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VAHPERD Members,

It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Spring 2018 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 2018 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, 2018 as a Word attachment for the two publications. Please follow the manuscript guidelines posted in each issue of TVJ. My contact information is below.

Sincerely,

Michael Moore, PhD, ATC, Associate Professor, HHP
Clinical Coordinator, ATEP, Radford University
P.O.Box 6957, Radford, VA 24142
540-831-6218
mbmoore@radford.edu
www.radford.edu/mbmoore

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Mindfulness Matters: Implementing Mindfulness Strategies and Practices in Physical Education

Erin Ruddy, M.A.T., is a recent graduate of the PHETE program in the Department of Kinesiology at James Madison University, Harrisonburg, Virginia

Cathy McKay, Ed.D., CAPE, is an Assistant Professor in the Department of Kinesiology at James Madison University, Harrisonburg, Virginia

Students today have many competing demands on their attention. They have pressure to do well academically, pressure to compete in the social realm, and pressure in managing day-to-day situations, problems, and commitments both inside and outside of school (Albrecht, Albrecht, & Cohen, 2012; Ball, Foust, & Rochester, 2014; Chen & Sherman, 2013). Due to constant multi-tasking and thinking ahead, students are experiencing mental pressure resulting in mental strains, or stress, that can lead to mental health problems (Albrecht et al., 2012; Mulhearn, Kulinna, & Lorenz, 2017). According to the American Psychiatric Association (2000), a mental disorder or mental illness affects a person's thinking, emotional state, and behavior as well as disrupts the person's ability to work or carry out other daily activities and engage in satisfying personal relationships. Research has found that anxiety disorders are among the most common mental health challenges that occur in children and youth (Kessler, Chiu, Demler, & Walters, 2005) and depression is the most common mental health problem experienced by youth aged 12-25 years (Albrecht et al., 2012). This becomes especially problematic if left untreated, as these problems become risk factors for alcohol and other drug abuse, as well as suicidal thoughts and actions (McGorry, Purcell, Hickie, & Jorm, 2007).

Therefore, there is a pressing need to have a reflective, mindful, thoughtful component in our physical education programs, as mindfulness practices have been found to relieve anxiety and depression in youth (Lu, 2012). Providing students with a variety of practices to be mindful on a regular basis enables them to experience a form of education that enhances their overall well-being. Students cannot be successful if they are not mindful (Ball et al., 2014). Thus, implementing mindfulness practices in physical education will result in: (1) improved student behaviors, including problem solving, coping, and communication skills; (2) improved management of stress; (3) enhanced self-knowledge and self-acceptance; (4) improved student engagement and cognitive performance; and (5) reduced time spent on classroom management and student misbehavior (Albrecht et al., 2012; Mulhearn et al., 2017). The purpose of this manuscript is to define mindfulness, and provide teachers with mindfulness strategies and practices to be implemented in physical education programs.

What is Mindfulness?

Mindfulness is a strategy that is being used with increased frequency and receiving mainstream acceptance around the world as a means to enhance both students' and teachers' overall wellbeing (Albrecht et al., 2012; Mulhearn et al., 2017). Mindfulness is conscious living. It is paying attention with specific purpose, in the present moment, and without judgement (Shapiro, Carlson, Astin, & Freedman, 2006). Mindfulness

can be regarded as a philosophy or skill to foster body-mind oneness and, ultimately, to achieve true health (Lu, 2012). To further understand mindfulness, it is important to understand mindlessness. Mindlessness is commonly referred to as, being in "auto-pilot," going through the motions of routine but not fully experiencing or attending to the present situation. According to Langer (1989), the destructive nature of mindlessness is depicted in three aspects: (1) being trapped by categories that were created in the past; (2) operating under automatic behavior (being unaware of what one is doing); and (3) acting from a single perspective that lacks any impartial objectivity or judgment. Teachers constantly tell students to "pay attention," but very rarely teach them the skills on how to do so. Therefore, students need to be taught the skill set that enables their engagement in the present moment. The implementation of mindfulness practices can develop a strong sense of attention and concentration in students, which are key skills in the learning process (Ball et al., 2014).

In recent years, psychologists have turned their attention to defining and providing a theoretical model for mindfulness in order to create a common framework for implementation. Shapiro et al. (2006) propose three components that are comprised in a mindfulness practice: *intention*, *attention* and *attitude*. The components are not sequential, but rather are engaged simultaneously in the process of mindfulness practice (Albrecht et al., 2012; Shapiro et al., 2006). Intention, or an individual's vision, is seen as an integral first step in mindfulness practice. The intention of the practice is instrumental in determining the outcomes or benefits received from the practice (Shapiro et al., 2006). Attention, refers to paying attention in the moment to your internal and external experience. It involves suspending judgement and observing the changing field of thoughts, feelings, and sensations as they occur in the mind-body (Shapiro et al., 2006). Attitude involves the qualities an individual brings to their attention. It involves attending to internal and external experiences without evaluation or interpretation while also being in a mindset of loving kindness—even if what is occurring is contrary to deeply held wishes or expectations (Shapiro et al., 2006). Consequently, the three components of mindfulness represent the foundation that guides all mindfulness practices. Table 1 outlines the components of mindfulness, including examples that PE teachers may like to try in their own daily lives.

Mindfulness Practice: "Mindfulize" Physical Activities & Assessments

Teachers tend to lead (and even rush) students to reach the teaching expectations or objectives that have been planned, but don't usually remind students to appreciate the process of learning

Table 1

Components of Mindfulness		
Component	Explanation	Example
1. Intention	The intention to practice mindfulness and return to your object of focus.	“I am going to sit here and pay attention to my breath; when I notice myself getting distracted, I will turn back to the breath.”
2. Attention	Pay attention to what is happening right now.	“I am breathing in; I am breathing out.”
3. Attitude	Having an attitude that is non-judgmental, patient, and kind.	“I got distracted again! Well, that’s okay, I’ll just try again.”

Table 2

Mindfulness Assessments					
#	Item	1 (rarely)	2 (sometimes)	3 (fairly often)	4 (almost always)
1	I notice the sensation of my body moving or sweating when I am jogging.				
2	I notice the sensation of my muscles while I am stretching.				
3	I am aware of my feelings and emotions without strong reactions to them.				
4	I pay attention to what I am doing, and do not feel I must go, go, go.				
5	I do not rush through physical activities.				
6	I am not easily distracted.				
7	I am aware of my surroundings (layout of the gym, plants & trees outside).				
8	I think it is acceptable to make mistakes while learning physical activities.				
9	I can experience the present moment: <i>here</i> and <i>now</i> .				

itself. While a goal-oriented practice may be productive, it often comes at the cost of generating psychological problems for students (e.g., excess anxiety and stress), in addition to creating a mindless mentality (Lu, 2012). As the majority of existing physical activities in school are not particularly mindfully oriented, it is vital for teachers to “mindfulize” them for students (Lu, 2012). Students should be encouraged to develop *mirror-thought*—to appreciate whatever they are presently experiencing, whether it be errors in learning, breathlessness in running, noises in ball bouncing, or the enjoyment of a particular sensation—rather than simply employing the skills to run faster, jump higher, or become stronger (Lu, 2012). In order to “mindfulize” activities three fundamental principles should be applied: (1) try sincerely to do every unique action in its own unique movement; (2) try to be aware of what we are doing and not rush through the process; and (3) try to pay attention to breathing in all physical activities, because the mere practice of conscious breathing helps return to

the present moment (Mulhearn et al, 2017).

Furthermore, students’ subjective feelings, emotions, and enjoyment are critical to fostering a healthy active lifestyle (Lu, 2012). Therefore, students’ subjective experiences should be assessed by the students themselves. Ongoing mindfulness assessments in physical education provide students with the opportunity to be self-reflective and encourage students to be mindful and engaged in the present moment while enjoying the learning process. A sample list of mindfulness assessments provided in Table 2 can be expanded upon to create checklist and rubric types of assessments for children and youth.

Mindfulness Practice: Meditation

Meditation is a powerful and uplifting practice that can lead to a better quality of life (Ball et al., 2014). Although the practice of meditation is thousands of years old, research on its health benefits is relatively new. Meditation has been found to provide

as much relief from some anxiety and depression symptoms as antidepressants (Goyal, Singh, Sibinga, Gould, Rowland-Seymour, Sharma, & Haythornthwaite, 2014). Meditation can help quiet the chatter inside students' heads and bring them back to present moment tasks by refocusing their attention on their bodies and breath.

Meditation practice allows students to attend to the thoughts or feelings that come up in their mind, without ignoring, suppressing, analyzing, or judging the content. Meditation encourages students to simply note the thoughts as they occur, and observe them intentionally but nonjudgmentally, moment-by-moment, as events in their field of awareness. The awareness of thoughts coming and going in the mind can lead students to feel less caught up in them, and provide them with a deeper perspective on their reactions to everyday stress and pressures (Mulhearn et al., 2017).

The beauty and simplicity of meditation is that you don't need any equipment. All that is required is a quiet space and a few minutes each day. Table 3 provides meditation practices with descriptions and cues that can be led by teachers and performed by students in a physical education setting. Furthermore, guided meditations are available through apps like *HeadSpace* and online through the *Chopra Center*.

Mindfulness Practice: Yoga

Research confirms that students perform better in school when they are emotionally and physically healthy (Cathcart,

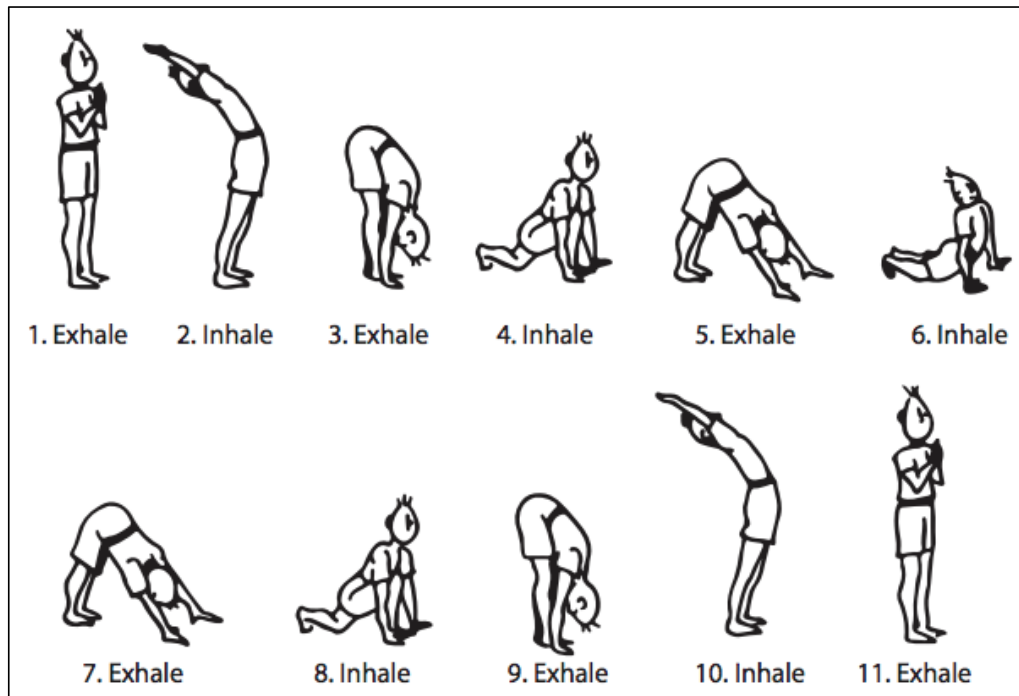
2006). Yoga is a sophisticated system for achieving radiant physical health, mental clarity and peace of mind (Cathcart, 2006). Adding yoga to a school's curriculum will help provide a quality physical education program that is consistent with the National Standards for Physical Education (Society of Health and Physical Educators, 2014). Yoga is a specific system of personal development that increases strength and flexibility; promotes health, well-being, and emotional stability; and helps all individuals who practice consistently and correctly to reach their highest potential (Cathcart, 2006). In a pilot study of students in second and third grade, students were provided 30-minute yoga sessions once a week for 10 weeks (Butzer, Day, Potts, Ryan, Coulombe, Davies, & Khalsa, 2015). Over the 10-week program, statistically significant changes were seen in students from both grades in the areas of social interaction, attention span, cortisol concentration, time on task, academic performance, stress coping, confidence, and overall mood (Butzer et al., 2015). The greatest change was recorded in the behavioral elements for the second graders (Butzer et al., 2015).

Yoga is a movement-focused form of breath and body awareness, and it is often included within mindfulness practices (Mulhearn et al., 2017). There are many different approaches to yoga; however, the aspects of yoga are generally referred to as Hatha yoga, which includes exercises and postures, breathing, and sometimes meditation (Cathcart, 2006). Yoga involves little to no equipment and physical educators can implement yoga as warm up and cool down activities, or even as an entire unit of

Table 3

Practice	Description	Verbal Cues	When to Use	Purpose
1. Skill Visualization	Students take a few breaths, check in with their body, and visualize themselves performing a skill.	Where do you feel your breath? Can your picture yourself doing the skill correctly?	Before trying a new skill.	Set the intention for class. Decrease over-hype. Calm nerves for anxious students.
2. Activity Reflection	Students sit or lie down and notice how their body feels after exercising.	How does your body feel now? How did you do today? How does your mind feel?	After an activity, or at the very end of class.	Reflection time. Learn physical body awareness. Recognize emotions connected to events.
3. Breath awareness	Students sit or lie comfortably and begin noticing their breath.	Notice where you feel your breath (nose, belly, chest). Are you breathing fast or slowly?	Anytime. This practice can be used at any point of the day during activity.	Notice the breath-body connection. This is important for monitoring exercise intensity, as well as anxiety and anger arising.
4. Body scan	Students lay down. Go through each part of the body and notice how it actually feels. They can even contract the muscles in that area for a brief moment before relaxing fully.	When you breath in, feel if there is tension in this part of the body; when you breath out, see if you can relax and let the floor hold you.	Anytime you want students to remember to focus on the physical body. This is a great way for them to notice how exercise benefits their muscles.	Body awareness. Students need to notice the difference between tense muscles and relaxed muscles. Earlier recognition of the source of their tension/anger.

Figure 4



instruction. For example, teachers can have students perform three or four sun salutations (Figure 4) as a warm up or cool down activity. Sun salutations are a traditional series of yoga poses that link movement and breath and engage all major muscles of the body (McGonigal, 2010). Furthermore, many yoga poses done with younger children incorporate animal themes that can be infused in storytelling, music, games, poetry, songs, and art (Cathcart, 2006). Yoga for middle and high school students could be a unit plan or a 45 to 60 minute class beginning with breathing exercises, followed by a challenging flow, a strength and balance component, and finishing with deep stretching and relaxation (Cathcart, 2006). Yoga poses and flows are available through apps like *Simply Yoga* and online through the *Yoga Journal*.

Mindfulness Practice: Tai Chi

Tai Chi is a mind-body exercise that combines the principles of martial arts movements with Qi or (Chi) circulation, controlled breathing, and stretching exercises (Chen & Sherman, 2013). Its potential benefits for mood control and reduction of violence have wide appeal for policy makers and educators (Chen & Sherman, 2013).

Tai Chi is about balance, both in movement and as a way of life. Tai Chi is often called a “moving meditation” because the movements are performed slowly, quietly, and continuous with minimal muscle tension and exertion (Chen & Sherman, 2013). The slow motion of the movements requires mental control, which, in turn may block out other competing thoughts and distractions, allowing the mind to escape from daily routines (Chen & Sherman, 2013). Tai Chi can be implemented using a 24 Step Beijing Short Form (Table 5). Physical educators should teach each form by breaking it down into several small steps, then teaching each small step in a logical progression. The step

by step progression is important because there is a need to further break down each step into hand postures, foot postures, and eye movements.

Tai Chi movement offers rich metaphors for living a happy life. A metaphor is a way of thinking, an image that once captured by the mind can guide our action to its destination (Chen & Sherman, 2013). For example, “Slow and sure wins the race.” Slow motion is the basis of Tai Chi exercise. Underlying the slow and even motion is the power of mental control and mindfulness, which are essential for achievement and happiness in our life (Chen & Sherman, 2013). Physical educators can implement Tai Chi as warm up or cool down activities or as an entire unit of instruction. Tai Chi requires minimal equipment or investment to implement, and can be performed anywhere, indoors or out. Easy to understand illustrations and explanations for the 24 Step Beijing Short Forms are available through apps like *Tai Chi for Beginners—24 Form* and through texts like *Tai Chi Essentials* by Andrew Townsend.

Conclusion

Research on mindfulness is booming in health science and medicine, particularly in psychological studies conducted over the past decade (Albrecht et al., 2012; Lu, 2012; Mulhearn et al., 2017). The problems of mindlessness and the benefits of mindfulness have been identified in general society, in general education and in physical education (Ball et al., 2014). As mental health problems continue to increase in children and youth, it is critical for educators to take progressive steps towards integrating mindfulness into physical education programs. Therefore, the strategies and practices presented in this manuscript offer physical educators the opportunity to provide students with the necessary skills and experiences that will enhance their learning,

Table 5

The 24-Step Beijing Short Form
1. Commencing Form
2. Part the Wild Horse's Mane to Left and Right
3. White Crane Spreads Its Wings
4. Brush Knee and Twist Step on Both Sides
5. Strum the Lute
6. Step Back and Whirl Arm on Both Sides (Repulse Monkey)
7. Grasp the Bird's Tail to the Left
8. Grasp the Bird's Tail to the Right
9. Single Whip
10. Wave Hands Like Clouds to the Left
11. Single Whip
12. High Pat on Horse
13. Kick with Right Heel
14. Strike Opponent's Ears with Both Fists
15. Turn and Kick with Left Heel
16. Squat Down and Stand on One Leg—Left Style
17. Squat Down and Stand on One Leg—Left Style
18. Pass the Shuttle Left and Right
19. Needle at the Bottom of the Sea
20. Flash the Arms
21. Turn to Strike, Parry, and Punch
22. Draw Back and Push
23. Cross Hands
24. Closing Form

overall well-being, and quality of life.

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Social Benefits of Recess for Students with Dyspraxia

Matthew D. Lucas, Ed.D, C.A.P.E., Associate Professor, Department of Health, Athletic Training, Recreation, and Kinesiology, Longwood University

Colter M. Bennett, Student, Health and Physical Education, Teacher Education, Longwood University

Bailey B. Moran, Student, Special Education, Teacher Education, Longwood University

The participation of a student with Dyspraxia in recess can often be rewarding for the student with the disorder. These benefits can be both physical and social. This manuscript will focus on social benefits. It will address common characteristics of students with Dyspraxia and present basic solutions to improve the social experience of these students in this setting. Initially the definition, prevalence, causes, physical, and social symptoms of Dyspraxia will be presented. The paper will then address the social benefits of recess for children with the disorder and provide recommendations for addressing common social characteristics of children with Dyspraxia in recess.

Definition and Prevalence of Dyspraxia

According to the Dyspraxia Foundation: What is Dyspraxia (2017), the disorder is defined as the following: “Dyspraxia, a form of developmental coordination disorder is a common disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech. DCD is a lifelong condition, formally recognized by international organizations including the World Health Organization.” (p. 1).

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. Children with Dyspraxia can realistically receive special education services under Speech and Language Impaired (SLI) or Other Health Impaired (OHI). The following definition of SLI is noted in IDEA (2007): SLI is “a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects a child’s educational performance” (300 / A / 300.8 / c). An individual with OHI is described in IDEA (2007): as “having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that— (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (b) adversely affects a child’s educational performance” (300 / A / 300.8 / c).

One can see, as noted above, Dyspraxia’s association with SLI and OHI. Dyspraxia can often be included in the category of SLI because it is a lifelong condition that “may also affect speech”. Dyspraxia can also often be included in the category of OHI because of its “[affecting] fine and/or gross motor coordination”. The impact in terms of communication and fine and/or gross skills can both negatively affect the education of the child and would likely justify special education services.

Dyspraxia has been referred to as a “hidden problem” with an estimated prevalence as high as 10%. The disorder is reported to affect males four times as frequently as females. Children born prematurely and those born with extremely low birth weights are at a significantly increased risk (National Center for Biotechnology Information, U.S. National Library of Medicine (Gibbs J, Appleton J, Appleton R, 2007).

Causes of Dyspraxia

It may seem odd, but the causes of Dyspraxia are not completely understood. Experts believe the person’s motor neurons are not developing correctly. Other than this, again, no known cause of Dyspraxia is known (Medical News Today, 2016).

Social Symptoms of Dyspraxia

The importance of diagnosing childhood Dyspraxia is very important. Social symptoms of Dyspraxia include the following, which can manifest themselves in a student in the recess setting:

- Difficulties in adapting to a structured school routine
- Limited concentration and poor listening skills
- Literal use of language
- Inability to remember more than two or three instructions at once
- Hand flapping or clapping when excited
- Tendency to become easily distressed and emotional
- Inability to form relationships with other children (Dyspraxia Foundation Symptoms, p. 2016)

Benefits for Children with Dyspraxia in the Recess Setting

Simply stated, the benefits of the recess setting are high for all children. Included in these benefits are both physical and social. 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).
- Improved general fitness and endurance levels which could include the following:
 - building strength
 - improving coordination
 - improving cardiovascular fitness that helps to reduce childhood obesity and its related health complications (Kids Exercise, 2009).
- Improvement to practice basic motor skills including ball skills and a variety of locomotor skills

In terms of social benefits, the focus of this manuscript, recess can potentially play an important role by assisting with the

following items:

- Limited concentration and poor listening skills
- Literal use of language
- Inability to remember more than two or three instructions at once
- Literal use of language
- Hand flapping or clapping when excited
- Tendency to become easily distressed and emotional
- Inability to form relationships with other children

Recommendations for Encouraging the Social Benefit of Children with Dyspraxia in the Recess Setting

As stated above, the benefits of the recess setting are high for all children. Social benefits of recess can hopefully be obtained by utilizing the following recommendations. Although, they are by no means a guarantee. Listed below are social characteristics of the disorder and possible recommendations that may address these items in the recess setting.

Social Characteristic of Dyspraxia	Recommendations
Limited concentration and poor listening skills	<ul style="list-style-type: none"> • Teachers should provide or ensure that a variety of activities are available for the student at recess in order to address short attention spans (e.g. limited concentration). • Teachers should use directions that are followed, in a step-by-step manner, one single direction at a time. This can be repeated in order to provide all needed information. This will hopefully address poor listening skills. • Teachers should utilize small group activities to ensure more trials for the students.
Literal use of language	<ul style="list-style-type: none"> • Teachers should provide specific verbal directions. • Teachers should utilize visual cues during explanations and feedback. • Teachers should also refrain from exaggeration and sarcasm.
Inability to remember more than two or three instructions at once	<ul style="list-style-type: none"> • As with limited concentration, teachers should use directions that are followed, in a step-by-step manner, one single direction at a time. This can be repeated in order to provide all needed information. • Teachers should use pictures or diagrams of activities in which the students will possibly participate. This is especially useful when describing the positioning of students for activities. • Teachers should also utilize reminders and feedback.
Hand flapping or clapping when excited	<ul style="list-style-type: none"> • Teachers should discuss with students the equipment/activity in which the student may choose to participate, before actually beginning recess. This could possibly alleviate some of the surprise of the activity to follow. • Teachers should discuss, proactively, possible appropriate reactions to excitement with the student. • Teachers should use equipment that is especially safe in nature.
Tendency to become easily distressed and emotional	<ul style="list-style-type: none"> • Teachers should not have students participate in activities that allow for elimination. • Teachers should stray from allowing students to participate in highly competitive games because of the possible negative emotional response. • Teachers should take note of other participants and separate students that may stimulate distress or an emotional response for one of the students.
Inability to form relationships with other children	<ul style="list-style-type: none"> • Teachers should carefully encourage participation among students with Dyspraxia and other individuals. Non-intimidating individuals should be encouraged to participate with the children with Dyspraxia. • Teachers should participate one-on-one with the student with Dyspraxia which will also naturally invite peers to participate with the teacher and student. When appropriate, the teacher can remove herself/himself from the activity. Hopefully, the activity will continue with all children.

Again, for children with Dyspraxia, the physical and social benefits are important. Addressing the social benefits noted above is extremely important.

Conclusion

The participation of a student with Dyspraxia in recess can often be both challenging and rewarding for the student, peers, and teacher. The rewards can be gained as a result of a teacher modifying activities in the often-socially stimulating recess setting. Recess can provide many social benefits.

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***It Takes Heart
to be a Hero!***

Less Talking About and More Moving in Schools

Jon Poole, Ed.D, Professor, Physical and Health Education Teacher Education Program, Department of Health and Human Performance, Radford University

It seems we see headlines such as “physically active kids do better in school” or “exercise improves test scores” or even, “kids should sit less and move more in schools” such that the support for the association between physical activity and academic success has never received greater attention. The notion that increased physical activity would adversely affect academic success has been largely debunked with, instead, greater support for using daily physical activity to enhance academic success. Many prominent national organizations such as SHAPE America, the Centers for Disease Control (CDC), and the American College of Sports Medicine, offer support that physically active and healthy children not only have better attendance, but also greater focus to complete assignments, improved concentration, memory, and decision-making, and finally, superior academic behavior being less disruptive than their sedentary counterparts. In fact, a new CDC campaign has the catchy slogan, “*The More They Burn, the Better They Learn*” (<http://makinghealthasier.org/burntolearn>) to emphasize the importance of physical activity to academic learning.

The Fall 2017 Virginia Journal shared a literature review on this topic (Shelton, 2017), thus the purpose of this current article is to go beyond the theoretical “talking about” the benefits of increased physical activity in school settings to providing more practical suggestions of how to “move more” during the school day. Meeting the national guideline of 60 minutes of daily physical activity can be a pretty daunting task with few districts offering daily physical education K through grade 12 (or grade 10 here in Virginia) and many others reducing or removing daily recess.

Progressive teachers and schools are going beyond simply beefing up traditional physical education classes, but are also incorporating before and after school physical activity and most notably, in-school physical activity as part of Comprehensive School Physical Activity Programs. The terms “active academics” or “active classrooms” are now widely understood and many companies (notably GOPHER and FLAGHOUSE, among others) have been quick to supply resources such as standing desks, balance ball desk chairs, fidget busters that allow students to move their feet under a desk, and exhaustive resource guides with a myriad of movement activities to serve as short, classroom-based activity breaks throughout the school day. Two popular examples include the *Energizers in Schools* (Maher, et al. 2006) program which is part of a larger, state-wide effort in North Carolina to improve the overall health of state residents and the *Take10* activity guides (developed by the ILSI Research Foundation and available through FLAGHOUSE).

Of particular interest in this article is sharing results from the recently reported Statewide Health Improvement Partnership evaluation study by the Minnesota Department of Health and the Minnesota Department of Education, *Enhancing Physical Activity Practices in 14 Elementary Schools* (<http://www.health.state.mn.us/divs/oshii/ship/pdfs/active-schools-report.pdf>). The initial background information and planning used to evaluate

the physical activity practices in the 14 schools was originally packaged into a school implementation toolkit known as “Moving Matters” available as part of the Active Schools Minnesota initiative (<http://www.health.state.mn.us/divs/hpcd/chp/cdrr/physicalactivity/movingmatters.html>). The author of this article hopes this might serve as a springboard for the Commonwealth of Virginia to consider a similar state-wide initiative. The author realizes VAHPERD has supported and promoted the Let’s Move Active Schools program and the Virginia Action for Healthy Kids program, but greater collaboration, perhaps a joint initiative between VAHPERD, the Virginia Department of Education, and the Virginia Department of Health similar to what Minnesota has done is needed.

In the Minnesota study, students who met recommendations (Healthy Fitness Zone) for aerobic fitness (as measured with the FitnessGram PACER) and body composition (as measured with BMI) were 24 percent more likely to be proficient in reading and 27 percent more likely to be proficient in math. Teachers also reported positive behavioral changes including on-task behavior. The larger Active Schools Minnesota initiative strategy mirrored other physical activity initiatives with a focus on active transportation (walking and riding a bike) to and from school (Safe Routes to Schools), active recess, classroom physical activity breaks, high-quality physical education, and out-of-school time physical activity.

As part of their active classrooms initiative, elementary teachers incorporated physical activity breaks that included running in place, dancing, hopping side-to-side, etc., as displayed in videos provided through YouTube (simply search “Jammin’ Minute” or “Just Dance” for examples), as part of the GoNoodle (<https://www.gonoodle.com/>) program, and the Adventure to Fitness (<http://adventuretofitness.com/>) program. As part of their active recess initiative, elementary teachers designated play zones on pavement areas specific to games such as four-square, hopscotch, tetherball, and basketball. Other areas included portable equipment such as jump ropes and hula hoops. The school physical education teachers were critical allies in promoting active recess by providing activity guides for the classroom teachers and even teaching developmentally appropriate versions of games such as four-square at the beginning of the school year that children could play during recess.

The Minnesota Study concluded: “Teachers reported that students enjoyed being active and that they observed positive behavioral changes in the classroom, however, full implementation of the active schools strategies was often limited by time and space constraints” (p. 4). The key point here, at least according to this author, is that the classroom teachers were willing to try something (even if just a YouTube video once or twice a day) and those classroom teachers reported that their physical education teacher colleague was a key resource in helping them integrate daily physical activity into their classrooms.

The call to action seems clear, the evidence supporting daily

physical activity as part of a high-quality physical education program, but also as part of classroom physical activity breaks, active recess, and active transportation to and from school, signal a time for physical educators in Virginia to talk less about what we already know...that daily physical activity is a good thing for all sorts of reasons, but also for us to help our classroom colleagues to make moving more the focus throughout the school day.

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Six Easy Breezy Apps for Amateurs: An Easy to Follow Guide for Integrating Apps into your Physical and Health Education Program

Heather Hanks, M.A.T., is a recent graduate of the PHETE program in the Department of Kinesiology at James Madison University, Harrisonburg, Virginia, and a teacher in the Stafford County Public Schools.







Cathy McKay, Ed.D., CAPE, is an Assistant Professor in the Department of Kinesiology at James Madison University, Harrisonburg, Virginia

Technology surrounds students in their daily lives. Physical and health educators report that technology is increasing the prevalence of sedentary lifestyles and adding fuel to the flames of the childhood obesity epidemic, while also reporting that technology offers an opportunity to increase student motivation to be physically active and healthy (Cumiskey, 2011; Lambert, 2017; Martin, Melnyk, & Zimmerman, 2015; Mears, Sibley, & McKethan, 2012). Apps are shown to have many educational benefits, from offering classroom management protocols and support (Kharbach, 2013; TeachThought, 2012), to integrating the sport education model into instructional planning and execution (Sinelnikov, 2012). The integration of technology, including apps, has become so popular that a new form of teaching knowledge has developed called technological pedagogical content knowledge (Juniu, 2011).

For some, the thought of using technology can seem time consuming, difficult, and intimidating (Lambert, 2017). There

are many research articles that highlight great apps that can be integrated into physical and health education, and that offer tips and tools that help teachers learn to integrate apps in a seamless and user-friendly manner (Cumiskey, 2011; Lambert, 2017; Mears, Sibley, & McKethan, 2012; Philips, Rodenbeck, & Clegg, 2014). As these articles get older, technology advances, and app developers are responsible for keeping up with updates so that these apps remain great tools. Unfortunately, this is not always the case. With the most recent iOS 11 update, many apps in the articles cited in this paper are not up to date, or no longer exist. Thus, the purpose of this manuscript is to highlight six outstanding apps, including features and examples of best practice use, to offer physical and health education teachers an easy breezy path to begin to use technology to increase student motivation and enhance student learning. For a brief overview of the six easy breezy apps, see Table 1. These apps are user friendly, and are great starter apps for physical and health educators who are interested in moving forward in the digital age.

Table 1

Six Easy Breezy Apps for Amateurs		
App	Price	Description
 ClassDojo	Free	Create a positive class community and manage behavior all in the palm of your hand with ClassDojo. This app allows teachers to connect with parents instantly to communicate about what students are doing in their class.
 SworKit	Free (paid for options)	SworKit allows the user access to a variety of free pre-defined and customizable workouts for any ability level. Each workout provides a demonstration and prompts you when to transition to the next exercise.
 GIF Maker	Free (paid for options)	GIF maker allows users to create their own videos that will play on a loop. The user can manipulate the speed to play it on a loop. Isolate skills for assessments, demonstrations, and more. Take instruction to the next level.
 Zombies, Run!	Free (paid for options)	Make running more exciting with Zombies, Run! This app is an immersive running game that has the user running with zombies in 40 different missions. This app pushes the user through different speed intervals without them even noticing.
 Nike Training Club	Free	Nike Training Club offers 100+ workouts with clear audio and demonstrations. This app is like having a personal trainer at the touch of a finger. This app will also create personalized plans that will help the users achieve their goals.
 MyFitnessPal	Free	MyFitnessPal is a free calorie counter that allows the user to create individual goals to lose, maintain, or gain weight. Through this app you can log your exercise and quickly log food using its nutrition and calorie database.

App 1: ClassDojo

ClassDojo is a popular classroom management app that allows a teacher to reward points throughout class for positive behavior (Kharbach, 2013; TeachThought, 2012). It is a great tool for providing effective and motivating feedback to students. This feedback can be given in real time to one or more students through audio-visual cues. This app is a consistent way to provide students with positive reinforcement that has been known to influence future behavior and ultimately promotes learning.

A teacher can easily start using this app by creating a free account. Once that initial access is granted, the teacher can add all of their classes. As a teacher inputs the students' names, the app will randomly assign them a unique avatar. A teacher can create groups within their class for different tables of students or groups for projects. This app comes with six standard positive feedback options including helping others, on task, participating, persistence, teamwork, and working hard. This list can be expanded and customized to include behaviors that are relevant to each class. There is the option to add behaviors that need work, including the option to deduct points within

ClassDojo. Another great feature of this app is the ability to connect with parents and students. A teacher can invite parents to the class page. The teacher can then post updates about what students are doing in class. Parents can observe their students feedback for themselves and message the teacher to follow-up. This is a great way to motivate students and get parents involved. For an example simulation of this app see Table 2. Overall this app is a great starter app that demonstrates how technology can enhance classroom management and behavior management protocols. It is user friendly and it has an aesthetically pleasing design.

App 2: Sworkit

Sworkit is a workout prescription app that is customizable, motivating, and excellent for physical education (Atkins, 2015). Users have the option of selecting one of the many preloaded workouts or creating their own. This app is a great tool for teaching students about fitness planning and different types of physical activities. There are a variety of free features that can be taken advantages of, including seven free preloaded starter workouts and four different categories of additional preloaded workouts. A children's version is also free to download.

The customization this app has to offer is the best feature. The user can create their own workout by selecting the custom star on the tool bar at the bottom of the screen. The user can then select a variety of filters to find the exercises that best fits what they are looking for. If there is an exercise that they are unfamiliar with they can select the image of the person doing the exercise for a quick demonstration. Once the user selects their desired number of exercises they can save and name their workout, and revisit it anytime. They can also customize the duration of their workout by tapping the number in the center of the circle and typing in their desired time. Each workout has verbal cues and demonstrations for each exercise. When the number on the screen is blue, the user will prepare to exercise, and then when it changes color, it prompts the user to begin doing that exercise. There is the option to connect this app to Apple Music or Spotify accounts to personalize the music being played while exercising. Once the workout is complete the app will calculate the number of calories the user burned. With the free version of this app, the user has the ability to create three different workouts. Once the user has created three workouts they will have to delete one or upgrade to premium version to create a new workout. For instructions on how to create a workout using this app see Table 3.

This app can be a great tool for individualizing and differentiating instruction within the physical education setting. Teachers can use this app for instant activities, stations, exit activities, or homework challenges. A teacher can even have

Table 2

ClassDojo Simulation Example	
Task: Create a class with 8 students, name them Student 1-8, and follow the simulation below for practice.	
1.	All of your students came to class and started the instant activity. Reward all of them a point for being on task. <ol style="list-style-type: none"> Select "Class" then select "On task."
2.	Student 1 was doing a great job during the fitness activity. Give her a point for working hard. <ol style="list-style-type: none"> Select "Student 1" then select "Working hard."
3.	During the fitness activity Student 4 was off task. You gave him a verbal warning, but it continued during the second guided practice. Create a new needs work category to fit what he was doing and take away a point for today. <ol style="list-style-type: none"> Select "Student 4," hit "Needs work," tap on "Edit skills," and "Add skill" for - 1 point.
4.	Student 2 and Student 6 were goofing off while they should have been completing their task sheet. Deduct a point for both students. <ol style="list-style-type: none"> Select "Multiple," then check "Student 2" and "Student 6" and deduct the points
5.	Student 8 was eager to participate during the class discussion. Reward him a point for "Participating."
6.	Student 5 had a hard time juggling scarves today. She never gave up and finally got it. Award Student 5 a point for being "Persistent."
7.	Student 3's parent emails you about a comment on their student's report card about behavior. Connect them with the class. <ol style="list-style-type: none"> Select the "..." in the top right corner, click "Connect Parents," then "Invite" Student 3's parents.
8.	Student 7 was extremely mindful today and you would like to reinforce that behavior in all of your students. Create a new skill and add 2 points for Student 7.
9.	Give a Random student a pick me up. <ol style="list-style-type: none"> Select "Random," then select "Good Work."
10.	Your class is over for the day. Reset the points so the students can start fresh tomorrow. <ol style="list-style-type: none"> Select "...", hit "Select All," then "Reset."

each student create their own account to promote the use of this app outside of school. As previously mentioned, there is an elementary version of this app called Sworkit Kids that is great for younger learners.

App 3: GIF Maker

GIF Maker is a video and image editing tool that allows the user to create their own graphics interchange format (gifs). Gifs are widely used, very popular, and can be entertaining while providing critical skill feedback. Connecting a popular social media and texting trend to an educational practice in health and physical education is a great way to connect pop culture and crucial content. Using the camera on a phone or tablet, the user takes a video or picture, and then edits this media within the app to create a gif that will play on a loop. The user can adjust the speed or length of the gif, apply filters, and add stickers or text. Once the gif has been created, it can be saved and shared. Each gif created using this app will have a watermark unless the user upgrades to the pro version. For an example of how to create a gif using this app see Table 4.

This app can be a great instructional or assessment tool for

physical and health educators. Teachers can record themselves doing a skill and put it on display for students to view. For example, if a teacher is teaching new jump rope moves during an instant activity, they can record themselves doing the move prior to class, and then the students can watch and learn to know what to do. GIF Maker can be used to create digital station cards to be displayed at each station using tablets. The teacher can also use it to create a resource file on whole routines for activities like Tai chi. The students can watch each move, and practice at home. For assessments, the teacher can record a student's performance and isolate the skills. The teacher can then use this to provide feedback to the student about areas of improvement. This could also be done as a peer or self-assessment. Another option is having students create a digital playbook for units like football or basketball. They can record themselves doing the play, create a gif, and it will play on a loop. There are so many possibilities with this app!

App 4: Zombies, Run!

Zombies, Run! is a running app that uses the most recent surge in zombie popularity to motivate runners (Martin, Melnyk, & Zimmerman, 2015). Users can sign-up for free and begin their post-apocalyptic running journey. This app tracks the user's heart rate, distance, time, and pace. It contains over 40 different missions that require the user to pick up their pace to the audio story and outrun approaching zombies. New missions are added regularly for free.

When the user selects a mission, there is the option to add music from their device to play in the background which makes the workout more personalized. The app syncs to GPS and will show the user the route they took post-run. Each mission has a set duration that will keep the runner moving for the whole mission. This app adds imagery to the user's workout. With the purchase of the premium option, more features and missions can be unlocked including training plans for a 5K all the way up to a marathon. It is important to review the episodes and content before using this app in class, however the review is well worth it, as many students love zombies!

This app can be a great tool for fitness units like walking, running, and more. The teacher can play episodes for the whole class or students can listen to them on their own devices. For outside of class assignments, this app can be downloaded on student phones to promote use outside of physical education.

App 5: Nike Training Club

Nike Training Club is a high-quality workout prescription app created by Nike (Mears, Sibley, & McKethan, 2012). Users may

Table 3

Sworokit Example
<p>Task: Create your own work out and try it out for 1-2 minutes following the steps below.</p> <ol style="list-style-type: none"> 1. Select the star labeled "Custom" at the bottom of the screen. 2. Select "Create New Workout." 3. Choose the filters to match what you are looking for. Be aware of the changing number in the bottom left corner 4. Find 5-7 Exercises that you would like to do. <ol style="list-style-type: none"> a. If you are curious about an exercise, click on the person and you can watch a demo. 5. Name your workout after you. 6. Select your workout. 7. Click on the number to change it to 1-2 minutes 8. Hit "Begin Workout." 9. When the number is blue get ready. When the number changes color workout with the person on the screen. 10. If time allows, explore one of the free workouts on the home screen.

Table 4

GIF Maker Example
<p>Task: Practice recording demos, stations, plays, and more on a loop by following the steps below.</p> <ol style="list-style-type: none"> 1. Record video using iPad Camera. 2. Go to GIF Maker app. 3. Select Videos and choose the video you just recorded. 4. Isolate the skill so it loops just right by dragging the blue arrows. 5. Adjust the speed, add a filter, text, or sticker if you like. 6. Select done. 7. Choose save. 8. Select "High Quality GIF" and it will save to your camera roll. 9. Repeat this process for one of the other categories.

become members of this club by simply inputting their email and creating a password. The app will then ask for gender and activity level, and then uses the information to provide preloaded workouts that best fit the user's current activity level. This app contains over one hundred different workouts created by Nike experts and trainers. With this app the user becomes part of a fitness community made up of people all around the world. It is like having a support system and personal trainer all in the palm of the user's hand. This feature helps push the user through challenges that other users are completing as well.

One great feature this app has to offer is the ability to select a motivating workout plan. Whether the user is just getting started, or is looking to maintain their fitness level, there is something for everyone. The app will build the workout plan based on the equipment and time the user has available. It also considers the users preferences to running, their current activity level, their height, and their weight. Once the user downloads the workout they are ready to get started. Each workout contains visual demonstrations and verbal cues. There is even the option to add music from the user's personal device for additional motivation.

The app will track the user's activity and progress with the option of adding other types of physical activity done outside of the app to the log.

This app can be a great tool for physical educators to use inside of the class and something that they can promote the use of outside of class. It can be used as an instant activity, for stations, or for closing activities. When teaching about fitness planning, this app is a sound resource. The individualization within the app is great for increasing student motivation to achieve goals, increase fitness capacity, and be motivated to grow as a physically literate individual.

App 6: MyFitnessPal

MyFitnessPal is Under Armor's free calorie counter and fitness tracker that helps create individual goals to lose, maintain, or gain weight (Phillips, Rodenbeck, & Clegg, 2014). This app has great features that are ideal for teaching students about fitness planning, nutrition, and energy balance. When each user signs up they will select a goal to lose, maintain, or gain weight. The app will then ask what the user's current activity level is and other basic information like their gender, date of birth, location, height, weight, goal weight, and weekly goal. After entering an email and creating a password, the app will customize a diet plan using all of the provided information, and will set a daily calorie goal for the user.

One of the most convenient features of this app is the online nutrition database, which makes logging food intake and physical activity very easy. In order to log food, the user simply selects what meal they are logging and then they can search the database to find what they ate. In many instances, the food they ate is in the database with all the nutrition information preloaded. There is a barcode scanner that can load this information through the user's camera on their device, should it not already be in the preloaded system. If the user does not have time to search the database there is a quick add feature that will allow them to simply enter the number of calories they consumed. The user can also create new foods if they cannot find a match for what they are trying to add in the database.

This app has other valuable features such as articles, challenges, blogs, recipes, and social media connectivity. If a physical and health education teacher familiarizes himself or herself with this app, it can become a great instructional tool, and objective assessment tool. When students create their own profile, they will have access to all of the resources. The app keeps a diary of what they are inputting each day and tracks their progress. A teacher can have students screen shot or print out this data for a grade. This app can also link up to other devices commonly used in physical education like fitness trackers, heart rate monitors, and other apps. Using this app is a great way to help the user be motivated in pursuing a healthy and active lifestyle.

Conclusion

Students today are immersed in, and savvy about, technology. Implementing technology in the physical and health education

setting offers a motivating and fun way to connect with students and entice them to use their technology to be more active. Researchers urge physical and health educators to hop on the technological wave and teach students how they can use technology to facilitate their physical activity, and monitor their personal health (Cummiskey, 2011; Lambert, 2017; Mears, Sibley, & McKethan, 2012; Phillips, Rodenbeck, & Clegg, 2014). It is the responsibility of physical and health educators to be leaders in promoting the use of technology for physical activity, and preventing it from leading students into sedentary lifestyles. The six outstanding apps highlighted in this manuscript offer an easy breezy path to begin to use technology to increase student motivation and enhance student learning. These apps are user friendly, and are great starter apps for physical and health educators who are interested in moving forward in the digital age.

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Inaugural Black Tie Boxing Gala: A Knockout on the Virginia State University Campus

Linda Person, Chair, HPER Department, Virginia State University, Virginia State University, VA

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

Brandon Kimble, Assistant Professor, HPER Department, Virginia State University, Virginia State University, VA

Celeste Wynn, Administrative Assistant, Sport Management Program Graduate Student, HPER Department, Virginia State University, Virginia State University, VA

The Virginia State University (VSU) Department of Health, Physical Education, and Recreation (HPER) hosted its inaugural Black Tie Boxing Gala on Friday, November 3, 2018 at 7:00 p.m. in Daniel Gymnasium's transformed "boxing arena." The presence of special guest, Riddick "Big Daddy" Bowe, the former two-time undisputed "Heavyweight Champion of the World" (Vadukul, 2015), added to the hype of the occasion and helped to give it a "big-time," Las Vegas-styled aura. While displaying his self-described, "Big like a truck and smooth like a caddy, that's why they call me, Big Daddy Bowe" persona, this charismatic champion was a "knock-out" on the VSU campus.

Although Bowe, who was invited to participate in the Gala by Anthony Chase (who trained boxers for the last Olympic boxing matches), clearly added pizzazz to the occasion, he was not alone. His appearance and the presence of several other luminaries from the boxing world, brought previously unmatched entertainment and incredible educational value to this historic Gala, which was the first recorded boxing event that had ever been hosted by VSU in its 136 year history.

After the doors opened, the crowd strolled across a "red carpet" into the main area for an elegant dinner that was catered by VSU's Thompson Hospitality staff. The fans' gowns, tuxedos, and other fashionable outfits added flair to the occasion. Ringside and other good seats were occupied by: Bowe, and the aforementioned special guests; general boxing aficionados; sponsors; VSU administrators, faculty, staff, students and alumni; and many other enthusiasts.

Prior to the event, Clarence McGill, the announcer for the evening, greeted the audience, VSU's majestic Color Guard posted Colors and the National Anthem was performed in Grammy-worthy style by Celeste Wynn (Administrative Assistant for the HPER Department).

After the bell rang, "Ring Card Girls" from VSU's Trojan Fire Dance Team (Fire) began to signal the start of each round, and fans were treated to seven highly competitive and spectacular bouts that showcased talented amateur boxers (the youngest of whom were eight years old) from the state of Virginia and Washington, D.C.

During Intermission, VSU President, Dr. Makola Abdullah, the 2017 HBCU Digest Male President of the Year, and Bowe addressed fans from inside of the ring and posed with them during "photo opts." Petersburg High School's amazing Marching Band, the DJ, and VSU's captivating Fire, kept fans entertained throughout the break.

The event was sanctioned by USA Boxing, the National Governing Body for the sport of Olympic-style boxing in the

United States (USA Boxing, 2017). Seated ringside was the medical doctor for each contest, Dr. Lei Charlton, who is a certified USA boxing physician.

The bouts were also sanctioned by Ninth Dimension Sports Circle (Ninth Dimension, 2013), a local (Richmond, VA) boxing organization, which is owned and operated by Omar Aleem. Several of the fighters were products of his program.

Aleem, who served on the Gala's Planning Committee, has also trained several boxing champions including his two sons, Moshe Aleem and Immanuwel Aleem, and daughter, Hanifa Aleem. (Ninth Dimension Sports Circle, 2017). During the boxing event, Immanuwel, a highly regarded celebrity in his own right, was introduced to the lively crowd. To learn more about Ninth Dimension, search WTVR-TV-2018/01/04 "Hull Street gym saving boxing and lives" to locate a special video and story about that much-needed successful boxing program.

Although VSU's history-making version of "Friday Night Fights," will long be remembered for its chic ambience and exciting bouts, Bowe, and other dignitaries participated in a series of additional academically-related activities. The first gathering was a networking session for members of the Sport Management Majors Club. "In a world where studies show that some 80% of job openings are not advertised and 70% are found through networking," (Olech, 2017), this was a particularly significant session.

Live Action from "Ringside" at the Black Tie Boxing Gala

Following that meeting, a highly interactive general forum that was entitled, "The Business of Boxing," was held for numerous students in the HPER Department and in other areas. Led by an illustrious panel of experts, that event gave students a unique "behind the scenes" view of the business aspects of the boxing world, including entrepreneurial opportunities.

The panelists also stressed the need to develop transferable and soft skills. According to Kumar (2017), "Jobs in sports management need aspirants having sensible soft-skills, employable skills besides sports education." The complete list of the incredible speakers is presented below:

Omar Aleem – Ninth Dimension Sports Circle Boxing Gym
Owner and USA Boxing Coach

Ron Beauford – Entrepreneur and USA Boxing Official

Riddick Bowe – Former Undisputed Two-Time Heavyweight
Boxing Champion of the World

Anthony Chase – Olympic Boxing Coach and USA Boxing
Coach



T'Shom Dawes – Riddick Bowe's Manager
 Clarence McGill – Boxing Announcer and USA Boxing Official

In light of the success of the 2017 Gala, plans to feature the 2018 version of this event are currently underway. For readers who may consider hosting their own boxing event, the following information, various aspects of which are based upon Gillentine's and Crow's (2015) event management process, may be useful:

Steps in Planning a Boxing Gala

I. Identify the Purpose of the Event

"The foundation of any event is to first establish the purpose of the event" (Gillentine and Crow, 2015). In accord with that concept, the primary purpose of the Gala was to generate revenue to provide our students with transformative opportunities to network, acquire internships, and to secure future employment through their engagement in conferences, internships, and other pertinent professional development activities. Examples include, but are not limited to our students' prior involvement in events that relate to: VAHPERD Conferences; Minor League Baseball and/or the Richmond Flying Squirrels such as the annual Baseball Winter Meetings; Rev Racing and/or NASCAR activities such as actual NASCAR races; the NFL Career Forum; and the annual VSU Communications, Sport, and Entertainment Symposium.

II. Acquire Administrative Support

Before initiating a boxing event, secure the endorsement of all pertinent administrators. For example, support was garnered from Dr. Abdullah, Dr. Donald Palm (Provost and Vice President for Academic Affairs), Ms. Reshunda Mahone (Vice President for Institutional Advancement), and Dr. Willis Walter (Dean, College of Education), before the Gala was created.

III. Establish the Event Committee

The committee should meet on a regular basis and be comprised of progressive, creditable, intellectuals who have positive attitudes, such as those who served on the Gala Committee. It is important that members are aware of all applicable policies and procedures (e.g., fund-raising guidelines).

All assignments should be congruent with each member's expertise. For example, there should be only qualified persons who are responsible for selecting the boxers and creating appropriate "matchups." That approach will validate concern for the welfare of the boxers and help to create competitive bouts. Timelines should be established for the completion of all tasks and members must be held accountable for discharging their duties in a timely fashion.

The members of the VSU Boxing Gala Committee, whose immeasurable sacrificial service contributed to the success of the Gala, are presented below:

- Dr. Linda J. Person, HPER Department Chair
- Omar Aleem, Coach and Owner of Ninth Dimension Sports Circle
- Ron Beauford, USA Boxing Official
- Dr. Leon Wright Bey, HPER Department Professor
- Anthony Chase, USA Olympic Boxing Coach
- Lt. George E. Gardner, VSU Campus Police Department Representative
- Michael W. Hickman, VSU Compliance Safety Officer II
- Tracy L. Jackson, HPER Department Assistant Professor
- Yourdonus James, VSU Conference Services Director
- Oliver Jenkins, HPER Department Assistant Professor
- Brandon Kimble, HPER Department Assistant Professor
- Clarence McGill, Event Advisor
- Jesse Vaughan, Special Assistant to the President

Luke Runion, Washington, DC Amateur Boxing Promoter,
Owner and Operator of Radical Boxing
Jonathan Young, Director of Corporate Relations, R. F. Lewis
School of Business
Celeste L. Wynn, HPER Assistant/Building Manager

IV. Secure Sanctioning of the Event

Ensure that the event is sanctioned by proper authorities such as USA Boxing. This action will assure that only certified boxers, coaches, referees, medical personnel, etc. will be involved in the event and encourage participants to be a part of it.

V. Establish the Budget

Establish a plan to generate enough resources (including in-kind contributions) to match the purpose of the event (e.g., make a profit). Identify revenue streams to defray costs associated with facility rental fees, security, insurance, personnel (including consultants, if applicable), travel expenses, food and beverage costs, maintenance, etc.

VI. Secure Facilities and Equipment

Reserve conducive facilities soon after the event has been approved. Ensure that the facility is in line with USA Boxing and/or other pertinent standards.

Locate suitable space for a regulation-size boxing ring, and ringside tables and chairs for judges, the head official, and a certified medical doctor. Provide appropriate lighting, dressing rooms (for men and women), concession stands, parking spaces, hospitality venues, space for boxers to warm up and to participate in “weigh-ins,” etc. Ensure that equipment such as scales, a bell, a timer, and stools are available.

The boxing experts on the Gala Committee thought that the VSU facility (Daniel Gymnasium) would be the perfect boxing environment for the event. Helping them to reach that conclusion was VSU’s ability to address the aforementioned and other relevant concerns and the strategic locations of the seats on the main floor and in the upper deck which provided all patrons with a good view of the ring.

VII. Create Event Planning Documents

Use standardized templates and/or original versions of “Action Plans,” “Bout Sheets,” Checklists, etc. to identify: pertinent tasks; due dates; persons who will be held accountable for completing assigned tasks; timelines; and/or other germane information. All documents must be congruent with relevant policies and procedures. Much of the success of the Gala was linked to the Committee’s utilization of such documents.

VII. Develop the Marketing Plan

Conduct research to determine the need for the event before constructing your marketing plan. Given the uniqueness of the Gala, there was great interest in that event. Select the date as early as possible and ensure that there are no conflicts with other events that might affect the attendance at your affair. The Gala was held on a Friday prior to a home football game that was played on the next day. That scheduling strategy had a positive

effect on the number of people who attended the boxing event.

Identify your target market and design relevant marketing strategies. Secure sponsors and ensure that they receive all agreed upon benefits. Gala sponsors’ logos appeared in the event program and their banners were displayed in the “boxing arena.” During the actual affair, provide special hospitality events that enable sponsors and other patrons to interact with celebrities (as Gala guests did with Bowe), and other individuals in a relaxed environment. At the Gala, members of the VSU Thompson Hospitality staff hosted an elegant affair that featured a fabulous menu. To maintain goodwill, be sure that sponsors receive letters of appreciation that will help to express your gratitude and provide them with information that they may need for tax purposes. When possible, provide them with extra perks such as the unanticipated miniature boxing gloves (that had been autographed by Bowe) that sponsors received at the Gala.

To create valuable practical experiences for students, involve them in the fundraising process. Be sure that they participate in conducive training sessions such as those that were conducted by Mahone and Jennifer Phillips, a VSU Sport Management Program and Sport Management Majors Club alum, who now serves as the Account Manager for Group Sales for the University of Richmond’s Athletic Department. Subsequent to those sessions, students actually helped to secure sponsors for the Gala.

Moreover, Mahone’s and Phillips’ mentorship was also a reflection of the HPER Department’s aim of ensuring that its students are advocates of the concept of Diversity and Inclusion wherein an appreciation for gender equity is among its central foci.

When promoting the event, posters and other relevant information should be spread throughout targeted neighborhoods. Consider contacting boxing gyms, fitness and wellness centers, schools, various businesses, YMCAs, restaurants, strategic campus locations (e.g., VSU’s Jones Dining Hall), and other places where large numbers of people (many of whom have active lifestyles and a possible interest in sports like boxing) congregate. As they did for the Gala, allow students to use social media (e.g., Instagram) to promote the event.

Develop a dynamic promo video, such as the one that was created by Jesse Vaughan (Special Assistant to the VSU President), who has won over 25 Emmy Awards, and his assistant, Cedric Owens. To gain access to this incredible video, search “VSU Boxing Gala” on YouTube.com. Air time was purchased for the video to be shown on ESPN during designated time slots.

On the day of the affair, continue to promote the event. For example, President Abdullah, a variety of other VSU representatives (including students), and special guests, participated in “Meet and Greet” sessions, a special luncheon that was held at The Croaker’s Spot Restaurant in Petersburg, VA, and a tour of the new VSU Multipurpose Center. Bowe also participated in a WVST 91.3 (VSU’s Radio Station) radio interview, and in a television interview with sister station, WTVR CBS Channel 6 in Richmond, VA, that was conducted by current Weekend Sports Anchor and Reporter (and VSU Mass Communications Department alum) Sean Robertson.

IX. Develop a Risk Management Plan

When staging a boxing event, the safety of all persons (e.g., participants, spectators) must be of chief concern. Hire an appropriate number of police officers, security guards, etc. to address potential crowd control and related matters. Ensure that an appropriate amount of insurance is provided for all aspects of the event and that only certified personnel (e.g., doctors) are affiliated with it.

To address this critical area, the VSU Compliance Safety Officer and a member of the VSU Campus Police Department served on the Gala's Planning Committee. Guidance was also received from VSU's legal expert who attended selected planning meetings.

X. Event Wrap Up and Evaluation

Use a SWOT Analysis, surveys, interviews, event summaries, "After Action Reports," and/or some other effective method to evaluate the success of the event. Discuss results at the next committee meeting and remember that the likelihood of gaining support for subsequent events will be based upon the success of the first one.

Although what has been shared represents some of the things that we learned via our involvement with the Gala, we would be happy to provide additional information upon request. Please call 804-524-5033 if we can assist you in any way. **"We want your event to be a real "knock out!"**

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Finding Your Own Value in Teaching Physical Education

Kathryn Nabors, Physical Education Teacher, York Co. School Division, Doctoral candidate Liberty University

It is time for physical education teachers to stop worrying about whether administration or other teachers value their chosen profession and start working to find one's own value and motivation apart from what others think. For years, universities have been informing physical education candidates about the perceived placement as the bottom of the totem pole for physical education teachers amongst a staff in a school building. Somehow, while in college that brought drive for those candidates, however, the passion and fire often dwindles as years of service pass and it becomes hard to do the job of educating youth with little to no support and respect.

Teaching, in general, has been described as a stressful profession with even more stress being found amongst physical education teachers because of the low social status often associated with the subject (De Heus & Diekstra, 1999). Andrews, Gilbert, and Martin (2007) suggested that close to 50% of teachers leave the profession within the first five years. This significant percentage costs about \$2.6 million dollars a year in teacher turnover (Liston, Whitcomb, Borko, 2006). The reasons core subject teachers leave the profession are very similar to the reasons physical education teachers leave the profession with the exception of the lack of respect for the job (Certo & Fox, 2002).

A lack of respect is difficult to overcome, however, there is a solution for physical education teachers to start having higher job satisfaction with a desire to stay within the profession. Job burnout has been shown to be predicted by job satisfaction among PE teachers (Carraro, Gobbi, Moe', 2017). Mohanty (2016) found that a positive attitude is confidently related to job satisfaction. This suggests that some unhappy Physical Education teachers need a change of attitude in order to find more joy in the job of educating youth of overall wellness. Rather than being concerned about whether the job of the physical education teacher is valued in the school building, a physical education teacher needs to come to work every day with a smile ready to work hard and change lives through fitness and wellness.

There are practical strides for someone to take to strengthen satisfaction at work and to begin to see one's own value rather than needing others to see that value. A practical place to start is engagement. A lack of engagement at work has been found to cause depression like symptoms (Fragoso, Holcombe, McCluney, Fisher, McGonagle, Friebe, 2016). It is easy for a physical education teacher to isolate themselves from other adults and spend more time interacting with students (Ensign & Mays Woods, 2017). Physical Education teachers can become engaged by providing the students or staff with before or after school opportunities to participate in fitness based programs. By providing staff with fitness programs, this not only allows for engagement but also encourages less isolation.

Rather than needing others in the school building to see the value of the physical educator, one can often find value by looking at the benefits of the job outside of the job itself. An example of this would be, if the job has the benefit of providing financially for one's family, that individual should focus more on that aspect of the job. Nippert-Eng (2008) suggested that when one surrounds themselves with identity-evoking items they find more motivation to work hard throughout the work day. He suggested that when an

individual posts pictures of ones family or pictures their children have drawn in their workspace, it provides an individual with a sense of support from home (Nippert-Eng, 2008).

The last area that needs to be evaluated in order to find happiness at work according to McKee (2017) is to find one's personal hope in a personal vision separate from the organizations. Knowing and believing in a school's vision is important to ensure the teachers is successful at work, however, it is not enough to bring one personal happiness. When an individual can see personal vision for the future, they are more likely to be able to cultivate that vision in a work environment (McKee, 2017). By using an optimistic outlook and seeing a job through a personal vision, an individual is more likely to be able to learn from challenges, than be destroyed by them (McKee, 2017).

While these ideas seem simple and relatively insignificant, they are of utmost importance in order for today's youth to learn how to become healthy individuals. A physical education teacher is in some cases the only adult that teaches about healthy living. Students are more likely to truly learn the information being taught when the teacher has a positive attitude and enjoys coming to work (Good & Brophy, 1972). It is important. Coming to work with a smile and being happy not only affects the individual teacher, but it affects the health and wellness of the future. Find your own value in teaching physical education and enjoy the job.

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Students with Oppositional Defiant Disorder Participating in Recess

Matthew D. Lucas, Ed.D, C.A.P.E., Associate Professor, Health, Athletic Training, Recreation, and Kinesiology, Longwood College

Amelia G. Erickson, Liberal Arts Major, Concentration in Elementary Education, Longwood University

The participation of a student with Oppositional Defiant Disorder (ODD) in recess can be both challenging and rewarding for both the student and teacher. Recess may be a small part of the school day but its contributions to a child's social and physical well-being are immense (Kovar et. al., 2012). To increase understanding of ODD, this paper will define the disorder as well as address its prevalence, causes, and characteristics. It will then provide benefits of recess as well as modifications to increase the recess experience for children with ODD.

Definition and Prevalence of Oppositional Defiant Disorder

ODD is a part of a group of behavioral disorders called disruptive behavior disorders. They are given this name because individuals who have this type of disorder tend to disrupt life around them. ODD is defined by the American Academy of Child and Adolescent Psychiatry (AACAP), as "a pattern of disobedient, hostile, and defiant behavior directed toward authority figures" (Frequently Asked Questions: American Academy of Child and Adolescent Psychiatry, 2017, p.1). Most children have days or moments when they are unruly, however children with ODD will have a history of these types of actions and will showcase them often. The most common behaviors exhibited by individuals with ODD are defiance, spitefulness, negativity, hostility and verbal aggression (Oppositional Defiant Disorder: A Guide for Families by the American Academy of Child and Adolescent Psychiatry, 2017).

The Individuals with Disabilities Education Act (IDEA) states that children who are diagnosed with disabilities receive special education if the condition negatively affects the educational performance of the child. One disability category defined in IDEA, which includes a variety of specific disabilities, is *emotional disturbance (ED)*. (Emotional and Behavioral Disorders in the Classroom, 2017). ODD is an ED - note characteristics B and C in IDEA's definition of ED:

“(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance” (CFR §300.7 (a) 9) (IDEA, 2007).

The prevalence of ODD is something that is not exact, but it has been suggested that between 1 and 16 percent of children and adolescence have this disorder. If one were to take the average of these figures - 8.5 percent, this would be roughly one out of every twelve children. This disorder is usually present once a child hits late preschool or early elementary. In younger children the prevalence tends to be higher in males; however this ratio tends to balance out once school age is reached. It should be noted that there is a higher rate of occurrence within lower socioeconomic groups, however this disorder does affect groups of all types (Oppositional Defiant Disorder: A Guide for Families by the American Academy of Child and Adolescent Psychiatry, 2017). When thinking of why this might be, the environmental factors discussed in the causation may come into play.

Causes of Oppositional Defiant Disorder

There is no definitive cause of ODD, but it is believed that there may be a combination of inherited and environmental factors that lead to the disorder. An individual's natural disposition or temperaments, along with the differences in the way his/her brain and nerves function are believed to be the inherited genetic factors that can lead to ODD. These may come into play with environmental factors such as problems with parenting including lack of supervision, harsh or inconsistent discipline, neglect, or abuse (Mayo Clinic, 2015). The American Academy of Child & Adolescent Psychiatry believes that ODD tends to occur in families with a medical history that consist of Attention Deficit Hyperactivity Disorder, mood disorders, and substance use disorders (Oppositional Defiant Disorder: A Guide for Families by the American Academy of Child and Adolescent Psychiatry, 2017).

Characteristics of Oppositional Defiant Disorder

The importance of diagnosing ODD is very important. ODD varies from person to person and not one person is the same. ODD has many signs and symptoms in children as noted below. The diagnosis is made by psychiatrist. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), published by the American Psychiatric Association, ODD can vary in severity in terms of the three categories:

- **Mild.** Symptoms occur only in one setting, such as only at home, school, work or with peers.
- **Moderate.** Some symptoms occur in at least two settings.
- **Severe.** Some symptoms occur in three or more settings (American Psychiatric Association, 2013).

For some children, symptoms may first be seen only at home, but with time extend to other settings, such as at school and with friends.

The DSM-5 criteria for diagnosis of ODD show a pattern of behavior that:

- Includes at least four symptoms from any of these categories — angry and irritable mood; argumentative and defiant behavior; or vindictiveness
- Occurs with at least one individual who is not a sibling
- Causes significant problems at work, school or home
- Occurs on its own, rather than as part of the course of another mental health problem, such as a substance use disorder, depression or bipolar disorder (American Psychiatric Association, 2013)

It is also important to note that the DSM-5 criteria for diagnosis of ODD include the following symptoms that are both emotional and behavioral:

- Angry and irritable mood:
- Often loses temper
- Is often touchy or easily annoyed by others
- Is often angry and resentful

Argumentative and defiant behavior:

- Often argues with adults or people in authority
- Often actively defies or refuses to comply with adults' requests or rules
- Often deliberately annoys people
- Often blames others for his or her mistakes or misbehavior

Vindictiveness:

- Is often spiteful or vindictive
- Has shown spiteful or vindictive behavior at least twice in the past six months (American Psychiatric Association, 2013)

These behaviors must be displayed more often than is typical with the child's peers. For children younger than 5 years, the behavior must occur on most days for a period of at least six months. For individuals 5 years or older, the behavior must occur at least once a week for at least six months (Mayo Clinic, 2015, p.1).

Benefits of the Recess Setting for Children with Oppositional Defiant Disorder

Simply stated, the benefits of the recess setting are high for all children. Included in these benefits are both physical and social benefits. Physical benefits of recess include the following:

- 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).

However, for children with ODD, the social benefits of recess are more important than the physical benefits. Imagine a student with ODD being completely included with peers in recess activities in a non-aggressive, calm, and respectful manner (often the opposite of symptoms common with individuals with the disorder). How is this to be accomplished? The following recommendations address this question.

Recess Modifications for Children with Oppositional Defiant Disorder

To achieve the aforementioned goal of addressing some of the characteristics often associated with recess, a few procedures should be put into play. The following recommendations should be considered:

- Clearly define the behaviors you expect. As with all times, students should know what games and activities are appropriate for recess. These activities should be discussed and repeated weekly. Always state the desired behaviors, and thus the rules, in the positive.
- Clearly define the consequences of compliant and non-compliant behavior. There should be no “grey” area for the student as to what can and can't be done in the recess setting.
- Always be firm and consistent. Students with ODD can seem to be looking for an opportunity to challenge directives or justify their position.
- During confrontations at recess, do not allow emotions to rule. With students with ODD, teacher anger demonstrates that they are in control. Stay cool, calm, and collected under the most challenging situation (Woolsey-Terrazas, & Chavez, 2002) (the above are modified teaching strategies for the recess setting by the author of this manuscript).

Other recommendations for the inclusion of children with ODD in recess include the following four items which were listed in *School-Wide Strategies for Managing . . . Defiance/Non-compliance* (2017).

- Allow the student a “Cool-Down Break” if the student becomes agitated (Long, Morse, Newman, 1980). This break can be simply walking with the student for a few moments.
- Ask open-ended questions. Posing “Who”, “What”, or “Why” questions can allow the student and the teacher to identify the reason for the undesirable behavior (Lancely, 1999)
- Emphasize the positive in teacher requests. The teacher avoiding negative phrasing and instead saying things such as “I will help you with the problem that is occurring in your game” are desired (Braithwaite, 2001).
- Do not embarrass the student (Spirkck, Borgemeir, & Notlet, 2002). This is true even with overdone positive feedback, such as “You are doing a great job in recess today.” Know your student and start by giving such feedback one-on-one.

Conclusion

The participation of a student with ODD 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 ODD.

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Guidelines for Manuscript Submission - (Revised Spring 2010)

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

Manuscripts

Manuscripts follow the form of the Publication Manual of the American Psychological Association and must be typed on 8 ½ by 11 inch paper. The attached manuscript must be double spaced except that direct quotations of three or more lines in length are to be single spaced and indented. Manuscripts should not exceed 10 double-spaced pages of narrative including the citation page. Pages should be numbered consecutively. The name and institution of each author are inserted on a title page but not on the narrative. There should be provided on the title page biographical information on each author. This biographic information should include name and position at time of manuscript submission.

Any research involving human subjects must have Institutional Review Board (IRB) approval before a review can take place. A PDF copy of the letter must be submitted with each manuscript. If IRB approval was not granted and TVJ editor doesn't have a copy of the approval letter, the manuscript will not be published. Please check with your institution or school for IRB details.

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

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

publication. The date, volume, and page numbers follow the title of a journal. If each issue of a journal begins with page 1, include the issue number after the volume number in parentheses. Volume numbers should be italicized, issue numbers should be in parentheses and not italicized for journals. Please see below and the following web page for further examples of APA styles of various sources. <http://libguides.radford.edu/apastyle>

Examples of Citations

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

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

Illustrations

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

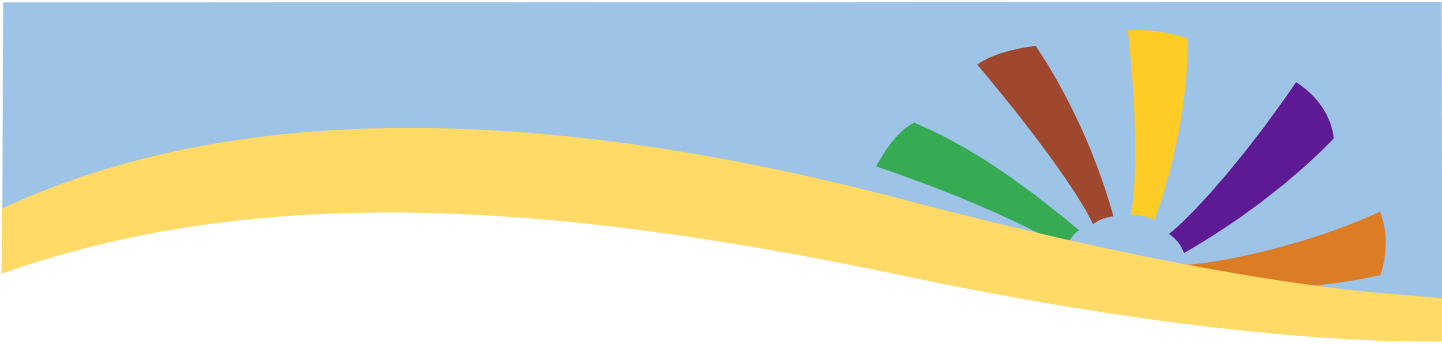
Reviewing and Editing

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

Final Acceptance for Printing

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





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The Virginia Journal

Radford University
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P.O. Box 6957
Radford, VA 24142



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The Virginia Journal **Publication Specifications**

Submission Deadlines:

January 15 and July 15

Manuscript Specifications:

All manuscripts and announcements should be submitted by e-mail as a WORD attachment. See page 24 for more information.

Authors:

Please include your name, position, address, e-mail address, and telephone number. Authors are strongly encouraged to be members of both VAHPERD and SHAPE America.



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