($M = 31.9$, $SD = 12.8$). Two ($n = 2$) of the participants identified with having a disability. Five ($n = 5$) of the participants reported volunteering as part of a class project or class requirement. The treatment of participants was in accordance with the ethical standards of the American Psychological Association. Permission to conduct the study was granted by the Institutional Review Board at the primary researcher's university.

Paralympic Experience Event

The Paralympic Experience event was planned and executed by Sportable, a values-guided not for profit organization located in Richmond, Virginia. Recognized as a Silver Level Paralympic Sport Club by the United States Paralympics, Sportable is one of three Paralympic Sport Clubs in Virginia, and one of four chapters of Disabled Sports USA in Virginia. Sportable offers year round programming in twelve different adapted sports, school based education sessions on diversity and disability awareness, and a variety of special events geared toward empowerment and education. The Paralympic Experience event is a celebration of Paralympic Sport, designed to show individuals with physical and visual disabilities how participation in sport and living a healthy, active lifestyle can have a profoundly positive impact on their lives. Individuals with physical disabilities and visual impairments, as well as community members of all ages, were invited to try a variety of adapted sports (e.g., wheelchair basketball, goalball, sitting volleyball) first hand. Participants and volunteers were able to meet and learn from current and former Paralympians at the stations, as well as hear a personal message from a former Paralympian who served as a guest speaker. The event was approximately two hours long.

Data Collection

Data for this study were collected in the form of descriptive pre-post study questionnaire responses. One week before the Paralympic Experience event, pre-surveys were sent electronically to all registered participants through a Qualtrics link. The pre-survey link was available up to the start of the event. Immediately following the event, post-surveys were sent electronically to all registered participants through a Qualtrics link. Post-surveys were available for one week following the event. Responses took approximately 5-8 minutes to complete.

Data Analysis

After data collection commenced, all electronic data was entered into an excel spreadsheet. Data from short-response open-ended

questions (for example, did you find anything not to be a good experience?) were analyzed descriptively, using frequencies and percentages (Haegele, Lee, & Porretta, 2015). Several questions, those which asked participants to elaborate and provide follow-up descriptions to support closed-ended answers (for example, do you think your opinion of Paralympic sport has changed? How?) warranted additional analyses and a content-analysis inductive process was utilized. Specifically, responses were entered into an Excel spreadsheet and organized into themes. A description of each theme and the frequency of the responses in each theme, are displayed.

Results

Results are provided in two sections representing opinions of the participants before and after experiencing the Paralympic Experience event. Demographic data that was obtained from the questionnaire is presented in the methods section and, therefore, is absent from the results section.

Before Paralympic Experience Event

When asked to explain what they knew about Paralympic sport, 5 of the 11 participants (45%) provided an accurate depiction including the descriptions of it being sport/ competition for individuals with physical disabilities. One participant (9%) stated that Paralympic sports were both competitive yet underrepresented. An additional participant suggested that Paralympic sport provided opportunities for “all individuals of any physical, cognitive, or intellectual disorder” an opportunity to participate, which was deemed incorrect because she included disability categories outside of the scope of Paralympic sport. Lastly, four participants (36%) reported knowing very little to nothing about Paralympic sport.

Participants were asked to describe what comes to mind when they thought of Paralympic sport. Of the 11 participants, seven participants briefly stated ‘Paralympic games’ or listed various sports that are played at the Paralympics (e.g., wheelchair rugby, track and field). Two participants described the meaning they ascribed to the games, where one participant reported “strength and perseverance” and another suggested that the games provided “opportunities for individuals with disabilities to participate in a sport that can boost confidence, increase self-worth and help them focus on their abilities”. An additional person reported that when they think about Paralympic sport, they think about equal opportunities and the use of adapted equipment.

Most of the participants (10 of 11; 91%) reported generally positive attitudes toward Paralympic sport. Of those, several provided some explanation as to why they have positive attitudes, including “I have a great attitude because I already work with people with disabilities”, “I think Paralympic sports are awesome because I

like to think about people having special abilities rather than disabilities” and “I think highly of the athletes and enjoy watching and seeing how people with different physical abilities participate in sports and lead active lives.” Only one participant (9%) reported an attitude that was not considered generally positive, who stated that she felt “ignorant”. Table 1 provides insights into why participant decided to register for the Paralympic Experience and what they expected to get out of their participation.

After Paralympic Experience Event

After the culmination of the Paralympic Experience event, eight of the 11 participants (73%) stated that their opinion of Paralympic sport changed because of their experience. Of those eight, four stated that their opinions changed because of how impressed they were with the athletes and their abilities, one was impressed by the level of competition, one reported not previously knowing about the number of potential activities that are involved in the Paralympics, and one learned about how minimal accommodations can lead to enhanced abilities. Three participants (27%) reported that their opinion did not change. Of those, one stated that they already had a positive view toward Paralympic athletes, one stated that the experience met his expectations, and the last said that her opinion did not change, but she did learn a lot from the experience. Overall, each participant (100%) reported that the experience was positive and appreciated the ability to engage in different sports. One participant, though, did suggest that she wished more individuals with disabilities would have been present as she “didn’t feel like a big help because the number of volunteers far outweighed the number of athletes”. In addition, all participants stated that they would play Paralympic sports again, and Table 2 displays which sports were most favored.

Table 2. Most favored sports among participants.

Most Favored Sports	Frequency (n)	Percentage (%)
Wheelchair Basketball	4	36%
Sitting Volleyball	3	27%
Favored All Sports	2	18%
Wheelchair Tennis	2	18%
Biking	1	9%

Note: Frequency and percentages exceed expected maximums because some participants reported responses that were coded multiple times.

When asked if the experience changed the participants’ views of individuals with disabilities, six (55%) explicitly stated that it had. Other participants did not directly answer the prompt with a

Table 1. Reasons for registering and expectations for the event.

Why did you register?	Frequency (Percentage)	What did you expect?	Frequency (Percentage)
Class Requirement	4 (36%)	Learn about adapted sport	7 (64%)
New Learning Experience/ Learn about Paralympics	4 (36%)	Learn about people with disabilities	2 (18%)
Enjoy Volunteering/ Helping Others	3 (27%)	Help others	1 (9%)
		Fun	1 (9%)

yes or no, but stated that through the experience, they “realized that disability should not take away their right to be competitive athletes” or “strengthened my view even more that a disability doesn’t mean you can’t excel.” Three participants stated that this experience did not change their view toward individuals with disabilities. However, this was due to previously positive views of those with disabilities. One participant explained that “I think I already had a good mindset regarding people with disabilities, but this event just ensured my thought that these are just people with different abilities.”

Participants were asked several questions related to their opinions about the experience and how the experience would be remembered going forward. Table 3 summarizes participant opinions of positive and negative attributes of the experience. All participants (11 of 11) reported that the inclusion of the Paralympic athletes in the experience enhanced the experience. For example, participants reported that “I thought it enhanced my experience. I loved seeing people fiercely compete”, “It was great to hear the personal stories of some of the Paralympic athletes” and, “Hearing [one of the athletes] speak was incredible. Her story was inspiring for all participants and she was great at teaching individuals how to participate in the games”. Likewise, participants reported positive instances when asked what would be most memorable about their experiences. Of those, six (55%) noted that they would most remember the people and how happy they were during the program, four (36%) noted that they would remember various sports (e.g., goalball), and 1 (9%) reported that he would remember the experience as a whole.

Discussion

The purpose of this study was to examine volunteer knowledge, perception, and motivation before a disability sport-related community engagement event, and then to examine the personal gains and experiences of the volunteers as a result of taking part in the experience. Attitude and opinion change, growth in knowledge, and the power of contact are indicated in the analysis of the volunteer experience. Participant attitudes started off generally positive (91%), with the majority of participants indicating a positive growth in attitude as a result of the volunteer experience (53%). This concept of attitudes going from good to great is aligned with research conducted by McKay, Block, and Park (2015), where

pretest/posttest surveys indicated attitudes starting at a relatively high level, and then moving to an even higher level. Opinions about Paralympic Sport indicated a positive change (73%), as growth in knowledge and experience with a variety of sports was described through the after-event responses. The power of contact highlighted through the participant experiences is aligned with Allport’s (1954) contact theory, which states that our stereotypical associations and biases will decrease as we get to know and understand the experiences of others through meaningful, equal status, and collaborative contact. All of the participants (100%) reported that the inclusion of Paralympic athletes enhanced the experience, including hearing their stories, interacting on an individual basis, and experiencing the Paralympians as station leaders and educators. Paralympic sport education research draws a direct connection to Allport’s contact theory, and the power that contact with Paralympians has on individuals without disabilities (Liu, Kudlacek, & Jesina, 2010; McKay et al., 2015; McKay, 2013; Xafopoulos, Kudlacek, & Evaggelinou, 2009).

The study was limited in several ways. Nine of the eleven participants identified as female. It is possible that the findings may have been influenced by the gender of the participants. Specific information was not gathered related to the academic level of the participants (undergraduate or graduate programs), and may serve to inform how coursework and academic preparation influenced responses on the survey questions. The study did not discern between service learning and volunteerism, in terms of the participants being required to complete service hours as part of course objectives. Service learning experiences incorporate a reflective component, which may have impacted participant responses (Roper & Santiago, 2014).

Conclusion

Academic community engagement (Butin, 2010) supports student growth while also providing services to the community. One example of engagement is through a Paralympic sport experience event. The findings of this study indicate that volunteering at a Paralympic sport experience can have a positive impact on attitudes and opinions toward disability sport, while also providing an environment to learn new skills, and interact one on one with Paralympic athletes. The power of meaningful contact was indicated and supported, as was the overall positive experience in

Table 3. Positive and negative attributes of the Paralympic Experience

Positives about the Experience	Frequency (%)	Negatives about the Experience	Frequency (Percentage)
Fellowship among participants/volunteers	4 (36%)	No negatives reported	6 (55%)
Speakers/ Paralympians present	3 (27%)	More people with disabilities needed	2 (18%)
How talented the athletes were	1 (9%)	Confusion among volunteers and assignments	1 (9%)
Inclusiveness of those with and without disabilities	1 (9%)	More room for activities needed	1 (9%)
Kindness of the hosts/ staff		Some participants were not successful or having fun, but no help was provided	1 (9%)
Positive outlook on disability	1 (9%)		
Wheelchair basketball demonstration	1 (9%)		

Note: Frequency and percentages exceed expected maximums because some participants reported responses that were coded multiple times.

this community engagement event.

For more information about Sportable, go to sportable.org.

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Past-President's Message continued from page 3

Institute at James Madison University – <http://www.jmu.edu/kinesiology/hpainstitute/> is scheduled for **July 10-12, 2017**.

This conference offers teachers a wide range of sessions that cross the health and physical education spectrum. Attendees get to see the "best of the best" and get the rare opportunity to "eat, sleep, and live" health and physical education with colleagues from across the commonwealth and country. This amazing conference is a great way to get motivated for a new school year.

- **2017 VAHPERD Convention in Roanoke, VA** – Our annual conference will be at the fantastic Hotel Roanoke in November. This year's theme, "Every Step Counts" has many meanings that relate to health and physical education teachers. Add **November 10-12, 2017** to your calendar and prepare to join us for this amazing professional development opportunity.

Please know that your membership in VAHPERD is valued and appreciated. Your thoughts and feedback are very important to us. If you have any questions or need assistance, please feel free to contact me (ctriolet@gmail.com). I look forward to continuing to work with you and for you!

Chad Triolet
2017 VAHPERD Past-President

PS – A quick "shout out" to all the members of VAHPERD who contributed to the success of the 2016 VAHPERD Convention in Richmond, VA. A successful convention does not happen without a lot of support. Thank you for your support!!

Elastic Band Use As An Effective Modality for Developing Power in Athletes

Tim Kugel, BS, Radford University Graduate

Introduction

There are a number of different attributes that must be developed in order for the athlete to be effective at his or her given sport. These include strength, speed, agility, flexibility, endurance, sport-specific skill and power. In most sports, power is the defining attribute of the athlete and the attribute of which strength and conditioning coaches seek to develop the most. To this end, many different training modalities and programs are utilized and while some are sport specific, most focus on developing general power. Olympic weightlifting has a proven track record of producing increases in power in athletes, which may directly translate to on-field performance. For instance, cleans have been shown to demonstrate an increase in vertical jump height and decrease sprint time with greater efficacy than back squats (Hoffman, Cooper, Wendell, & Kang, 2004). For this reason, the Olympic lifts are utilized by many strength and conditioning coaches across the spectrum of sports and levels.

Although Olympic lifting is a highly effective modality for increasing power, and many would argue the most effective, it has several significant limiting factors, which make its implementation prohibitive in certain circumstances. The most significant limiting factor may be the skill required for the lifts to be effective. Because the lifts are highly technical, coaches who are specifically trained are necessary to ensure correct execution of the lifts, proper progression and minimization of injury. Even with good coaching, the lifts take substantial time to acquire proficiency in so that they can be an effective strength and conditioning modality. Olympic lifters take years to develop the requisite skill and mobility to perform at high levels. The physiological starting point of the individual athlete also affects this time frame. Athletes with decreased ranges of motion in their wrists, shoulders, thoracic spines, hips and ankles are likely to have difficulty getting into the positions necessary to perform the lifts safely and effectively. Olympic lifting, second only to gymnastics, requires the greatest mobility of any sport. Even though mobility development is probably necessary for these athletes to have career longevity, the level of mobility necessary to train the Olympic lifts may not be necessary for them based on their specific sport and position. The time spent increasing mobility for the purpose of performing Olympic lifting is time that could be spent developing other athletic attributes. An example would be an American football front lineman. Even though cleans are used almost universally to train power for this position, they require substantially more range of motion in the shoulders and wrists in the top position, the rack, than a back squat. Given that front lineman also heavily train the bench press, shoulder and wrist mobility are often lacking. The result is that cleans are improperly received on the wrists with vertical forearms and the bar out in front of the body rather than the bar received on the shoulders over the body's midline. This robs from the lift's effectiveness and threatens the safety of the wrists and back. So, the question that arises is what other training

modalities could be implemented that have similar efficacy for training power?

Resistance band (elastic band, band, etc.) training has become increasingly popular recently as a modality for variable resistance training (VRT). As the name implies, resistance changes throughout the movement during VRT. This is typically accomplished through the use of bands or chains attached to a barbell. While both modalities perform essentially the same function, bands have the advantages of high portability, low cost, and greater versatility. VRT provides a novel training stimulus that is typically utilized in power lifting to overload the lockout portion of a lift. The consequence is that greater force is produced in the working muscles through the full range of motion. This is desirable in that most strength lifts have ranges of mechanical advantage and disadvantage and VRT has the ability to minimize or negate the advantage. Another consequence, which addresses the topic of this article, is that power can be trained through the given lift. Most strength lifts necessitate a deceleration phase at lockout, which prevents the lift from being fully explosive and optimally developing power. VRT necessitates continuously increasing force development through the length of the lift in order to complete it. This effectively trains explosive movement within the confines of less technical lifts than the Olympic lifts.

Research

The research on training with bands can be generally categorized as either acute or chronic. The studies that involve single day tests of lifting with bands versus lifting without bands demonstrate how bands affect the mechanics of the lift itself and provide reasons as to why chronic application of band training can be effective. The studies that implement training programs utilizing bands demonstrate the effectiveness of band training to produce athletic power and provide useful insight into applications (Joy, Lowery, de Souza, & Wilson, 2016; Rhea, Kenn, & Dermody, 2009). Further research needs to be conducted to develop best practices for optimizing various performance attributes with band training.

In a study conducted by Wallace, Winchester and Mcguigan, the effect of elastic bands on peak force, peak power, and peak rate of force development during the barbell back squat exercise was investigated. The one repetition maximum weight (1RM) in the back squat was determined for 10 subjects. The first test day, the subjects' peak force, peak power and rate of force development were measured during 60% of 1RM at three conditions: no bands (NB), 20% of the weight by bands (B20%), and 35% of the weight by bands (B35%). The second test day, the subjects' peak force, peak power and rate of force development were measured during 85% of 1RM at NB, B20% and B35% conditions. The results were that rate of force development increased from NB to B35% at both 60% and 85% of 1RM, although not significantly. At 85% of 1RM, both peak force and peak power increased significantly from NB during B20% and B35% conditions. Peak power increased the

most by 24% at B20%, with B35% increased by 11%. Peak force increased the most by 16% at B35%, with B20% increased by 11%. These results demonstrated that weight squatted at a higher percentage of 1RM, when combined with resistance bands making up 20%-35% of the resistance, dramatically increase the training effect on peak force and peak power and moderately increase rate of force development.

A study conducted by Stevenson, Warpeha, Dietz, Giveans and Erdman investigated the effects of elastic bands during the barbell back squat exercise on velocity, power, and force production, but produced more conflicting results than Wallace et.al. The authors tested 20 subjects at two conditions: 55% of 1RM with both no band resistance and 20% of the weight by bands. The focus of this study was more on velocity than power directly, so average and peak velocity were measured for the concentric and eccentric portions of the lift. Rate of force development was measured at three points, as well. The results were that concentric average and peak velocity were significantly greater during the no band condition. This conflicted with the authors' hypothesis that all velocity measurements would increase during the 20% band condition. However, eccentric peak velocity and rate of force development mid-ascent were significantly greater during the 20% band condition. Interestingly, there was no significant difference in eccentric average velocity between conditions, which suggests an increased deceleration during the 20% band condition. These results left the authors unable to draw a hard conclusion about the efficacy of band training because of the direct relationship between velocity and power. Even so, they still recommended it for training rate of force development, which some research indicates is a stronger predictor of athletic performance than speed or strength.

Moving on to the research into chronic application, it becomes evident that band training can produce significant power over a training period. A study by Rhea, Kenn and Dermody demonstrated exactly this. Forty-eight NCAA Division I athletes were divided into three groups: heavy resistance and slow movement (heavy-slow), lighter resistance and fast movement (light-fast), and fast movement with accommodated resistance (band-fast). Prior to training, all participants' strength was measured by 1RM back squat and peak power production during maximal counter movement jump were recorded. All three groups then performed the same exercise program consisting of 2-3 resistance training days per week and 1-2 sprint/plyometric training days per week for 12 weeks. Resistance training included back squats, power-cleans, standard deadlifts, dumbbell walking lunges, and Romanian deadlifts. The only difference in programming between groups was the speed at which back squats were performed. The heavy-slow group used a weight that limited repetition speed at 0.2 to 0.4 meters/second. The light-fast group used a weight that limited repetition speed at 0.6 to 0.8 meters/second. The band-fast group used 50% of 1RM with the addition of bands to keep repetition speed at 0.6-0.8 meters/second. The results of the 12-week program were that strength increased by 9.59%, 3.20% and 9.44% in the heavy-slow, light-fast and band-fast groups, respectively, and peak power increased by 4.80%, 11.00% and 17.80% in the heavy-slow, light-fast and band-fast groups, respectively. These results demonstrate a dramatic increase in power with an equivalent increase in strength utilizing squats with bands as compared to a

standard squats performed for strength; and this with only one key exercise modification within an already lower body dominant training program.

Joy, Lowery, De Souza and Wilson conducted another study that had similar findings. 14 NCAA Division II male basketball players' rate of power development, peak power, strength, body composition, and vertical jump height were measured. They were then divided into a control group and a variable resistance group, which used resistance bands at 30% of 1RM as the starting resistance for the affected movements. All subjects participated in the same periodized resistance training program for 5 weeks, the only difference in programming being one day per week where bench press and back squat were tested. The results were that rate of force development significantly increased in the band group over the control group. Increases also occurred in the band group's 1RM bench press and 1RM squat, although the results were not significant; the authors attribute this to the program being too short. These results demonstrate that resistance bands can be utilized in key exercises, such as the back squat, to increase peak power, even if trained only once per week as part of a much larger program.

Applications

The reviewed research suggests that significant improvements to power production can be obtained by even modest use of resistance bands with barbell weight training, if used strategically. Based on the preceding studies, several guidelines can be set to effectively utilize bands in training. First, bands only need to be used with one or two compound movements. Choose a squat variation for total body power and optionally the bench press for upper body. Second, the sweet spot for band tension appears to be between 20%-35% of the working weight for the training session (although higher percentages may also work). Band tension should be optimized for the individual such that peak tension occurs at the apex of the lift. Third, when optimizing for power, bar speed needs to be kept fairly high (i.e. 0.6-0.8 meters/second/rep, or 1-1.5 seconds/rep for squats). The total working weight in the research varied from 55%-105% of 1RM, but the most effective range for power production appeared to be in the 60%-85% of 1RM with a weight that allowed for explosive movement.

The research also suggests that band training is very adaptable and can be fit into existing programs without too much difficulty. From the previous studies, band training has been effectively utilized 1-3 times per week. Unless maximum strength is a top priority, the research suggests resistance band squats could completely replace standard back squats for superior athletic performance.

Conclusion

In the world of strength and conditioning, there is always more than one way to accomplish an objective, and development of power in athletes is no exception. While Olympic lifting is generally one of the best ways to develop power, in many specific circumstances it can be difficult to implement and it may not even be feasible. In these circumstances it is necessary to have other modalities for effectively developing power in the athlete. Research has demonstrated that resistance bands utilized in a variable resistance training modality are able to produce results.

They are inexpensive, versatile, easy to train and fit easily into preexisting programs. For the coach or trainer they may be the key to progressing their athlete or client's lagging athleticism.

Much of the existing research available in English on the use of resistance bands and variable resistance training is preliminary and exploratory. It is being prompted by the surge in popularity of resistance bands as a training modality and a growing body of anecdotal evidence suggesting bands are a valuable tool. Current research has demonstrated the efficacy of resistance bands for producing power, but does not extend much further than that. There is still much research that needs to be done to detail optimal training methods to fully utilize resistance bands in athletic training. Just as there are tested training methods for power lifting and Olympic lifting, variable resistance training needs to be developed into an established modality.

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President-Elect's Message continued from page 2

ing trends and technology. Attracting young professionals to our organization and supporting them once they get here is the only way our association will stay young.

Additionally we need to hear from our seasoned members for presentation ideas and proposals. I encourage/challenge you to submit a proposal; individually or with a group of individuals. The deadline to submit proposals is April 15th. The proposal form can be found on our website.

We will once again be offering the **"Meet and Greet the BOD"** open forum session. We encourage all members to attend this session. You can chat with the Board of Directors, learn about our organization and how it works, view our benefits, and learn about the many ways you can get involved. The goals of the session include; 1) Talking to leaders and committee chairs 2) Emphasizing benefits of building a personal network within the organization (Benefits checklist) 3) Communicating the big picture about goals of the organization 4) Updating membership on strategic planning and soliciting their input and 5) getting personal one-on-one.

Opportunities:

It is my hope that we can create a **"Mentor Program for Young Professionals"** at the elementary and secondary level; to include a document with a set of criteria or guidelines for mentors and mentees. Young professionals need guidance and a sense of security both of which a mentor can provide throughout that first year of teaching.

Please consider spreading the word about one of our Professional Development opportunities, **Outstanding Health and Physical Educations Programs (OHPEP)**. This program offers

professional development workshops that promote the Instructional Best Practices.

The **Virginia Summer Health and Physical Activity Institute** is scheduled for July 10 - 12, 2017. *The Health and Physical Activity Institute* is supported by the Virginia Department of Education (VDOE) and the Virginia Association of Health, Physical Education, Recreation and Dance (VAHPRED). The primary objective of the institute is to improve the quality of health and physical education instruction and provide support to implement the 2015 VDOE standards of Learning for health and physical education which would enhance the wellness and educational performance of Virginia's students. I encourage professors to encourage their young professional to get involved. It is critical to our association.

Advocacy:

We need to continue to advocate for our profession. **Speak Out Day** is one great way to do this. We should be keeping up with legislation and continue open dialogue with our elected officials. They should be aware of who we are and what we represent.

Lastly, I am working to fill committee positions that will be open in the fall of 2017. Members Matter! Please feel free to contact me if you have an interest in a position on a committee or if you have any thoughts or ideas about continuing to grow the organization. You can contact me at larsenvahperd@gmail.com. It is my honor to serve you!

Sincerely,
Pat Larsen

A Bag of Secrets: Revisiting Set Inductions & Closures

Dr. Claire Mowling is an Assistant Professor in the Department of Human Studies at the University of Alabama at Birmingham.

Brett Jones is a physical education teacher at Buckingham County Elementary School in Buckingham, VA

Megan Hedgepeth is a physical education teacher at Syms Middle School in Hampton, VA

ABSTRACT

Set inductions and closures may not always receive the attention they deserve. They can be brushed aside to make way for a few more valuable minutes of physical activity. Set inductions and closures should be an integral part of each lesson. Teachers are proven more effective when they have focused beginnings and endings to their lesson. Igniting student enthusiasm while achieving learning retention are two outcomes of creative set inductions and timely closures. The purpose of this article is bi-fold: (1) to provide guidelines for developing quality set inductions/closures and (2) to suggest possible developmentally appropriate examples for elementary physical education.



Elementary physical education teachers can create an environment in which young children are excited and eager to learn and participate in activity. Two ways to ignite enthusiasm while achieving learning retention are to develop creative set inductions that transition into the lesson as well as timely closures that leave students looking forward to upcoming lessons. Teachers are more likely to be effective when they have focused set inductions and closures. While, physical education teachers are already aware of the terms set induction and closure, it is sometimes helpful and inspiring to revisit the basics. In our current educational climate where physical educators manage large numbers of students for small increments of time a couple of days a week, set inductions and closures tend to be rushed at best and at worst, non-existent. SHAPE America (2016) stresses the importance of producing physically literate individuals. It emphasizes that children should not only exercise their bodies but also their minds. By providing a strong beginning and end to each lesson, students will have more opportunities to learn and retain information in the psychomotor, cognitive, and affective domains.

Set inductions and closures afford teachers short periods of focused time to informally assess student understanding of key learning points related to the objectives (Graham, Holt/Hale, & Parker, 2013). The purpose of this article is bi-fold: (1) to provide guidelines for developing quality set inductions/closures and (2) to suggest developmentally appropriate examples for elementary physical education.

Set Induction

The set induction is the opening instructional action taken by the teacher. It is the planned, deliberately designed introduction to each lesson. Sometimes known as the anticipatory set in education, the intention is to briefly inform the students about the day's lesson. A good set induction can provoke students' curiosity and enthusiasm for what they are about to learn. Students are more comfortable if they have been informed ahead of the instructional portion of the lesson and what they will be doing and why they will be doing it (Rink, 2014). A set induction should link already known information so as to draw students into the desired learning objectives for the lesson. The set induction should be a part of every lesson and should not be haphazard or dismissed altogether as irrelevant just because it consumes 2-3 minutes of valuable physical activity time.

The set induction has several important purposes. It provides an initial opportunity to get students interested in the upcoming lesson. Drawing on their current knowledge base and providing links from previous lessons can spark student interest. Reminding them of key concepts and vocabulary can help with connections to the upcoming lesson. The set induction allows the teacher to describe the lesson's objectives and intended outcomes in a developmentally appropriate manner.

Developmentally appropriate set inductions, consider "wh" questions (what, when, how, and why) (Rink, 2014). The following questions were developed with this notion in mind:

- What do the students need to know before they begin the lesson?
- When do the students' need certain information to be successful in the lesson?
- How can I grab the students' interest for the lesson?
- How can I involve as many as students as possible?
- How can I use suitable language?
- How can I ensure developmental appropriateness?
- Why am I doing it this way?

When ready to put the set induction together it should include the following components: orientation, transition, operation, and evaluation (Schuck, 1969). Initially, it can be helpful to write out the set induction verbatim to ensure that all necessary informa-

Set Induction Components	Definition	Example
Orientation	Introduces commonly known, observed, firsthand, practical information.	The teacher begins the lesson by holding up a soft blue ball and a soft red ball for the purpose of starting a conversation about germs.
Transition	Creates a passage between the already known to the new material.	The teacher makes the transition to introduce germs and the importance of washing your hands.
Operation	Provides association or analogy between the known and the new.	The association is made between the blue ball being water and the red ball being germs. The idea of Germ Tag is presented.
Evaluation	Encourages student involvement in the process.	The teacher uses the instructional objectives for the day to ask students questions and encourage student interaction.

Table 1: Components of the set induction

tion is included. Table 1 below explains each component and provides an example specific to physical education.

Set inductions are more than just words and discussion with your students. They should be active and participatory in design. Brief activities or question-and-answer sessions are both appropriate formats. Below are examples of motivating set inductions featuring Kermit the Frog, Angry Birds, Mr. Tickle, and a Bag Full of Secrets. The set inductions were developed and implemented with the following at the forefront: children are visual, hands-on, enjoy technology, like to move, and respond to an engaging teacher. Table 2 provides examples of creative set inductions.

Closure

The closure for a lesson may be the most overlooked portion of instruction. Time often runs out and students must line up and return to class. It may be more difficult to calm the class down after they have been involved in moderate/vigorous physical activity. Sometimes teachers may choose to trade the closure for more activity time so “the class ends with no real ending” (Rink, 2016, p. 219). The closure completes the lesson and takes place with 2-3 minutes remaining in the class period. The teacher designs the closure and subsequent check for understanding ahead of time. Effective closures have three characteristics. They (1)

Type	Description	Example
Puppets	The teacher will use a puppet, stuffed animal, or figurine to introduce the lesson.	“Hi friends, raise your hand if you know who I am? That’s right I’m Kermit the frog. I hope you don’t mind if I join you in PE today, but I am trying to hide from Miss Piggy. Can you help me? Yes, thank you so much. We need to start by finding different ways to get across the river. I like to jump. Can you think of any other ways? That settles it then, leaping, hopping and jumping. Let’s give them a try!”
Bag of Secrets	The teacher gets a bag that is labeled top secret. Inside the bag is information about the lesson.	“SShhhh...today we are all secret agents. Raise your hand if you can tell me something about a secret agent. That’s right, they are quiet, move slowly, and are difficult to find. Inside this top-secret bag are secret agent moves. When performing these moves on your mat, be sure to act just like a secret agent. The best secret agents will get to pick the next top-secret move from the bag.
Book	The teacher will read a short book, excerpt from a book, or magazine article to introduce the lesson.	“Today we are going to meet Mr. Tickle. Mr. Tickle has very long arms and enjoys tickling his friends [Read excerpt from the book]. Raise your hand if you can tell me what Mr. Tickle ate for breakfast? That’s correct, cookies. Are cookies a healthy breakfast? No. What would be a better choice? Whole-wheat toast, fruit, yogurt are all great answers. Today we are going to all be cookies and work on our chasing, fleeing and dodging skills to avoid being tickled by Mr. Tickle”.
iPad	The teacher shows pictures, video, or apps on a tablet to introduce the lesson.	“Remind me of what we did last class. That’s correct, the overhand throw. Today we are going to keep practicing the overhand throw and this time we are going to work on our speed and accuracy by playing Angry Birds. I want you to watch this demonstration of Angry Birds and I am going to ask you questions about the different ways the Angry Birds were able to destroy the pigs”.
Deck of Cards	The teacher uses either a regular deck of cards or specific cards to begin a movement focused set induction.	“Everybody stand up. I am going to show you two cards. One card will show the movement to perform and the other card will show you the number of seconds you have to hold the movement. [After several movements]. Raise your hand if you can tell me what types of movements we have been doing? That’s correct they are all balancing movements. Who can tell me why balance is important? Yes, so we don’t fall down and so we can participate in PE. Today we are going to continue learning about balance and work on balancing with a partner called counterbalances”.

Table 2: Examples of Set Inductions

review the important aspects of the lesson; (2) link past, present, and future lessons; and (3) suggest ways to practice and participate in physical activity outside of school (Graham, Holt/Hale, & Parker, 2013). A quality closure features an opportunity for formative assessment to determine if the students met the lessons objectives (Graham, Holt/Hale, & Parker, 2013).

The purpose of the closure is to review the key points of the lesson. It checks students understanding by encouraging them to go through the problem-solving process. From here, students can draw conclusions about the lesson that will help them use the new information in the future. The closure should give a sneak preview to the next lesson thereby, creating a smooth transition between lessons.

Based on Graham, Holt/Hale, & Parker (2013) recommendations for presenting a strong closure, the following questions

were created for consideration:

- How can I involve the students?
- How can students demonstrate what they learned?
- How can I incorporate a developmentally appropriate activity?
- How can I get students excited about the next class?
- How can I have students use what they learned outside of class?

Closures can take on many forms. They should be designed based on the developmental level of the students. Several ideas for closures are outlined below in table 3 including the Whip Around, Look!, Send a Postcard, Think/Pair/Share/Compare, and Where are we Going? The closures are designed with the following in mind: Children like to be involved, work together, problem solve, be creative and impress the teacher with their knowledge.

Closures present the teacher with an opportunity for formative

Type	Description	Example
Whip Around	As a whole class or small group, students quickly share one new idea from today's class. This can be done with or without an object.	"Today we practiced tossing and catching a beanbag in our personal space. We are going to do a whip around to find out what we learned today. If you are holding the talking turtle you can tell the class what you learned. Pass the turtle to another person in the circle when you are finished with your turn. Remember to be respectful and listen quietly to others answers. Ready, go!"
Look!	An object or equipment directly related to the lesson is shown to the students. They must explain how the object connects to today's lesson. To increase relevance you may incorporate an object from the set induction.	"It looks like this. [Holding up a racquet]. It looks like this. [Holding up a hockey stick]. It looks like this. [Holding up a cricket bat]. Discuss with the person next to you what all these objects have in common. Go! That is correct, they are all used for striking objects. Now I want you to discuss with your partner, how they can all be dangerous in PE. Now, discuss with your partner what you can do to ensure the safety of yourself and others around you while playing with these striking implements. How do these objects relate to today's lesson?"
Send a Postcard	Each student is given an index card. The card is used like a postcard. Students write to their parents/ friends explaining what they did in today's lesson. Students can use words and/or pictures.	"Today we learned some new yoga poses that work on your balance. You have been trees blowing in the wind and eagles standing on top of a tall building. You are going to send a postcard to a friend or parent explaining what you did today. Draw a picture on the front of your postcard and write on the back in the space provided".
Think/Pair/Share/ Compare	Students tell the person next to them "x" amount (e.g., 3) of things they learned. If done in groups, students can report to the rest of the class.	"Put your thinking caps on. Think of 3 different ways to beat a defender. Time to pair. Find a partner. Share your 3 different ways to beat a defender with your partner. Compare your answers.
Where are we Going?	Students guess the theme of the next lesson by reviewing what they did in today's lesson.	"Can you see into the future? We are going to pretend that we know what will happen tomorrow. Think about what we have done today in PE. We have worked on dribbling the soccer ball. What do you imagine comes next? What do you think we will learn about tomorrow in PE and why?"

Table 3: Examples of Closures

assessment in all three learning domains (psychomotor, cognitive, and affective). From the information collected the teacher can decide if additional practice is needed, if the information needs to be covered again, and whether the children are ready to move on to the next part of the unit.

Summary

Set inductions and closures are an integral part of every lesson. While physical education teachers already know that set inductions and closures should be a part of every lesson, it is important to spend time revisiting these integral parts of the lesson. It is important that teachers spend deliberate energy preparing a quality beginning and ending to every lesson. Teachers who include set inductions and closures are likely to see improved retention in student learning. Set inductions should be developed using the components of orientation, transition, operation, and evaluation to engage and ignite interest in the content of the lesson. Closures

should check for understanding and let the students know what is to come while also providing the teacher with valuable insights into where to go next in the learning experience. Set inductions and closures sandwich the instructional portion of the lesson and are necessary to enhance the overall learning experience.

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Students with Deaf-Blindness Participating in Recess

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Introduction

The participation of a student with Deaf-Blindness (DB) in recess can often be both challenging and rewarding for the student and teacher. This paper addresses common characteristics of students with DB and present basic solutions to improve the experience of these students in the recess setting. Initially the definition, characteristics, and prevalence of DB will be presented. The paper will then address recommendations for children with DB in recess.

Definition, Characteristics and Prevalence of Deaf-Blindness

The Individuals with Disabilities Education Act (IDEA) states that children who are determined to have disabilities receive special education if the condition negatively affects the educational performance of the child. One such category, which includes a variety of specific disabilities, is *deaf-blindness*. The definition of DB in IDEA is as follows:

...concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. [§300.8(c)(2)] (IDEA, 2004).

Important characteristics of DB include the following:

- **Does not mean total deafness and total blindness for the individual**
- Is a combined vision and hearing loss that impacts an individual's learning, communication, and interaction with the world
- Impacts the way an individual accesses information
- Requires special modifications and supports that go beyond what is typically needed with a hearing loss alone or a vision loss alone
- Individuals with combined vision and hearing loss cannot rely on vision or hearing to effectively compensate for the lack of the other sense (Supporting Parent Access to Resources, Knowledge, Linakage, and Education, 2005).

In terms of prevalence, a child count is conducted each year to supplement the Office of Special Education Programs (OSEP). This data is collected for each disability in isolation. As an example, data is collected for children with (DB) in isolation and occurs when DB is their single disability. Since nearly 90% of the children with DB have one or more additional disabilities, it is virtually impossible to determine the figure of children who have DB. These children may be classified under OSEP categories. (National Center on Deaf-Blindness, 2015)

Causes of Deaf-Blindness

There are a variety of causes to an individual having DB. The

most common of these causes, about 50%, is Usher Syndrome. Usher Syndrome is a condition where a person is born deaf or hard of hearing, or with normal hearing, and loses his or her vision later on in life from retinitis pigmentosa. (American Association of the Deaf-Blind, 2013). Other common causes of DB include:

- Problems associated with premature birth (birth before 37 weeks of pregnancy)
- An infection picked up during pregnancy, such as rubella (German measles), toxoplasmosis or cytomegalovirus (CMV)
- Genetic conditions, such as Down's syndrome
- Cerebral palsy – a condition dealing with the brain and nervous system that mainly affects movement and co-ordination
- Fetal alcohol syndrome – health problems caused by drinking alcohol during pregnancy. (National Health Services, 2015).

Some children may be born with both hearing and visual impairments but lose these senses through birth trauma or other rare reasons. (American Association of the Deaf-Blind, 2013).

Deaf-Blindness Related to Education

Combined hearing and vision loss – the two senses that are relied on most in education – is very disrupting to the learning, communication, and interaction of a child with the world. Important characteristics of individuals with DB that are related to learning include the following:

- Impacts the way an individual accesses information
- Requires special modifications and supports that go beyond what is typically needed with a hearing loss alone or a vision loss alone
- Cannot rely on vision or hearing to effectively compensate for the lack of the other sense
- Difficulty developing concepts
- Being withdrawn, inwardly focused, or preoccupied with their bodies
- Difficulty communicating and interacting with others
- Can benefit from routine and systematic instruction (Supporting Parent access to Resources, Knowledge, Linakage, and Education, 2005).

As noted earlier, the difficulty in communication often makes learning more of a challenge for children with DB. The communication methods for each individual are varied depending on a variety of items including their combined vision and hearing ability (the degree of each), their background, and their education. Common methods of communication for people with DB include:

- Sign language (adapted to fit their visual field)
- Tactile sign language
- Tracking

- Tactile fingerspelling
- Print on palm
- Tadoma (a method where the individual with DB uses his/her hand to feel the lips and cheeks of speaker)
- Braille
- Speech reading. (American Association of the Deaf-Blind, 2013).

Benefits of the Recess Setting for Children with Deaf-Blindness

Simply stated, the benefits of the recess setting are high for all children. Included in these benefits are both physical and social benefits. In terms of physical benefits, recess has been shown to lead to:

- Improvement of out-of-school activity levels – children usually are involved in physical activities on days in which they participate in in-school physical activities. (Dale, Corbin, & Dale, 2000)
- Improvement of general fitness and endurance levels for children. (Kids Exercise, 2009).

As stated, it is also important to note that the social benefits gained from recess for children with DB are also high. Social benefits of recess include an opportunity to engage in peer interactions and play in which they learn valuable communication, negotiation, cooperation, sharing and problem solving skills. These interactions and learning opportunities promote social and emotional development, especially when adult supervision is provided to guide learning and practice of pro-social skills. (About.com Health's Disease and Condition, 2013)

Recess Recommendations for Children with Deaf-Blindness

Safety is the most important item to consider when children are participating in recess. Safety is of vital importance for children with DB as injury is more possible. Listed below are some beneficial active recess choices for the child with DB. Each item should be carefully assessed in regards to the individual student to ensure safety. It should be remembered that total blindness and total deafness are atypical for children with DB.

- Swinging on a swing set with a safe professionally developed adaptive modified swing
- Using a seesaw with assistance as needed
- While seated, rolling balls with a partner a few feet (ball with a bells)
- Using a sand table with a variety of objects with a partner (probably for lower grade children)
- Assisting with long jump roping by being a turner

- Jumping back and forth over a jump rope (with assistance as needed) – an item such as a poly spot can be used to provide feedback for the child
- Jump roping – with probably a large amount of instruction/assistance
- Walking on a low balance beam with assistance as needed

Conclusion

The participation of a student with DB in recess can often be both challenging and rewarding for both the student and teacher. The rewards can manifest themselves in the ability of the teacher to guarantee the safety of all students in an instructionally sound environment. This paper has hopefully addressed some basic concerns and solutions to improve the recess setting of students with DB.

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Sticks and Stones: Inaugural Basketball Clinic Helps Virginia State University Students to Learn What It Takes to "Make the Right Call"

Linda Person, Chair, HPER Department, Virginia State University

Leon Wright Bey, Professor, HPER Department, Virginia State University

Some people agree with them and some people don't. Some people cheer when they make a decision while others boo them at the same time.

Some people call them "refs," others call them "zebras," still others call them names that

... well, don't exactly fall under the proverbial "PG" rating.

Nevertheless, no matter what **they are called**, these gutsy individuals are always expected to **make the right call**. Such is the life of basketball officials.

What a tough job, especially when "every call is scrutinized by someone" (Smith, 2015) and they "are expected to be perfect in" their "first game and then get better after that" (Smith, 2015). In fact, "the most common image people have of officials involves a player, coach, or fan yelling at an official" (American Sport Education Program, 2011).

Despite that impression of officials, "sports officiating is rewarding" (American Sport Education Program, 2011) for those who have the *savoir-faire* that is necessary to handle that kind of pressure. To be good at their craft, they "need a blend of certain qualities: courage, self-confidence, determination, and decisiveness..." (American Sport Education Program, 2011).

During each game, officials must make tough decisions while being "asked to demonstrate the fairness of a judge, the skill of a diplomat, the authority of a police officer, and the understanding of a parent" (American Sport Education Program, 2011). Moreover, they "... are expected to remain unaffected, objective, fair and thorough during game play" (Blair, Daprano, and Tittlebaum, 2013).

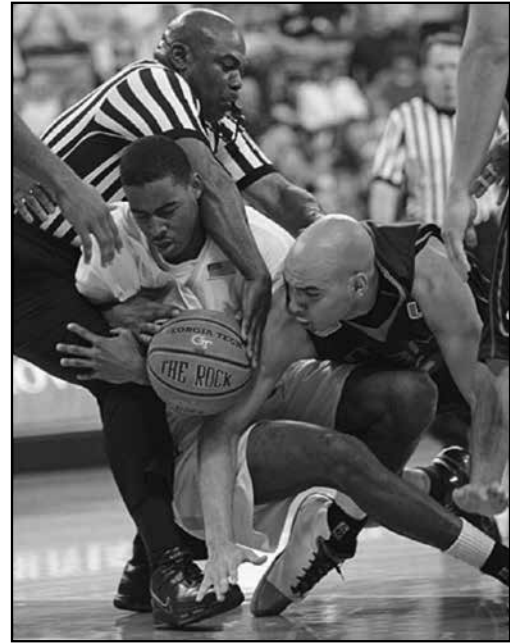
Officials who live up to those and additional expectations can experience great success. "Throughout the college basketball season, top officials frequently work five or six games a week" (McNamara, 2016). "The going rate for top-tier college basketball refs ranges from \$1,000.00 – \$2,500.00, plus travel and food expenses" (Chan 2013). In some instances, referees can earn "as much as 3,000.00..." (Chan, 2013).

Dr. Linda Person, Chair of the Virginia State University (VSU) Department of Health, Physical Education, and Recreation (HPER), agrees that opportunities to earn such lucrative compensation do exist.

"One example is that officials who work in several conferences may work at least five months out of the year if they are awarded games after their conference championships have been concluded, so it is very possible to earn that type of income," she stated.

Such is the life of **good** basketball officials.

To teach students more about that "**good life**," Dr. Person, who is a certified basketball official and the current "Neutral Observer" for men's and women's basketball officials for the Central Intercollegiate Athletic Association (CIAA), created the First Annual VSU Basketball Officiating Clinic. Held on the VSU campus last fall



Les Jones trying to "Make the Right Call"

(2016), one of the major purposes of that event was to "open doors" for students who were interested in becoming certified basketball officials.

To help to facilitate that aim, some of the "best and brightest" contemporary officials, who are savvy enough to know how to "**make the right call**," agreed to serve as instructors for the event. Abbreviated profiles of those top-notch officials follow:

1. **Haywood Bostic**

Haywood Bostic has been a basketball official for over 30 years. He currently works in NCAA Division I, Division II, and Division III conferences. Bostic has been named "Official of the Year" three times on the Division II level. He has also worked seven "Sweet Sixteen" games and four Division II "Final Fours." Bostic is a graduate of VSU's HPER Department.

2. **Kristina Denson**

Kris Denson has served as a basketball official on the collegiate level since 2004. A graduate of Longwood University (Health and Physical Education Major), she has worked in several conferences and basketball affiliates (e.g., SAWBO, CAA, MEAC, WNBA Pre-Draft, NBA Development League). She also currently works as a clinician with the CIAA, MEAC, and Patty Broderick's Camp.

3. **Tracy Lynne Jackson**

Tracy Lynne Jackson began her officiating career while attending college at Howard University (where she majored in Recreation) by officiating adult men's and women's league games with a private recreation company called Sports

Leagues, and by working various youth league tournaments around the country. She has officiated a Maryland State Girls Basketball Tournament Championship Game, and has junior college, Division II and Division III officiating experience. An attorney and sports agent legal consultant, Professor Jackson is a member of the faculty in VSU's HPER Department.

4. Amy Jones

Amy Jones began her officiating career in 1989 with the Virginia High School League. She worked the NCAA Division I First and Second Rounds games. For several years, she served as an official for the Big South, MEAC, ODAC and CIAA Conferences. Jones earned a degree in Physical Education from Davis and Elkins College.

5. Leslie Jones

A basketball official for over 35 years, Leslie Jones presently works in Divisions I, II, and III. Since 1998, Jones has officiated several Division I Final Fours, Elite Eights, and Sweet Sixteens and "Finals" on the Division II and Division III levels. He earned a degree in Agriculture from VSU. Jones is currently an official in the SEC, Big East, SAC, CAA, Atlantic 10, Conference USA, and SWAC.

6. Philip Moore

Phillip Moore is a graduate of VSU's Sport Management Program where he was a member of the Sport Management Majors Club. He has served as a basketball official for nine years on the high school, collegiate, and professional levels. He spent two years as an official in the NBA Development League and is currently in his fourth year as an NCAA Division I and Division II official. He is also the Supervisor of Officials for the Ben Wallace Next Level Pro-Am League in Richmond, VA.

7. Danyelle Smith

Danyelle Smith is a Health and Physical Education and Driver's Education teacher at Armstrong High School in Richmond, Virginia. Her officiating career spans nine years on the high school level. She currently serves as a basketball official in the MEAC. Smith is a graduate of VSU's Sport Marketing Program. She also earned a Master's Degree in Sport Management from Old Dominion University.

During a series of participatory sessions, those elite officials interacted with dozens of students, and several members of the VSU administration, faculty, and staff. To get students excited about the clinic, class hours were devoted to studying court positions, mechanics, and rules of the game. The robust agenda for the event is presented below:

Orientation Session – The keynote speaker for this session was Lonnie Blow, VSU's Head Men's Basketball Coach, whose team won last year's 2016 CIAA Basketball Championship and earned a berth in the NCAA Division II Playoffs. Coach Blow's powerful message on the topic, "Being Prepared for the Job," set the tone for the remainder of the day.

Following Coach Blow's presentation, the guest speakers provided an overview of their experiences, discussed the need for students to develop pertinent philosophies and goals, and told students about the vast opportunities that are available for those who are willing to make the type of commitment that is required to become a certified basketball official.

Film Session – This segment included a breakdown of authentic video footage of selected basketball games that featured the actual officials (Kristina Denson, Amy Jones, and Leslie Jones) who addressed the students. Those in attendance were taught: game management techniques; primary and secondary coverage; the three positions (lead, trail, and center) as an official; why and when to blow the whistle; *Les Jones Trying to Make the "Right Call"* preventive officiating tips; and the need to demonstrate integrity at all times.

Hands-On Session – Under the supervision of the expert officials, students enrolled in Dr. Person's Coaching and Officiating course, were given opportunities to officiate several basketball games in VSU's Daniel Gymnasium. Dressed in black and white striped shirts and other professional attire, those students were able to apply the knowledge that they had gained during Dr. Person's class and from the words of wisdom that they had received from the officials' presentations, to real-life situations. That rich practical experience will serve them well in their quest to become certified basketball officials.

Additional real-world experience was gained by students in the Sport Management Majors Club who helped to plan and execute the entire clinic. Moreover,

students who played in the games were actual members of VSU's outstanding Intramural Basketball Program.

Reflection Session – During this final session, students received critiques of their performance and words of encouragement from the expert officials and Dr. Person. They were also advised to "stay with it" by making a commitment to go to camps, watch videos, gain additional practical experience, communicate with experienced coaches and officials, and to engage in other endeavors that will heighten their opportunities to be-



Kristina Denson teaches students how to use proper mechanics to "Make the Right Call"



Dr. Person (bottom right in CIAA shirt), officials, selected students, and HPER Department faculty assemble at the end of the court.

come certified basketball officials.

The immeasurable guidance that the students received from the guest speakers and Dr. Person helped to underscore the ultimate success of the event and inspire students to consider pursuing a career as a basketball official. For those students (and others) who are sincerely interested in becoming first-rate basketball officials, it is recommended that they adhere to the following tips:

1. Each official must demonstrate great leadership ability while simultaneously being able to work cooperatively with other members of their crew.
2. Officials must have good court presence, exude confidence, and operate within their designated “coverage areas.”
3. Each official must demonstrate a mastery of all previously existing and new rules and use proper mechanics to make calls to gain the respect of coaches.
4. The best officials do not hesitate to make calls. If they see something, they are capable of using sound judgment to make quick decisions and to execute accordingly.
5. One of the life lessons that may be garnered via exposure to the particulars of officiating is that students are ultimately equipped with better decision-making skills, both on and away from the court.
6. Each official must develop a personal philosophy of officiating and related goals that reflect what he/she is trying to accomplish.
7. Officials must have great “game management skills” that are congruent with good ethical behavior.
8. Astute officials engage in “preventive officiating” by constantly observing what takes place on and around the court, always being in the proper position, and avoiding blowing the whistle unnecessarily.
9. Officials must understand where their relative positions are on the floor and be willing to hustle up and down the court to get the correct “angle” on each play. Officials must also be able to see the play all the way through and know why and when to blow the whistle.
10. Officials who are serious about their profession must clearly understand that they will have to make sacrifices that will keep them away from family and other obligations.

11. Officials must work hard to understand their craft by attending camps, staying abreast of rules changes, studying videos on a consistent basis, remaining physically fit, and engaging in other professional development endeavors.

Final Tip: For those who have a desire to become premiere officials, but dislike the name-calling aspect of the profession so much that they wonder if they have what it takes to **“make the right call,”** remember what many of us learned before we could even spell the word, “officiating.”

“Sticks and stones may break my bones, but words will never hurt me.”

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Motivation Matters: Ten Motivation Strategies for Health and Physical Education

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“There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation.” -Terrell Bell, U.S. Secretary of Education, 1981-1984

Introduction

Student motivation is a well-known topic of interest in education. Motivation is derived from the Latin word, *movere*, which means *to move*. Motivation explains how behaviors are started, directed, sustained, and stopped, especially goal-directed behavior (Maehr & Meyer, 1997). Motivation, goals, and strategies are topics often used in tandem. Motivation, or motives, are broad needs or aspirations that energize individuals to purposefully start an action, whereas goals and strategies are more specific (Thrash & Elliot, 2001). Motivation research indicates the teacher plays a key role in student motivation, coining the phrase, *motivation to learn*, which calls for clear student understanding of the meaning, worth, and intended benefits of the learning activities (Ames & Archer, 1989; Brophy, 2010; Cremin, 1961; Elliot & Dweck, 1988). Wlodkowski (1999) called attention to the common practice of blaming students for their lack of motivation, pointing out that ineffective and unmotivated learning is often a result of poorly designed or implemented instruction. He called for the practice of motivational planning on the part of the teacher.

Motivation is a vital topic in physical education, as teachers seek best practice strategies in supporting student *motivation to learn* (Johnson, Moore, & Thornton, 2014; Lieberman, Arndt, & Daggett, 2007; Martin, Kulinna, & Cothran, 2002; Martin, Melnyk, & Zimmerman; 2015; Valentini, Rudisill, & Goodway; 1999). Motivating students to value and take part in physical activity requires innovation, creativity, and strategy. Physical education teachers often encounter students who dislike physical activity, who struggle with feelings of success related to physical activity, and who are not interested in participating in physical activity during or after school. The focus of this article is to offer strategies to increase motivation in physical education, supporting meaningful and worthwhile learning for ALL students, and empowering a commitment to and enjoyment of physical activity for a lifetime.

Motivational Strategies

Strategy One: Cultivate a Caring Classroom

The gymnasium in the physical educator's classroom, and a caring classroom is a precondition for student motivation (Brophy, 2010). Students should feel comfortable, valued, and secure in your gymnasium, and should trust that you are for them, believe in them, and that you have their best interests in mind. Get to know your students as individuals, incorporate their back-

grounds and talents into your teaching, and allow them to get to know you and appreciate you, and one another, as unique and amazing individuals (Brophy, 2010).

Strategy Two: Identify the Motivation Challenge

Teachers can address a motivation challenge by identifying the root problem as expectancy, value, or cost: (a) an expectancy problem, where students do not think they can do the task; (b) a value problem, where students do not want to do the task; or (c) a cost problem, where students have additional barriers preventing them from doing the task (Barron, 2014; Eccles & Wigfield, 2000; Wigfield & Cambria, 2010). Once the challenge has been identified, teaching interventions and strategies to promote improvement within the challenge area can be implemented.

Strategy Three: Teach and Practice Leadership

Leadership development is a natural motivation tool, and creates a sense of meaning, belonging, and empowerment. Opportunities to lead should be available to ALL students who walk into the gymnasium. Often teachers make the natural leaders or the high-skilled athletic students the examples, the captains, the role takers, the equipment managers, or squad leaders. Those who are less athletic or have a disability may rarely be invited or challenged to lead the way. Leadership cannot be left to chance but must be taught and practiced (Lieberman, Arndt, & Daggett, 2007).

Strategy Four: Instructional Adaptations

Instructional adaptations and modifications can increase student participation, success, and motivation. Planning for differentiation in three areas: task, equipment, and assessment, is key (Tingstrom, 2015). For example, differentiate the task by increasing the number of practice opportunities whenever possible, and incorporating different challenge levels within each activity. Invite and challenge students by providing a variety of equipment options that accommodate students of all shapes and sizes, and allow them to choose what's best. In the assessment realm, complete assessment in a manner that emphasizes personal improvement and growth, and that avoids spotlighting (Tingstrom, 2015).

Strategy Five: AMP it up!

The “AMP” acronym is introduced in the motivation book titled, *Drive: The surprising truth about what motivates us* (Pink, 2009). According to Pink, “AMP” stands for autonomy, mastery, and purpose. These three concepts are key additions to any physical educator's motivational toolbox. Autonomy provides students with some say in the content, skill practice time, and in selecting

partners or teams when appropriate. Mastery learning involves a mentality switch from primarily emphasizing grades and product, to emphasizing the quality of instruction and the learning process. Lastly, sharing the “why” behind every activity done in class will add relevance and purpose, increasing motivation to accomplish the meaningful learning outcomes (Pink, 2009).

Strategy Six: SMART Goal Setting

Many students believe that they cannot improve certain skills, leading to a lack of effort. Using the SMART goal setting technique is a good way for students to see success and improvements within their skill development, which in turn will increase their motivation to practice these skills more often. This technique can increase the effort of students and decrease the number of distractions from the task (Johnson, Moore, & Thornton, 2014). In order for this technique to be effective, the goals must be introduced at the beginning of the unit, and must follow the *SMART* acronym: (a) *specific*, (b) *measurable*, (c) *attainable*, (d) *relevant*, and (e) *time-bound*.

Strategy Seven: Schoolwide Activity Programs

Mohor (2004) made it clear that we live in a “couch potato” society and that physical education teachers hold the responsibility of motivating students to become physically active. There are many ways to motivate students to be active, starting with motivating students to be active during the school day. Schoolwide activity programs are an exceptional way to do this, as they create a whole school focus, permeating every hallway and classroom with physical activity. Examples include miles across America, steps to the moon, tracking miles to the Olympics, and steps to the final four. Mohor (1997) implemented a “Fitness Counts” program where homeroom teachers would keep track of the different physical activities a student did the day before, with the school total being announced at the end of each day. For many of the above examples, students were given the opportunity to accumulate steps and miles during recess, during before and after school fitness clubs, and during physical activity breaks in the classroom.

Strategy Eight: Outside of School Activity

The Physical Education Standards Committee for the National Board for Professional Teaching Standards (NBPTS) requires that, “accomplished physical education teachers recognize the multiple benefits for a physically active lifestyle and promote purposeful daily activities for all students that will encourage them to become lifelong adherents of physical activity” (NBPTS, 1999). In order to do this, we must motivate students to not only be active during school, but to also be active outside of school. This can be as simple as rewarding students for their physical activity outside of school, or giving homework to be physically active outside of school. Another idea is to use “jingles”. Mohor (2004) used the jingle “be active every day, be active healthy stay”. The jingle would be sent home, attached to a calendar, and students would have their parents sign off on each day they were active outside of school. The jingle needs to be switched every month to add novelty, and students can also be rewarded for their accomplishments.

Strategy Nine: Circle of Assessments

How will we know if students learned without assessing? The more assessments you give, the more your students will be held accountable for learning (Martin, Kulinna, & Cothran, 2002). Continuous, developmentally appropriate formative assessment can motivate positively, rather than negatively. There are 5 keys to offering motivating assessments: your assessments need to be *meaningful*, focus on *improvement*, provide a *mastery atmosphere*, focus on *self-regulation*, and promote *optimism and confidence*. To be *meaningful*, provide authentic assessments and novelty. For *improvement*, focus on each individual student’s improvement through using charts or goal setting. To promote a *mastery atmosphere*, allow goal setting, practicing of assessments, and tracking progress of improvements, which will result in avoiding evaluation anxiety. For *self-regulation*, start with teacher centered strategies and move to student-centered, such as allowing them to choose assessments and set their own goals. Lastly, to promote *optimism and confidence*, teach students that skills can improve with effort, practice, and persistence.

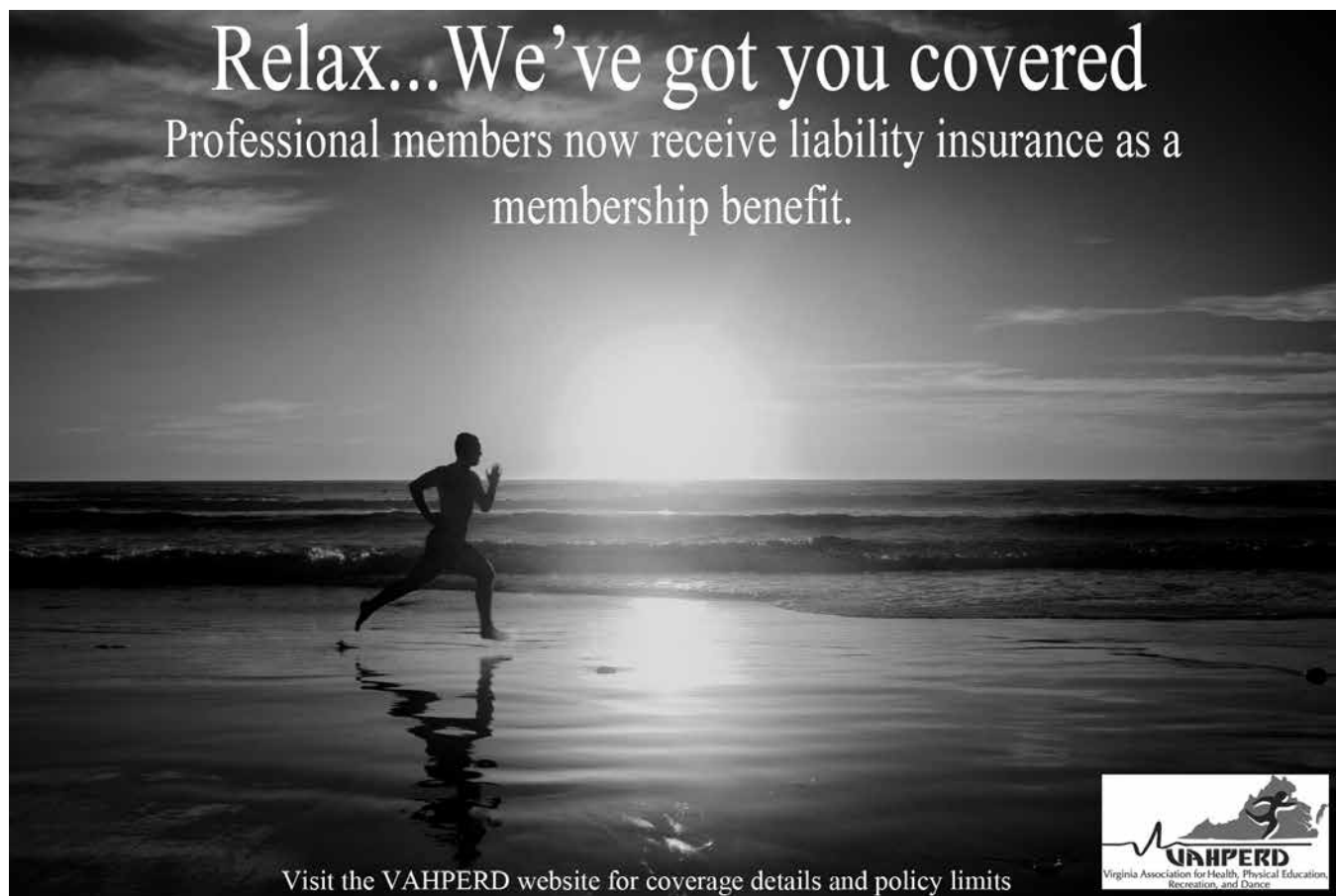
Strategy Ten: Technology is the Way of the Future

Using apps is an excellent way to motivate students to be physically active in your programs, leading to increased skills levels. Martin, Melnyk, and Zimmerman (2015) believe that since students already spend a majority of time using and enjoying technology, it can be used as an innovative way to motivate students to be physically active. Four, easy to use, free apps that you can download are *Hudl*, *Seven*, *Fitocracy*, and *Zombies Run*. *Hudl* allows you to record and offer visual feedback, as well as give verbal feedback during the video, with a comparison component to highlight fundamentals. *Seven* consists of full body and body-specific workouts that students can use, including the name and description of each move to allow for less instruction and more activity time. *Fitocracy* allows you to record and track physical activity, and offers a large database of exercise and workout programs. *Zombies Run* includes 40 running missions that gives students a story based on a post-apocalyptic world and allows each user to track the distance, pace, time, and heart rate. Motivating students to value and take part in physical activity is a vital topic in physical education, which requires innovation, creativity, and strategy. This article offered ten creative strategies to increase motivation in physical education, supporting meaningful and worthwhile learning for ALL students.

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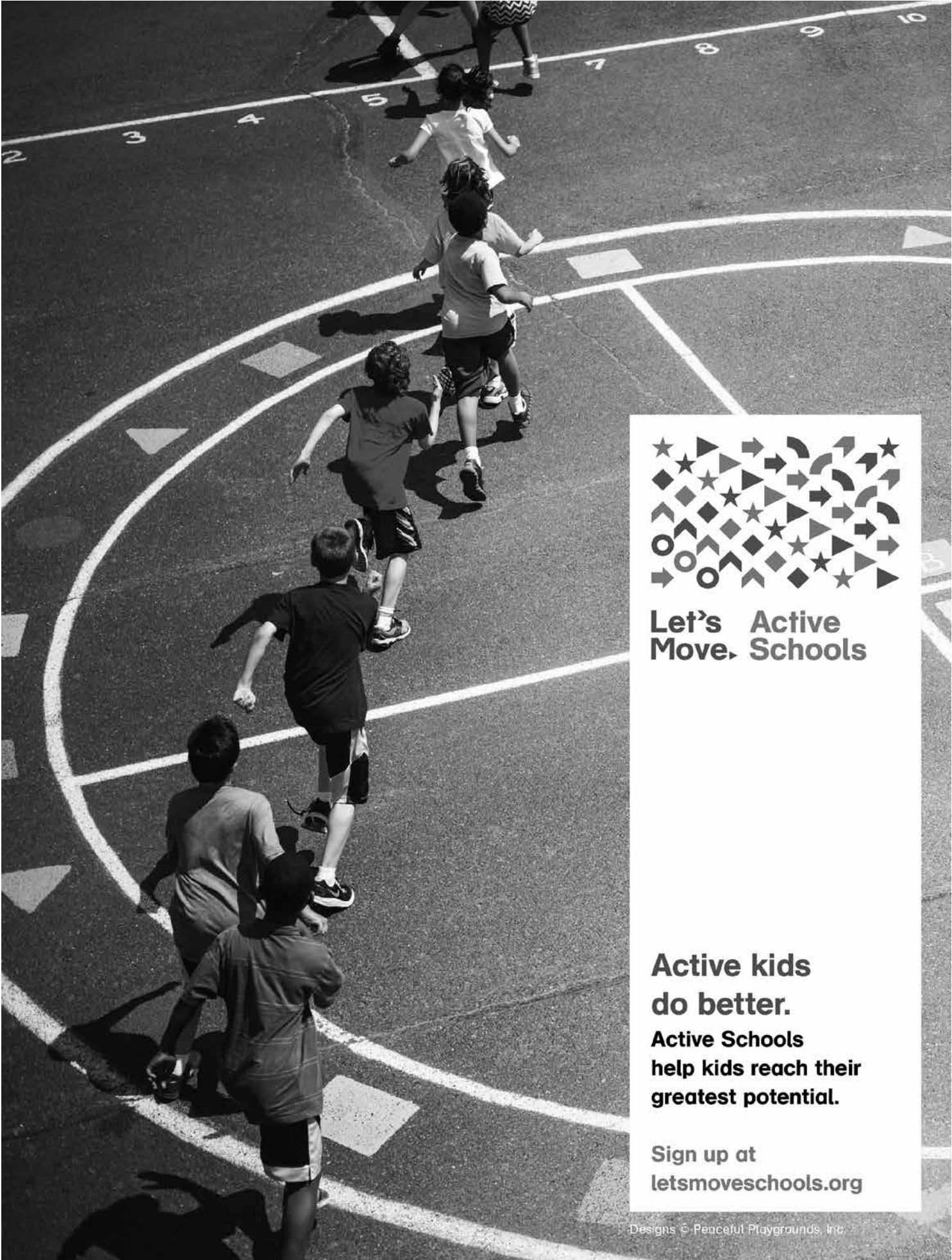
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