

# The Virginia Journal



SUMMER 2023

Vol. 44, No.1



*Photo Credit: Dr. Michael Moore, Radford University*

Virginia AHPERD Members,

It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Summer 2023 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 Virginia AHPERD. So, this is my continued call for manuscripts for the next issue of TVJ and news information for the Communicator. The TVJ and Communicator depend on the submissions from our exceptional professionals working in the field.

So please continue to e-mail me your manuscripts and news by January 15 and July 15 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, LAT, ATC  
Radford University  
Professor, HHP  
Clinical Coordinator, ATP  
mbmoore@radford.edu  
540-831-6218

## About Virginia AHPERD

### Mission Statement

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

### Virginia AHPERD Values

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

### Virginia AHPERD Priorities

Member Services  
Communication  
Marketing and Promotion  
Education

Visit Virginia AHPERD's Web Site

[www.vahperd.org](http://www.vahperd.org)

Learn About:

Virginia AHPERD	Membership
Leadership	Publications
Divisions	Resources
Students	Links
Awards and Grants	Forms

**The Virginia Journal  
Editorial Board**

Jamie Best  
Avita Health System

Robert Case  
Old Dominion University

Rodney Gaines  
Hampton University

Melissa Grim  
Radford University

Kenny Harrah  
Warm Hearth Village

Jay Johnson  
Virginia Military Institute

Brandon Kimble  
Virginia State University

Matthew D. Lucas  
Longwood University

April Moore  
Dublin Elementary

• • • • •  
Michael Moore  
Editor  
Radford University

Executive Director  
Maria McKeown

Virginia AHPERD  
President - Donna Wilbur  
President-Elect - Danielle Christian  
Past President - Megan McLaughlin



# TABLE OF CONTENTS

Volume 44, Number 1

Summer 2023

Sport Management Accreditation: Past, Present, and Future Directions .....2

Social Benefits of Recess for Students with Conduct Disorder .....5

Best Practices for Planning Evening Events: Implementing the Whole School, Whole Community, Whole Child (WSCC) Model through Family and Community Nights.....7

Implementing Social and Emotional Learning into Whole School, Whole Community, Whole Child: Strategies for Success ..... 10

Students with Non-Verbal Autism in Recess ..... 14

“Full Steam Ahead” Fostering STEAM Education for Ettrick Early Learning Center ..... 16

The Benefits of Facilitated Recess Activities For Students With Down Syndrome ..... 18

The opinions of the contributors are their own and do not necessarily reflect the attitude or views of Virginia AHPERD, its officers, or the editor of this Journal. Virginia AHPERD does not discriminate in this or any other of its programs on the basis of color, religion, age, gender, national origin, sexual orientation, disability or handicap.

---

---

# *Sport Management Accreditation: Past, Present, and Future Directions*

**Bob Case, PhD**; Sport Management Program; Old Dominion University

A number of colleges and universities in the Commonwealth of Virginia currently offer professional preparation programs in sport management. Hundreds of college students from across Virginia major or minor in these sport management programs at the undergraduate, masters, and doctoral levels. In some instances, they are still part of departments that house sport management and physical education programs. In other instances, sport management programs are now located in Colleges or Schools of Business (Pedersen & Thibault, 2019). Another trend is that a growing number of Virginia colleges and universities are pursuing accreditation in sport management. The purpose of this article is to examine past, present, and future directions of sport management accreditation efforts.

## **A Look at the Past**

The history and development of sport management professional preparation programs at colleges and universities in the United States has been slow and steady over a period spanning 56 years since the first sport administration program was started in 1966 at Ohio University (Pedersen & Thibault, 2019). The landscape has changed significantly with over 500 colleges and universities now offering undergraduate and graduate majors, minors, and special degree programs in sport management, sport administration and/or sport business. The road traveled from where sport management professional preparation was to where it is now has been significant and continually evolving.

In order to gain a better understanding of the role that accreditation can play in the professional preparation of future sport managers, a look at past and present growth can help to shed light on potential future directions of accreditation in sport management. In the early years of sport management professional preparation program development in the 1960s and 1970s, a need existed in society for educating and training individuals to work in the sport industry as managers, administrators, supervisors, sport marketers, ticketing and sales staff, fund-raisers, event planners, sport facility managers, etc. For example, Water O'Malley who was an executive with the Brooklyn and Los Angeles Dodgers repeatedly expressed a need in the 1950s and 1960s for colleges to professionally prepare individuals to work in the business side of baseball (Pedersen & Thibault, 2019). At that time, the sport industry at various levels was growing by leaps and bounds and the business side of sport was expanding tremendously. This included professional sports, college athletics, high school athletics, youth sports and other sport related sectors. At that time, learning on the job or through a mentorship or through the "school of hard knocks" was one of the few ways to gain experience and training for a career in the business side of sport (Pedersen & Thibault, 2019).

Eventually, a small number of colleges and universities began to offer professional preparation programs in sport administration (and later called sport management or sport business) during the 1970s and 1980s and a whole new set of questions started

to surface (Case, 2003). What courses should be included in a sport administration or sport management college curriculum? What information and knowledge would be taught in the sport management related courses? How many courses should be offered in a sport management major? Where should such a program be housed on campus in terms of an academic unit? Should a sport internship experience be offered? What types of career paths or jobs would be available to sport management graduates?

In the early years, sport administration/sport management programs were generally housed under the umbrella of physical education as physical education teachers were usually the coaches who eventually became the athletic directors in high schools and colleges. Most physical education professional preparation programs already offered one or two courses in physical education administration and athletic administration. In the 1980s, business schools did not seem to be interested in preparing sport managers as their existing undergraduate business administration and MBA programs had sufficient enrollments and they generally did not have faculty with an expertise in the business side of sport (Pedersen & Thibault, 2019).

As college sport management programs started to be offered at more colleges throughout the United States, they were located as a concentration in physical education programs housed in larger departments of Health, Physical Education and Recreation. When sport management faculty attempted to develop curricula for their newly formed programs, they frequently had to deal with faculty from other majors in the department who were experiencing declines in student enrollments (Case, 2003). As a result, faculty from the other programs and majors would attempt to include their courses in the newly developed sport management emphasis area in order to guarantee student enrollments in their own majors (Case, 2003). It was not uncommon to find sport administration/sport management curricula in the 1980s containing courses in kinesiology, motor learning, and biomechanics (Case, 2003). Some early sport management programs were able to infuse a few business courses in their emphasis area that included coursework in marketing, budgeting, employment law, economics, administrative theory and organizational behavior.

As college sport management programs continued to expand and grow in numbers during the 1980s (Case, 2003; Case, 2014; Baker & Esherick, 2013), a need to develop some consistency in terms of curriculum content and program requirements was realized. An effort was made to ensure some type of quality control. The types of courses offered and the number of courses offered in the sport management major tended to vary from college to college. In addition, some college and university administrators soon realized that sport management could be used as a "cash cow" because of the program's popularity and high enrollments. High enrollment figures and credit hour production from sport management could be used to support other low enrolled academic programs in the department. As a result, sport management programs were

---

---

sometimes under-staffed and under-budgeted despite the fact that they had some of the largest enrollments in the department (Case, 2003).

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), in a general way, and the National Association for Sport and Physical Education (NASPE) in a specific way, realized the need for developing sport management professional preparation program standards and consistency. When the North American Society for Sport Management (NASSM) was officially organized in the mid-1980s, additional emphasis was placed on developing sport management program review standards (Baker & Esherick, 2013; Case, 2003; Case, 2014; COSMA, 2013). Research and competency studies on curriculum standards in selected fields of sport management continued to be published and they often recommended that curricular changes were needed (Case, 1986; Case, 2003; Case & Branch, 2003).

In 1989, the North American Society for Sport Management (NASSM) and NASPE formed a committee to develop curriculum content standards in sport management. This committee eventually evolved into the Sport Management Program Review Council (SMPRC) that established a program review and approval process (NASSM-NASPE, 1993). College programs that offered majors or concentration areas in sport management could apply for program approval by completing a program review process that included examination of the sport management program's curriculum, course content and competencies, internship requirements, admission standards, faculty qualifications, teaching load, number of faculty teaching in the program, etc.

Although the NASSM-NASPE Sport Management Program Review Process was a step forward and forced many changes to take place in college sport management programs, it lacked the necessary "teeth" and legitimacy that a formal and "official" accreditation process would provide. For example, although an extensive review of materials was required for the NASSM-NASPE program review process, a formal site visit to the campus of the institution being reviewed was not required. Most "official" accreditation organizations require a site visit. Consequently, a number of college administrators did not view the NASSM-NASPE review process as being an "official" accreditation process (Case, 2003).

The fact that the NASSM-NASPE program approval process was considered to be simply a "program review" and not an "official" accreditation often slowed down efforts to review sport management program course offerings and curriculum development, develop support for the hiring of additional faculty, and delays in making many other administrative decisions. A growing number of sport management faculty from across the United States felt that there was a definite need to move sport management to the next level and develop a formal "accreditation" process (Baker & Esherick, 2013; Case, 2003; Case, 2014).

The advantages of a "formal" accreditation process are several in number. One of the most obvious advantages is that it provides evidence that a college sport management program has undergone external scrutiny and it has met certain characteristics or standards of quality as prescribed by the accrediting organization. It also provides sport management faculty with leverage to move forward with curriculum revisions and requests for additional faculty lines

and funding. Sometimes without the backing of accreditation these efforts may prove to be futile. College officials and administrators tend to understand what accreditation means and do not want to lose accreditation because they fail to financially support a program. Accreditation affirms to employers that the student has graduated from a program that has met widely accepted standards. Finally, accreditation does provide a certain level of prestige for a program and this may translate into successful marketing of the program. When students have the option to attend an accredited program or a program that is not accredited – the decision may be in favor of the accredited program if all other decision factors are equal.

In 2008, the Commission on Sport Management Accreditation (COSMA) was officially launched. Its primary purpose was to develop a specialized accrediting body that would promote and recognize excellence in sport management undergraduate and graduate education (Williams & Colles, 2009). Although some similarities existed between the NASSM-NASPE program review process and the COSMA accreditation process, in other ways, they were quite different. For instance, the older NASSM-NASPE review process was focused on prescriptive input standards involving both curriculum and content. The COSMA accreditation process, on the other hand, is rather unique because it focuses on a mission-based and outcomes-driven process (COSMA, 2013).

Similarities do exist between the NASSM-NASPE program approval standards or competencies and what COSMA calls common professional competencies. Expectations in both NASSM-NASPE and COSMA standards include student exposure to coursework in sport marketing, sport leadership and administrative theory, legal aspects of sport, financial management in sport, sport economics, sport facility and event management, sport governance, social aspects of sport, and sport ethics (Baker & Esherick, 2013; COSMA, 2013). Although NASSM-NASPE looked more at the input and content areas, COSMA focuses on the learning outcomes associated with each of the coursework areas. In addition, the area of internships or fieldwork experiences are both emphasized by the former NASSM-NASPE and current COSMA review processes (Case, 2014).

### **Present Directions in Sport Management Accreditation**

While assessing education outcomes, COSMA uses characteristics of excellence as a primary basis for making accreditation decisions. Best practices in sport management education and professional preparation have been used to develop accreditation principles. An outcomes assessment process ends with the development of an action plan. Evidence is collected to ensure that goals are accomplished and student learning is taking place during implementation of the plan. A report on the assessment plan outcome results are provided to COSMA on an annual basis (COSMA, 2013).

Student learning outcomes are identified and measured on a regular basis through a variety of measures. The COSMA accreditation process promotes the development of direct and indirect student learning outcomes and measures. A sport management program self-study is required by COSMA each year. The self-study includes information about the outcomes assessment, strategic planning, curricular offerings, faculty qualifications, admission procedures and standards, facilities, faculty workloads,

---

---

scholarly and professional activities of faculty, financial resources, and educational innovation (COSMA, 2013).

The last stage of the COSMA process includes a site visit to the college or university that is applying for accreditation. The college sport management program becomes a COSMA member and applies for candidacy status. Then, data collection takes place to support self-study writing efforts. A schedule and timeline are established for a site visit by the accreditation review team. A two-person accreditation review team is sent by COSMA to conduct a two-day site visit. The final accreditation decision and status of the college sport management program will be determined by the COSMA Board of Commissioners (COSMA, 2013).

Over the past fifty years, tremendous growth in the number of sport management programs has been realized. The COSMA sport management program web site ([www.cosmaweb.org](http://www.cosmaweb.org)) shows under the “resources and sport management program tab” that there are now over 400 college and university sport management programs with associate, bachelor, masters, and/or doctoral level degree offerings. Many of the new programs include business and sport business coursework requirements ([www.cosmaweb.org](http://www.cosmaweb.org)). The days of sport management students taking a majority of their courses in sport science or physical education have ended. In recent years, several sport management programs have moved into Schools of Business as they are no longer housed in programs and departments of physical education or Colleges of Education (Pedersen & Thibault, 2019).

### **Future Directions in Sport Management Accreditation**

The next phase or direction in sport management accreditation is to gain strength in numbers. Not all professional preparation programs in sport management are accredited. Moreover, very few of the larger Research One universities that offer sport management programs have gone through the COSMA accreditation process. A review of the COSMA web site reveals that only 4 of 35 (11%) Research One universities have pursued COSMA accreditation. In the future, it is hoped that all types and sizes of colleges and universities at different levels will embrace accreditation and pursue it for the betterment of their individual programs, the students, the faculty, and the sport management profession in general. The NASSM-NASPE program approval process was extremely helpful in moving sport management professional preparation efforts forward. The process provided leverage to make changes and it provided curriculum standards for all to follow. New and different accreditation challenges are on the horizon. A growing number of two-year colleges are offering sport management courses and programs. Colleges are starting to develop eSport courses and curricula within sport management programs (Gentile, 2022). Business Schools are now very interested in sport management and including sport management majors into their programs as evidenced by data from the COSMA program web site at [www.cosmaweb.org](http://www.cosmaweb.org). Questions about Business School accreditations

and how they interface with COSMA standards certainly provide additional questions for the future (Zaharia & Kabuakis, 2016).

Emerging content areas in sport management with recent textbooks include sport entrepreneurship (Case, 2023), esports (Gentile, 2022), sport analytics (Atwater, Baker, Kwartler, 2022), and sport sales (Pierce, Popp, McEvoy, 2017) are being included in sport management curriculum offerings. The connections between recreation curriculums and sport management curriculums are being widely discussed. With over 400 sport management college programs graduating many students each year who are seeking sport related jobs, the placement of sport management graduates into non-traditional job settings including private sport business ownership and home-based businesses are being explored (Case, 2023). Also, with the rapid growth and expansion of sport management programs and curricula in recent years, the need for sport management program accreditation efforts will continue now and into the future. The future should prove to be exciting!

### **References**

- Atwater, C., Baker, R., & Kwartler, T. (2022). *Applied sport business analytics*. Champaign, IL: Human Kinetics.
- Baker, R., & Esherick, C. (2013). *Fundamentals of sport management*. Champaign, IL: Human Kinetics.
- Case, R. (1986). *Sport arena management as a possible career option for sport management graduates*. First Annual Meeting of the North American Society for Sport Management. Kent State University.
- Case, R. (2003). Sport management curriculum development: Issues and concerns. *International Journal of Sport Management*, 4(3), 25-38.
- Case, R. (2014). Sport management college programs move into a new era of accreditation. *The Virginia Journal*, 35(1), 13-14.
- Case, R., & Branch, J. (2003). A study to examine the job competencies of sport facility managers. *International Sports Journal*, 7(2), 25-38.
- COSMA. (2013). *COSMA Accreditation process manual*. Reston, VA: AAHPERD Press.
- Gentile, D. (2022). *Introduction to esports management*. Morgantown, WV: FIT Publishers.
- NASSM-NASPE. (1993). *Sport management program standards and review protocol*. Reston, VA: AAHPERD Press.
- Pedersen, P., & Thibault, L. (2019, Editors). *Contemporary sport management*. Champaign, IL: Human Kinetics.
- Pierce, D., Popp, N., & McEvoy, C. (2017). *Selling in the sport industry*. Dubuque, IA: Kendall Hunt Publishing Company.
- Williams, J., & Colles, C. (2009). Specialized accreditation of sport management programs: Perspectives of faculty and administrators. *Sport Management Education Journal*, 3(1), 26-46.
- Zaharia, N., & Kabuakis, A. (2016). United States sport management programs in business schools: Trends and key issues. *Sport Management Education Journal*, 10(1), 13-28.

---

---

# *Social Benefits of Recess for Students with Conduct Disorder*

**Ashley Foster**, BS, College of Education and Human Services, Longwood University

**Matthew D. Lucas**, Ed.D., C.A.P.E., Professor, Health, Recreation, and Kinesiology, Longwood University

## **Introduction**

Educators have a responsibility to stay informed in regards to the characteristics of a variety of diseases and disorders. This includes those that are less common. One of these disorders is Conduct Disorder (CD). This manuscript will address the definition, symptoms, prevalence, benefits, and accommodations for students diagnosed with CD to help them succeed in the recess setting. The recess setting is very important for children because of the social, physical, and emotional benefits. This manuscript focuses on the social benefits for children with CD in the recess setting.

## **Definition, Symptoms, Causes and Prevalence of Conduct Disorder**

The Cleveland Clinic (2022) defines Conduct Disorder (CD) as “a mental health condition that affects children and teens that’s characterized by a consistent pattern of aggressive behaviors and actions that harm the well-being of others. Children with conduct disorder also often violate rules and societal norms” (Cleveland Clinic, p.1, 2022). According to American Psychiatric Association (2021), children with CD demonstrate the following four main symptoms:

1. Aggressive behavior toward people and animals. This includes bullying, threatening, physical violence, use of a weapon, physical cruelty to people or animals, and forcing someone to perform a sexual act.
2. Property destruction, including setting fires and purposefully destroying property.
3. Deceit or theft, including lying, shoplifting, and breaking into someone else’s property with the intent to steal.
4. Serious violations of rules, including breaking family rules, running away from home, and frequently skipping school before the age of 13 (p.1).

According to the American Psychiatric Association (2022), the two items below need to be evident:

1. At least three of these behaviors must have occurred within the past year, with at least one occurring within the past six months
2. The number of symptoms exhibited, and the degree of injury or damage done, determines whether it is a case of mild, moderate, or severe conduct disorder (5th Edition: DSM-5TR)

There is no known cause of CD. The causes are hypothesized and many factors may be at play including the following:

1. Brain damage
2. A traumatic event
3. Genes
4. Child abuse
5. Past school failure
6. Social problems (Johns Hopkins Medicine, 2022, p.1).

The prevalence of CD is around 4% of the population and usually occurs between the ages of 8-16 and more boys seem to be affected than girls ([Psychology Today](#), 2021). Some children with CD seem to have an impairment in the frontal lobe of the brain. This presumably interferes with a child’s ability to plan, stay away from harm, and learn from negative experiences (Johns Hopkins Medicine, 2022). In addition, children with CD are more likely to have trouble in their adult life such as mental-health problems, alcoholism, drug dependency, and law-breaking lifestyles (Better Health Channel, 2021).

## **Social Benefits of Recess for Students with Conduct Disorder**

There are many social benefits of recess for students with CD. Additionally, studies have found that recess is beneficial to students as participation in movement activities with peers can improve memory and attention and help students stay focused in class (Kovar, 2011). As noted, children with CD are more likely to have trouble later in their adult life such as mental-health problems, alcoholism, drug dependency, and law-breaking lifestyles (Better Health Channel, 2021). The improvement of social skills is of the utmost importance.

Recess also provides emotional benefits to students (Kovar, 2011). However, reducing anxiety and mood improvements are not the only benefits that recess can provide to a child with CD. In terms of the focus of this manuscript, recess can be extremely beneficial when it comes to addressing disruptive behaviors and social development needs (Center for Disease Control, 2022). If a teacher is proactive and visually and verbally demonstrates the correct behavior or skill it can be a benefit. The proper socialization - learning what culture regards as proper behavior, and behaving according to these guidelines is paramount. Students struggling with CD may experience difficulty showing up or going to class; deceitfulness, destruction of property, and aggression towards people and/or animals. These symptoms along with others contribute to lower academic performance, higher underachievement, and a general lower quality of life (Johns Hopkins Medicine, 2022).

Because children with CD often display some of the symptoms previously noted such as skipping class or school, bullying, and physical fights with others, it is very likely that these children struggle socially. Recess helps improve the social skills of all children, including children with disabilities, in many ways. In addition to helping with compromise, it improves self-control, cooperation techniques, and conflict resolution as well (Playworld, 2021). These are all core skills that children who are able to go to school on a consistent basis have more opportunity to learn. These core skills also follow them throughout their entire life, and allow them to learn from this unstructured play is beneficial for all children (Playworld, 2021). Recess, if run correctly, with proper supervision and modifications, will hopefully assist students with

---

---

CD to behave properly, which improves mental health and, in turn, academic performance.

### **Recess Activity Accommodations for Children with Conduct Disorder**

Accommodations to assist in making the recess setting more accessible, enjoyable, and allow for other positive effects of recess for children with CD should be implemented by school personnel. Potential modifications for increasing the social benefits for students with CD include the following:

- Avoid becoming emotional during any of these steps
  - Establish behavior rules for the student during a discussion with the student
  - Talk to other teachers to ensure that the same plan for the student is in place
  - Establish consequences with the student at recess including behavior with other students and using items correctly (e.g. ensuring the student does not jump off a swing that is going fast
  - Have students write or draw a picture of how they feel before recess so you can talk to the student if they suggest frustration, being upset, or aggression before and after recess. You can establish, through conversation which activities the students will do, Suggest activities that are not frustrating or have a winner and a loser
  - If frustration is noted, play a game with the child, and allow other students to participate
  - Always observe the student during recess
  - Enforce the rules with consistency – basically every time with the student
  - Have students write or draw a picture of how they feel after recess so you can talk to the student if they suggest frustration, being upset, or aggression before and after recess. You can establish, through conversation which activities the student should avoid of make rules specifically for the activity for all students. Suggest activities that are not frustrating or have a winner and a loser
- M. Lucas (personal communication, September 14, 2022)

### **Conclusion**

In conclusion, the reader hopefully notes how recess can provide significant emotional, physical, and social benefits for students with CD. Teachers and other school staff should know the definition, symptoms, and prevalence, and recess accommodations for students with CD. Teachers should monitor their student's wellbeing during recess and follow some of the items noted above throughout each day and be aware of the particular symptoms displayed by their student with CD.

### **References**

- American Psychiatric Association (2022). Mental health disorders. In *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev.)
- Better Health Channel (2021). *Conduct disorder*. Retrieved December 15, 2022 from <https://www.psychologytoday.com/us/conditions/conduct-disorder>
- Center for Disease Control and Prevention (CDC) (2022). *Recess*. Retrieved January 1, 2023 from <https://www.cdc.gov/healthyschools/physicalactivity/recess.htm>
- Cleveland Clinic (2022). *Conduct disorder*. Retrieved from January 3, 2023 from <https://my.clevelandclinic.org/health/diseases/23924-conduct-disorderon>
- Johns Hopkins Medicine (2022). *Conduct disorder*. Retrieved January 2, 2023 from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/conduct-disorder>
- Kovar, S., Combs, C., Campbell, K., Napper-Owen, G., & Worrell, V. (2011). *Elementary Classroom Teachers as Movement Educators*. McGraw Hill: New York, NY.
- Playworld (2021). *The benefits of recess for child growth & development*. Retrieved January 3, 2023 from <https://playworld.com/blog/benefits-recess-child-growth-development/>
- Psychology Today (2021). *Conduct disorder*. Retrieved December 15, 2022 from <https://www.psychologytoday.com/us/conditions/conduct-disorder>



---

---

# *Best Practices for Planning Evening Events: Implementing the Whole School, Whole Community, Whole Child (WSCC) Model Through Family and Community Nights*

Hannah Worley, M.A.T., James Madison University

## **Introduction**

Engaging families and communities from your school can make the difference in your students' health. Children are more likely to grow and be physically active adults when their families and communities support and engage in regular physical activity (Adams, 2019). Health and physical education teachers are perfectly situated to help connect students and their health and wellness to their families and communities around them (Egan & Miller, 2018). The whole school, whole child, whole community (WSCC) model highlights the importance of family and community engagement as an integral part of a child's development (Olson et al., 2021).

The comprehensive school physical activity program (CSPAP) also highlights family and community engagement as a vital component to helping students achieve daily physical activity (Egan & Miller, 2018). One way to connect families and communities to health and physical education promotion is through evening programming and events (Cipriani et al., 2012). Evening programs and events allow students to be active outside of school hours and allow families to join in. Evening programs and events also give an opportunity to bring in community resources to help educate and provide other opportunities to promote health and physical activity outside the school.

Health and physical education teachers are the perfect candidates to plan and implement evening events. Health and physical education teachers have the knowledge, skills and resources to plan an event that promotes physical activity and wellness (Adams, 2019). Teachers who may be interested in planning an event may feel weary of taking on such a role as "event planner." This article aims to provide strategies for health and physical education teachers for planning evening events that connect students, families, and communities through the WSCC model.

## **Planning An Event**

Before planning logistics, get to know the families and the communities that surround the school. Before you go out to the community, it is important to reflect on the biases and stereotypes you may hold. Once reflected upon, you can take steps to break down these biases and stereotypes (Safir, 2016), and then can enter the community eager to learn and validate the cultures around you. Evening events should be culturally responsive and best reflect the families and communities around the school (McMullen & Walton-Fisette, 2022). Ways to enter the community include meeting the families of the students you teach, meeting community members, and connecting with community resources. Once connected to the families and the community, you can now create a culturally responsive evening event that will best reflect the community around your school.

When you understand the families and communities and can be culturally responsive, you can open avenues of communication and collaboration. This allows you to make genuine connections as well as help promote health and physical activity to your students and their families. After learning and planning for cultural responsiveness in your evening program, the next step is to plan the logistics of the program (McMullen & Walton-Fisette, 2022).

## **Planning the Logistics of an Event**

First, have an ample amount of time to plan and set a date for your program. Even if the program is later in the year, try and get it approved and on the calendar at the beginning of the school year. This way it is on the school calendar, and you have ample time to let parents and community partners know of your event. Second, it is also important to not only get your event approved, but also have the support of the school administration. Having their support and not just their approval will make a significant difference in the planning process. Third, when pitching your event idea, include data and research on why this program would be an effective tool to help promote health and physical activity (Adams, 2019). Let your administrators know when implementing your program, you will collect data related to attendance, satisfaction levels, and feedback. This data is a useful tool to justify your evening event or program in the future.

With a date set and administration on your side, it is time to move on to gathering your team. Evening events are a fantastic opportunity to collaborate with other teachers and staff at the school. The team you create will help delegate tasks as well as help in connecting the community to the school (Whitney & Herbert, 2017). Team members should be a diverse group of teachers and staff that reflect the school and the community (McMullen & Walton-Fisette, 2022).

When approaching prospected team members, explain the goals of the event and how their collaboration and partnership will help you to achieve these goals. Look at your team members not as just extra hands, but as partners in promoting health and physical activity. Creating a team is a great opportunity to build friendships and partnerships that will last after the event has come to an end. After creating a team, it's time to plan out what your evening event will look like.

## **Evening Programs**

There are many different evening programs from which you can take inspiration when brainstorming your event. Listed out in this section are a few examples. The first example, a health fair, focuses on aspects of health and connecting students and families to community resources. A typical health fair includes

---

---

doctors, health insurance agencies, nonprofit organizations, and nutritionists. Health fairs also include personnel to give health exams and to help educate students and family members on a variety of health topics (Hochstetler & Hill, 2003). The second example is a wellness night. A wellness night is similar to a health fair, as there are health care service providers, however wellness nights also focus on bringing in physical activity service providers. This may look like inviting yoga studios, fitness studios, and personal trainers. Similar to health fairs, wellness nights provide many activities and opportunities for students and their families to connect to outside resources (Whitney & Herbert, 2017).

A third example may focus on fitness, a family fitness night may be right for you. A family fitness night can be a tool for when you are teaching a fitness unit. Students can bring their families in to do fitness assessments and to help them set fitness goals. This helps students apply their knowledge, as well as invites families to learn about fitness, and better equips them to help encourage their children to participate in fitness activities (Sherblom, 2001).

The fourth example in this section is a fitness fair, which combines the ideas of a health fair and fitness night. A fitness fair brings in community resources, like businesses and studios, to come promote their resources, as well as host fitness classes in the school (Lancaster, 1998). Families can be invited into what students are learning about in any unit that you may do, not just a fitness unit. Teachers could do a family adventure night, sports night, dance night and so on (Docheff et al., 2001). These are great opportunities to get families to participate in physical activity and connect to what their children are learning.

The main goal of the aforementioned examples is to connect families and communities to the students through health, physical activity, and wellness. It is important when planning the type of event to also plan for inclusivity. For example, when planning a dance night, for example, include dances from the surrounding cultures; and when offering a family fitness night, be sure your printouts and cue cards include all languages that are represented in the school community. Teachers should always plan for inclusivity, so when families and the surrounding community come into the school, they feel welcomed and included. After planning what the event theme should be and how to make the event inclusive, next plan how you will outreach this event to the families and the community.

## **Outreach**

The last step to planning a successful evening event is reaching out to the families and community. Start advertising the event as soon as possible once you have decided on the theme. This could be accomplished by getting the event on the school calendar at the beginning of the year, sending flyers home to students, and utilizing social media to communicate event information. This may also include sending newsletters home with the event information (Faber et al., 2007). You should communicate with homeroom teachers about the event so students are reminded of the event outside of the health and physical education classroom. When creating flyers, try to provide multiple language options and choose culturally appropriate graphics. Use multiple outlets

to let families know of the event and send multiple reminders.

Be sure to invite other schools, colleagues, and community connections to help advertise the event, if appropriate (Lancaster, 1998). When looking at outreach to the community, use emails and phone calls and visit community locations. Visiting community business and providers will help you determine if this is a good community partner to bring in (Bryan et al., 2019). Visit these community places with a flyer ready to present. This flyer may look different than the one sent out to families. In your flyer include information on the benefits of partnering with the school for the event.

When looking for donations from local partners, bring along a flyer and a donation list. You may also include a signed letter from the principal to confirm legitimacy of the event. Most businesses are happy to donate coupons or free lessons for raffle prizes. Raffle donations are a terrific way to connect students and their families to the community outside of school hours (Whitney & Herbert, 2017). In summary, when reaching out to families provide multiple modes of communication, and when reaching out to the community go to the community and raise support and awareness of your goals and excitement. This outreach will establish long lasting relationships with community partners for future use. In all outreach methods make sure to provide multiple language options in flyers and emails as well as reaching out to community places that are not only appropriate but serve to highlight the contributions of a diverse group of people (McMullen & Walton, 2022). With your outreach planned and implemented the next step is to pull all your hard work and planning together for the night of the event, and execute with confidence!

## **Closure**

This article aimed to provide strategies for health and physical education teachers for planning evening events that connect students, families, and communities through the WSCC model. With a successful plan, you will be able to create a positive event that helps bring both families and community partners into your school. Family and community engagement is important for the education of the whole child through the WSCC model (Cipriani et al., 2012). When families are regularly physically active their child is more likely to partake in regular physical activity (Adams, 2019), and when communities offer support for health and wellness initiatives, the comprehensive goals of WSCC come to life. Educating families and connecting them to health enhancing community resources is important. There is no one size fits all when it comes to evening events. Get to know the community and plan an event that serves their needs and engages them in physical activity. Plan for inclusivity to ensure that every family and community member that walks into your event feels truly welcomed and accepted at the event (McMullen & Walton-Fisette, 2022). Evening events provide a wonderful opportunity to educate students and families alike, and are a great place to connect community members and providers to your students. With these planning tips in mind, you are sure to put together a great evening event that helps students, families and the surrounding community thrive and live happier, healthier lives.

---

---

## References:

- Adams, V. (2019). Steps to increase family and community engagement in elementary school. *Strategies*, 32(4), 29–32. <https://doi.org/10.1080/08924562.2019.1608733>
- Bryan, C. L., Sims, S. K., Dunaway, D. L., & Hester, D. J. (2019). Become a champion for healthy, active schools. *Strategies*, 32(2), 24–31. <https://doi.org/10.1080/08924562.2018.1560136>
- Cipriani, K., Richardson, C., & Roberts, G. (2012). Family and community involvement in the comprehensive school physical activity program. *Journal of Physical Education, Recreation & Dance*, 83(7), 20–26. <https://doi.org/10.1080/07303084.2012.10598807>
- Docheff, D. M., Feltmann, K., & Rothenberger, T. (2001). Family fun night: Ideas to promote family and fitness. *Strategies*, 15(2), 15–18. <https://doi.org/10.1080/08924562.2001.10591527>
- Egan, C. A., & Miller, M. (2018). Family and community involvement to increase physical activity as part of a CSPAP. *Journal of Physical Education, Recreation & Dance*, 90(1), 39–45. <https://doi.org/10.1080/07303084.2018.1535342>
- Faber, L., Hodges Kulinna, P., & Darst, P. (2007). Strategies for physical activity promotion beyond the physical education classroom. *Journal of Physical Education, Recreation & Dance*, 78(9), 27–31. <https://doi.org/10.1080/07303084.2007.10598095>
- Hochstetler, D., & Hill, A. J. (2003). The health fair. *Strategies*, 17(2), 9–11. <https://doi.org/10.1080/08924562.2003.10591066>
- Lancaster, E. A. (1998). Fitness fair: A school/community extravaganza. *Strategies*, 12(1), 17–20. <https://doi.org/10.1080/08924562.1998.10591366>
- McMullen, J., & Walton-Fisette, J. (2022). Equity-minded community involvement and family engagement strategies for health and physical educators. *Journal of Physical Education, Recreation & Dance*, 93(2), 46–50. <https://doi.org/10.1080/07303084.2022.2020055>
- Olson, T., Hegbloom, C., & Egan, C. A. (2021). Whole school approach: Connecting schools to community resources to enhance school health. *Journal of Physical Education, Recreation & Dance*, 92(3), 5–12. <https://doi.org/10.1080/07303084.2020.1866721>
- Safir, S. (2016, March 12). 5 keys to challenging Implicit bias. *Edutopia*. <https://www.edutopia.org/blog/keys-to-challenging-implicit-bias-shane-safir>
- Sherblom, P. R. (2001). Using a parents' fitness night in your fitness education course. *Strategies*, 14(5), 23–27. <https://doi.org/10.1080/08924562.2001.10591495>
- Whitney, E. A., & Herbert, P. C. (2017). Wellness night: Cultivating healthy partnerships with schools, families and the community. *Strategies*, 30(2), 45–48. <https://doi.org/10.1080/08924562.2017.1275846>



---

---

# *Implementing Social and Emotional Learning into Whole School, Whole Community, Whole Child: Strategies for Success*

**Michael Carter**, M.A.T, is a former graduate student in the PHETE program in the Department of Kinesiology at James Madison University, who will be teaching in Frederick County, Virginia starting in August 2023.

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

*“Our young people already have greatness inside of them.  
SEL creates the conditions for that greatness to shine.”*

- Byron Sanders, President & CEO, Big Thought

## **Introduction**

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2022) defines social and emotional learning (SEL) as an integral part of education and human development. Also related to SEL, the Whole School, Whole Community, Whole Child (WSCC) model lists the social and emotional climate as one of ten components that influence student engagement and their relationships with others (Goh et al., 2022). SEL helps to provide students with a lower risk for negative behaviors, such as dropping out and abusing drugs (Olive et al., 2021). Implementing the WSCC approach can help to create an environment in which students will be most successful in developing their SEL skills. K-12 schools who successfully adopt SEL into their curriculum use a WSCC approach instead of keeping it contained within health and physical education (Goh & Connolly, 2020). The social and emotional climate is critical when implementing WSCC in schools because it influences students' academic performance, their engagement in school activities, and their relationships with others (Goh et al., 2022).

As educators it is important to create an environment where students feel both physically and emotionally safe. Through the WSCC approach, students will be provided with a safe and supportive learning environment, as well as promotion of students' health, growth and development of SEL (Goh et al., 2022). Social and emotional learning can be most impactful within schools and can directly combat a bullying environment and equip students with the skills necessary to become more responsive (Goh et al., 2022). Implementation of SEL programs can help increase students' confidence in responding to bullies and reporting bullying of others to adults. When educators begin to adopt a safe and inclusive environment when teaching SEL, students begin to feel a greater attachment to their school and are more motivated to learn (Jacobs & Wright, 2014).

Students spend an average of seven to eight hours in school (Worrell et al., 2020), which means that students spend most of their daily lives at school. Therefore, schools are an exceptional place to implement SEL into the curriculum during a student's K-12 experience. SEL can be applied through family engagement and the development of the physical environment. The purpose of the article is to discuss the importance of SEL, and how direct implementation strategies of SEL within a WSCC program can be executed.

## **Five SEL Competencies**

The five core components of SEL that are essential for students to know and understand include *self-awareness, self-management, responsible decision-making, relationship skills, and social awareness* (CASEL, 2022). The five core competencies of SEL are important because they have been identified as the focus for how to develop SEL programming (Jacobs & Wright, 2014). When students are taught the vocabulary of the five core competencies, they are more likely to manage their emotions, solve complex problems, and ask for help when needed (Olive et al., 2021). Table 1 showcases a bulleted list that simplifies the components of the five core competencies, reproduced from a manuscript by Winn and colleagues (2022). In this section, each component will be explained.

*Self-Awareness* is the ability for a person to be able to recognize one's own emotions, thoughts, and values and how they influence behavior (CASEL, 2022). For students to learn how to use self-awareness, they must be taught the “big picture” rather than the units' foundational skills (Ciotto & Gagnon, 2018). The reason for focusing on the “big picture” is because it allows for real-world experiences to be brought into lessons. When there are real-world experiences, the content becomes more relevant and meaningful for students, which allows for them to become more engaged in their learning.

*Self-Management* is the ability to manage one's own emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations (CASEL, 2022). Often students end up in stressful situations, so the ability to regulate their emotions is beneficial for them to get out of a predicament. Students' ability to regulate their emotions impacts their memory and the cognitive resources they try to use when completing academic tasks (Ciotto & Gagnon, 2018). When taught the skills of self-management, students will work towards the goals and aspirations that they have set for themselves, whether it is personal or academic.

*Responsible decision-making* is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations (CASEL, 2022). Learning the skills for responsible decision-making will allow for healthier and rewarding relationships with diverse individuals and groups (Worrell et al., 2020). When negative social pressures are apparent, the skills taught through responsible decision-making will be essential to help problem solve. Students who understand

---

---

responsible decision-making skills will know how to identify problems and develop appropriate solutions to the problems they are facing (Ciotto & Gagnon, 2018).

*Relationship skills* is the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups (CASEL, 2022). There are a multitude of skills that are taught to help students, such as clear communication, cooperation, active listening, and negotiating conflict (Ciotto & Gagnon, 2018). According to CASEL, the skills that are taught allow for development of positive relationships, cultural competency, resolving conflicts constructively, and showing leadership within groups. These skills can be taught to students within the classroom, but they are skills that place emphasis on real-world experience. The opportunity for students to be taught skills that relate to experiences out of the classroom will become more meaningful and relevant and allow for more learning to occur.

*Social Awareness* is the ability to understand the perspectives of and empathize with others, including those with diverse backgrounds, cultures, and contexts (CASEL, 2022). For students to excel in the classroom and in life, there needs to be recognition of the diverse background and cultures of those around them. Once the student can identify diverse cultures and backgrounds, they can grow skills related to accepting and empathizing with others of various cultures and backgrounds. Students can be taught skills, such as understanding and recognizing the social and ethical norms of those who have culturally diverse backgrounds.

## **Implementation of SEL: Strategies and Tips**

### *Self-awareness*

Developing lessons for how to implement self-awareness starts with understanding the students' strengths and limitations (Olive et al., 2021). If a student does not understand the importance of getting open for a pass to evade a defender, then their self-awareness will not improve. Creating activities that are as simple as passing the ball and moving to open space will allow for the students to develop spatial awareness. As a student practice's this activity and becomes more successful, they will become more confident in themselves, which will inherently increase their self-awareness. Creating activities that allow for students to have plenty of successful attempts, will increase students' self-efficacy, which in turn will help students to recognize their own strengths and limitations with a well-grounded sense of confidence (CASEL, 2022).

### **Self-management**

Self-talk (ST) can be beneficial for helping a student get out of a stressful situation. ST is a cognitive skill that can help to motivate, instruct, encourage, and prepare students for a variety of situations (Cutton & Hochstetler, 2021). The use of self-talk is helpful when used appropriately because it helps to create an increased belief in one's own self-efficacy. Students have goals and aspirations they wish to achieve, whether it is academic or social, and the use of self-talk can help to increase motivation to achieve their desires. To help students develop positive self-talk, teachers must give constant positive encouragement. As students are learning, their teachers, parents, and coaches have a

substantial amount of influence on how they perceive themselves. The importance of creating positive environments where students feel they can manage stress and accomplish personal goals can help to develop self-management. If students can be taught self-talk properly their intrinsic motivation will increase, which will help them to manage their emotions, thoughts, and behaviors in a variety of situations.

### *Responsible decision-making*

Developing this skill can easily become implemented into a person's daily life. When playing in a sports game or involved in a conflict with peers, youth need to know how to identify solutions and evaluate the consequences of their actions. Those who can recognize their personal behaviors and constructive choices will improve their personal, social, and collective well-being (CASEL, 2022). Giving assigned roles will help students to practice responsible decision-making (Olive et al., 2021). When students are assigned a role, they are held responsible to make ethical decisions that are required from their role. A student could be given the role of safety patrol, which means they need to make sure that everyone is walking safely to their buses and getting where they are supposed to be or else someone could get hurt or lost. This role shows that students are responsible for the outcomes that happen based on the decisions they make, which help to teach students how to make responsible decisions.

### *Relationship skills*

Physical education offers ample opportunities to practice relationship skills through cooperative and collaborative activities (Ciotto & Gagnon, 2018). Collaborative activities, such as trying to use all six hula hoops to create a hula hut tower requires students to work together to be successful. As they work together, they will need to communicate clearly, listen well, and cooperate, so that they can complete the task (Worrell et al., 2020). If students are continuously required to practice these skills within a school setting, they will be more successful to use them outside of school in real-world scenarios. Finding activities where students must communicate clearly, listen well, and work together is essential for students to develop relationship skills with others.

### *Social awareness*

Within a physical education classroom an easy way to get your students involved in understanding various backgrounds and cultures is through a multicultural dance unit (Ciotto & Gagnon, 2018). Do not just teach your students the standard 8-count grapevine, but instead incorporate popular cultural dance moves. Countries across the globe have dances that represent their cultures and that is something that could be brought into the classroom. Along with the dance moves add a historical piece to it, so that your students have to learn about the culture, which will help them to be more understanding of others' perspectives and norms. Students will learn to recognize and appreciate the differences and similarities that everyone has based on their cultures and backgrounds. Students increased social awareness of others who come from different cultures and backgrounds will help them to understand others' perspectives and show empathy and compassion for others.

---

---

Goh and colleagues (2022) outlined the value of SEL on student health, growth, and development, especially when incorporated in the WSCC approach. Now that we have covered implementation tips and strategies for SEL, we will move to building SEL within the WSCC model, supporting student attachment to the school, motivation to learn, and gains in confidence (Jacobs & Wright, 2014).

### Building SEL within the WSCC Model

The WSCC program cannot be implemented by only one teacher. For students to receive maximum benefits everyone needs to be onboard with implementing the WSCC program. Worrell and colleagues (2020) share four steps that are needed to help ensure the best possible outcome of a new WSCC program being implemented.

1. *Find Support.* When trying to implement a new program there needs to be support from others who believe in what you are trying to establish. The support comes from those in the school and community.
2. *Include the School Principal/Administration.* Principals/Administration should be included so they are involved in the plan that is being established. Without the administration's approval the program will not be successful, so making sure that there is enough evidence gathered to show how the program is beneficial for students K-12.
3. *Staff Involvement.* Worrell and colleagues (2020), state that staff involvement is just as important as administration support within the development of the WSCC program. All teachers should be on board with trying to help establish the management protocols, instruction, and curriculum because it allows for all teachers to have a say in how they would like to implement the program into their own classroom.
4. *Designing the School-Wide Program.* In this final step it is now time to determine what is going to be most important within the program. This is where the program begins to come to life, so that it can be implemented into the school. It is important to always keep all staff and administration included because it helps to retain their support and helps to eliminate any misunderstanding.

### Conclusion

The five core competencies of SEL and the WSCC program that were discussed in this article recognize beneficial strategies to help increase positive student behavior. SEL's five core competencies allow students to be more prepared for their lives beyond K-12 education. When implemented into the curriculum, social-emotional learning will teach students how to manage their emotions, solve complex problems, and ask for help when needed (Olive et al., 2021). Adopting WSCC allows for those being bullied or experiencing trauma to develop protective skills through the five core competencies of SEL, so that they may be able to combat conflicts effectively (Sutherland & Parker, 2020). Within WSCC the learning environment is essential for student success. The teacher must plan, develop, and maintain a positive learning environment, so that their students feel both physically

and emotionally safe (Barney et al., 2022). Creating a safe environment means behaviors such as bullying are less frequent, allowing for students to make mistakes more comfortably during class. Those students who do the bullying often lack self-control and poor social skills (Wenos et al., 2014). If students are taught the SEL competencies such as self-management or relationship skills, they will become equipped with the tools to develop self-control and social skills. Being equipped with the skills taught from the core competencies will benefit students, so that they can manage their emotions, feelings, solve problems, and have positive peer relationships. Implementing SEL within a WSCC program will increase students' academic learning because the environment is both physically and emotionally safe. The focus of teaching beyond academics is essential because it allows for the growth and development of social and emotional skills through a variety of real-world experiences.

### References

- Barney, D., Prusak, K. A., & Davis, L. (2022). Developing social-emotional learning in physical education through appropriate instructional practices. *Journal of Physical Education, Recreation & Dance, 92*(9), 33–41. <https://doi.org/10.1080/07303084.2021.1977740>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *What is the Casel Framework?* <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Ciotto, C. M., & Gagnon, A. G. (2018). Promoting social and emotional learning in physical education. *Journal of Physical Education, Recreation & Dance, 89*(4), 27–33. <https://doi.org/10.1080/07303084.2018.1430625>
- Cutton, D., & Hochstetler, D. R. (2021). The use of self-talk: Teachers and coaches help foster a student's true self. *Journal of Physical Education, Recreation & Dance, 92*(4), 42–47. <https://doi.org/10.1080/07303084.2021.1882361>
- Goh, T. L., & Connolly, M. (2020). Efficacy of school-based SEL programs: Aligning with health and Physical Education Standards. *Journal of Physical Education, Recreation & Dance, 91*(5), 16–19. <https://doi.org/10.1080/07303084.2020.1739430>
- Goh, T. L., Egan, C. A., & Merica, C. B. (2022). WSCC: Social and emotional climate and physical environment. *Journal of Physical Education, Recreation & Dance, 93*(2), 28–34. <https://doi.org/10.1080/07303084.2022.2020052>
- Jacobs, J., & Wright, P. (2014). Social and emotional learning policies and Physical Education. *Strategies, 27*(6), 42–44. <https://doi.org/10.1080/08924562.2014.960292>
- Olive, C., Gaudreault, K. L., McCullick, B. A., & Tomporowski, P. (2021). Promoting social-emotional learning through physical activity. *Strategies, 34*(5), 20–25. <https://doi.org/10.1080/08924562.2021.1948474>
- Sutherland, S., & Parker, M. (2020). Responding to trauma in and through Physical Education. *Journal of Physical Education, Recreation & Dance, 91*(9), 16–21. <https://doi.org/10.1080/07303084.2020.1811621>
- Wenos, J., Trick, T., & Williams, J. A. (2014). Creating socially fit heroes and reducing the incidence of bullying in elementary physical education. *Journal of Physical Education, Recreation*

& *Dance*, 85(7), 36–41. <https://doi.org/10.1080/07303084.2014.937020>

Winn, S., Grenier, M., & Newman, T. (2022). Utilizing the framework of Life Skills Development to promote social-emotional learning in elementary physical education. *Journal of Physical Education, Recreation & Dance*, 93(6), 42–50. <https://doi.org/10.1080/07303084.2022.2081269>

Worrell, A., Hushman, G., L. Gaudreault, K., Mallett, L., & Hushman, C. (2020). Merging social and emotional learning with comprehensive school physical activity programming in an elementary school. *Journal of Physical Education, Recreation & Dance*, 91(6), 36–40. <https://doi.org/10.1080/07303084.2020.1768180>

**Table 1.**  
**CASEL SEL Framework**

<b>SEL Competency:</b>	<b>Components of Each Competency</b>
Self-awareness	<ul style="list-style-type: none"> <li>Integrating personal and social identities</li> <li>Identifying personal, cultural and linguistic assets</li> <li>Identifying one’s emotions</li> <li>Demonstrating honesty and integrity Linking feelings, values and thoughts</li> <li>Examining prejudices and biases</li> <li>Experiencing self-efficacy</li> <li>Having a growth mindset</li> <li>Developing interests and a sense of purpose</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Managing one’s emotions</li> <li>Identifying and using stress management strategies</li> <li>Exhibiting self-discipline and self-motivation</li> <li>Setting personal and collective goals</li> <li>Using planning and organizational skills</li> <li>Showing the courage to take initiative</li> <li>Demonstrating personal and collective agency</li> </ul>
Social awareness	<ul style="list-style-type: none"> <li>Taking others’ perspectives</li> <li>Recognizing strengths in others</li> <li>Demonstrating empathy and compassion</li> <li>Showing concern for the feelings of others</li> <li>Understanding and expressing gratitude</li> <li>Identifying diverse social norms, including unjust ones</li> <li>Recognizing situational demands and opportunities</li> <li>Understanding the influences of organizations/systems on behavior</li> </ul>
Relationship skills	<ul style="list-style-type: none"> <li>Communicating effectively</li> <li>Developing positive relationships</li> <li>Demonstrating cultural competency</li> <li>Practicing teamwork and collaborative problem solving</li> <li>Resolving conflicts constructively</li> <li>Resisting negative social pressure</li> <li>Showing leadership in groups</li> <li>Seeking or offering support and help when needed Standing up for the rights of others</li> </ul>
Responsible decision making	<ul style="list-style-type: none"> <li>Demonstrating curiosity and open-mindedness</li> <li>Identifying solutions for personal and social problems</li> <li>Learning to make a reasoned judgment after analyzing information, data, facts</li> <li>Anticipating and evaluating the consequences of one’s actions Recognizing how critical thinking skills are useful both inside and outside of school</li> <li>Reflecting on one’s role to promote personal, family and community well-being</li> <li>Evaluating personal, interpersonal, community and institutional impacts</li> </ul>
Note. Data from CASEL (2020).	

---

---

# *Students with Non-Verbal Autism in Recess*

**Emma Carlstrom**, Graduate Student in Special Education, Longwood University

**Matthew D. Lucas**, Ed.D., C.A.P.E., Professor, Health, Recreation, and Kinesiology, Longwood University

## **Introduction**

The social and physical skills learned in recess can be immensely beneficial to students with Autism Spectrum Disorder (ASD). This article will address the definition and prevalence of the disorder. The authors will then note characteristics of students with ASD, and specifically Non-Verbal Autism (NVA). The social benefits of the recess setting for children with NVA will then be discussed. Finally, the benefits and potential modifications for children with NVA in recess will be addressed.

## **Definition and Prevalence of Non-Verbal Autism**

The Individuals with Disabilities Education Act (IDEA) defines autism [now often referred to as ASD] as “a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance” (IDEA, 2004). The Center for Disease Control (CDC) defines autism spectrum disorder (ASD) as “a developmental disability that can cause significant social, communication and behavioral challenges” (CDC, 2022, p. 1). Included in ASD is Non-Verbal Autism (NVA) (SpeechEase, 2022). Typically, it is determined that a child has NVA according to the level of verbal communication the child can present at varying developmental stages. Non-Verbal Autism is simply a child with autism that lacks the verbal communication. In the United States, about 40% of people with autism have NVA (SpeechEase, 2022).

According to the CDC (2022) about one in 44 (2.3%) children are diagnosed with autism. Though ASD does not have a specific known cause, the CDC states that ASD is four times more common in boys than girls (CDC, 2022). As noted above, about 40% of children with ASD fall into the category of NVA as they lack the level of verbal skills as typically achieving children. This data suggests that about 1% of all children have NVA.

## **Characteristics of Autism and Non-Verbal Autism**

Autism Spectrum Disorder (ASD) is now being diagnosed as early as 3 years old (CDC, 2022). There are signs of autism that can determine if the child has more severe autism based on their developmental levels. A few of the signs of ASD stated by the CDC are:

- Avoids or does not keep eye contact
- Does not respond to name by 9 months of age
- Does not show facial expressions like happy, sad, angry, and surprised by 9 months of age
- Uses few or no gestures by 12 months of age (for example, does not wave goodbye)
- Does not notice when others are hurt or upset by 24 months of age (CDC, 2022)

It is important to remember that every child develops at different levels and stages. Social and emotional behaviors are

also affected when a child has ASD. Characteristics of moderate to severe ASD according to the Mayo Clinic include the following (2018):

- Performs repetitive movements, such as rocking, spinning or hand flapping
- Performs activities that could cause self-harm, such as biting or head-banging
- Develops specific routines or rituals and becomes disturbed at the slightest change
- Is unusually sensitive to light, sound or touch, yet may be indifferent to pain or temperature
- Fixates on an object or activity with abnormal intensity or focus (p.1).

As noted, the primary symptom of NVA for a child with autism is not being able to verbally communicate as a typically developing child. It is also important to note that some children with ASD may lose verbal skills as they progress through childhood (Healthline, 2021).

## **Social Benefits of the Recess Setting for Children with Non-Verbal Autism**

Students with moderate to severe autism can struggle with the social demands during school (Beghin, 2021). Recess is a time where teachers can incorporate play and learning. The best type of social learning comes from interacting with peers on a one-on-one level. Students with NVA already have difficulties communicating with peers since they do not have the communicational skills that other children their age may have. Inclusion for students with non-verbal autism is essential for social, and behavioral growth. Social benefits of inclusion in recess for children with NVA include the following:

- Allow students with NVA the chance to interact with other peers
- Allow student with NVA the chance to observe behaviors that are proper
- Allow students with NVA, with teacher assistance, to present appropriate behaviors
- Allow students with NVA an opportunity without speaking
- Can create positive attitudes towards NVA with teacher assistance
- Can teach all students and staff how to have positive relationships with students with NVA
- Can help ensure that there are fewer stereotypes of children with NVA with teacher assistance
- Can ensure students with NVA feel safer and more comfortable in the classroom (Beghin, 2021)
- Can be used as an extension of the class and activities can adapt to a child’s interests and strengths, as cited in (Kluth, 2010)

It is very possible that children with NVA have no chance



---

---

outside of school to socialize with peers and essentially learn the correct manner to behave in public.

### **Recess Modifications for Children with Non-Verbal Autism**

The authors believe with the implementation of modifications for children with NVA, recess can be very valuable, especially from a social standpoint. The following list notes some of the potential modifications:

- Demonstrate common games played at recess to provide a visual cue
- Use a variety of picture cards for the student to note potential activities in which they are interested
- Provide and teach the child and classmates how to use simple sign language phrases or words, but not point out that this is because of the student with NVA
- Provide stress balls or available balls such as tennis balls during recess to help control frustrations and improper behavior
- Use movement so the student is comfortable in the recess setting
- Provide access to a familiar faculty member
- Incorporate a variety of simple multi-person games for a variety of reasons including the following:
  - To avoid exclusion
  - To address social comfortability
  - To provide simpler direction in game strategy
  - To understand common social cues

An example of a modification of a game often played at recess is four-square. As children are waiting on the side for their turn, have the students with NVA practice bouncing the ball back and forth with a partner. This potentially will lead to social skills such as understanding rules and sharing. Practicing with peers can ensure comfortability while playing the game. This should lead to social benefits.

### **Conclusion**

The social skills learned in recess are very important for a child with NVA. This manuscript addressed prevalence, and characteristics of students with NVA in the social and recess setting. Benefits and modifications for children with NVA were then noted. Educators need to give their students plenty of recess and modify activities for ALL children when needed!

### **References**

- Beghin, H. (2021). The benefits of inclusion for students on the autism spectrum. *BU Journal of Graduate Studies in Education*, 13(2), 12-16. Retrieved November 16, 2022.
- Centers for Disease Control and Prevention. (2022). Data & statistics on autism spectrum disorder. *Centers for Disease Control and Prevention*. Retrieved November 9, 2023, from <https://www.cdc.gov/ncbddd/autism/data.html>
- Healthline. (2021). *Understanding Nonspeaking Autism*. Retrieved May 24, 2023, from <https://www.healthline.com/health/autism/nonverbal-autism>
- Individuals with Disabilities Education Act (IDEA). (2022). Retrieved from <https://sites.ed.gov/idea/regs/b/a/300.8/c/1>
- Kluth, P. (2010). Supporting students with autism: 10 ideas for inclusive classrooms. *Reading Rockets*. Retrieved March 31, 2023, from <https://www.readingrockets.org/article/supportingstudents-autism-10-ideas-inclusive-classrooms>
- Mayo Foundation for Medical Education and Research. (2018). *Autism spectrum disorder. Mayo Clinic*. Retrieved November 9, 2022, from <https://www.mayoclinic.org/diseases-conditions/autism-spectrum-disorder/symptoms-causes/syc-20352928>
- SpeechEase. (2022). *What is non-verbal autism?: Learn more about autism level 3*. Retrieved November 9, 2022, from <https://www.speechease.net.au/non-verbal-autism/>



---

---

## ***“Full Steam Ahead”***

### ***Fostering STEAM Education for Ettrick Early Learning Center***

**Ms Leslie Crocker**, Department Chair

**Dr. Brandon Kimble**, Assistant Professor

**Dr. Donna Canary**, Assistant Professor<sup>1</sup>

**Lawanda Raines**, Assistant Professor

**Abou Camara**

**Michelle Debroux**

**Kiaria Grandison**

**Nancy Ross**, President of Concerned Citizens of Ettrick and Director of Friends of Ettrick Early Childhood Learning Center

Virginia State University Health, Physical Education and Recreation Department

#### **Background information and Demographic**

According to Glen Younklin, Governor of Virginia “42% of children across the Commonwealth [of Virginia] begin kindergarten without key skills in literacy, numeracy, self-regulation, social skills, or a combination of the measures.” This article will address Health and Physical Education program designed to assist in student success.

Chesterfield County Public Schools is one of 134 counties in Virginia providing public education to the Commonwealth’s communities. Sixty-four Chesterfield Schools service approximately 63,000 students. Thirty-nine of these schools are elementary schools ([mychesterfieldschools.com](http://mychesterfieldschools.com)).

Chesterfield Public Schools opened the Chester Early Learning Academy in the fall of 2021 to better meet the needs of local preschool education. Acceptance into the academy is based on an application process. This school is designed to provide Head Start programming to support 12 elementary schools in the county. You must live within a ten-mile radius of the academy and some areas in that zone allow for bus transportation, otherwise parents are required to transport their child.

The Chester Learning Academy is unavailable to potential students in the Ettrick Elementary School district because it falls out of the required ten-mile radius. Yet, there are a number of students in need of these preschool/Head Start services. For example, Ettrick Elementary is a Title 1 school located in one of the less affluent areas of Chesterfield County (Southern Chesterfield). According to the Virginia Department of Education (2022), the 2021-2022 student enrollment at Ettrick Elementary School is 490, 81.8% enrolled are minorities, 68.2% are classified as “economically disadvantaged”, and 73% of the students receive free and reduced meals. The student minority population have the highest percentage (34.4%) of chronic absenteeism (missed 10% or more days from school). The total student capacity for Head Start and PreK at Ettrick Elementary allows for 34 students (VDOE, 2022).

Preschool educational needs are high in the Ettrick Community. According to Data USA (2022), overall, the Ettrick School District has a population of 5,024 with a medium household income of \$49,423. Between 2019 and 2020 the population of

Ettrick declined by 3.4% and its medium income declined by 20.8%. The 2020 poverty rate is 10.1% and the ethnic population is 65.3% African Americans, 23% Caucasian, and 9.68% Hispanic (Data USA, 2022). Many parents have dropped out of school and many pre-school children do not go to professional day care or childcare centers. They are cared for at home or by grandparents or neighbors.

In 2017, the Friends of Ettrick Early Learning Center opened. Founders of the Friends of Early Learning Center concluded there were at least 100 children in the Ettrick school district who would be 3 to 4 years old and eligible for pre-kindergarten based on age and residency, but there are only 34 pre-school spots available at Ettrick Elementary. The Chester Early Learning Academy is over 10 miles away, which makes students in Ettrick ineligible for enrollment. The mission of the Friends of Ettrick Early Learning Center is to provide educational support for as many Ettrick preschool students as possible. To accomplish this, outside resources are needed and Virginia State University’s Health, Physical Education and Recreation Department provided this support during the fall 2022 semester.

#### **The “Full Steam Ahead” Program**

Virginia State University, a public, comprehensive 1890 Land Grant institution historically black college/university (HBCU), is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals (VSU Mission, 2022).

To honor this commitment and to strengthen professional growth in the Health, Physical Education and Recreation program, the departmental faculty, with the addition of Sport Management and Dance students, seek out and provide continuous, diverse internship and practicum opportunities for students each semester. These opportunities are offered on campus by bringing outside recreation, business, and education programming to our campus

---

---

facility as well as having students provide service within the local community; An exciting new collaboration this fall was with the Friends of Ettrick Early Learning Center.

According to the Virginia Department of Education, preschool is the initial opportunity for students to participate in the activities and skills needed for school readiness. “High quality preschool programs provide a foundation for learning and prepare students for success in kindergarten and beyond. School readiness activities in high quality preschools focus on physical, motor, and social and emotional development” (VDOE, 2022). Virginia’s focus includes key classroom practices including the use of high-quality curriculum and assessment, teacher-child interactions and individualized professional development as well as strengthening family engagement (VDOE, 2022). Yet 2021 Educational Statistics show only 7 percent of students age three and four were enrolled in Head Start programs (VDOE, 2022).

The purpose of the Friends of Ettrick Early Learning Center program is to provide children that do not qualify for county or school preschool services the opportunity to have quality early education opportunities. The plan is to develop student skills in personal, social, cognitive and psychomotor skills. STEAM (science, technology, engineering, art and math) skills would become a primary focus. To accomplish this, physical education, literacy (through library services), dance, and art events were planned.

To start the program, Virginia State University’s HPERD physical education and recreation program started the workshop series. The primary focus of the 3 fall sessions in physical education were on underhand and overhand throwing as well as catching. Lessons were set with a reading/movement portion, throwing skill instruction, and fine motor activities. Recreation students then took over and planned movement and problem-solving activities and games.

Dance provided the next section a week later. This program focused on music, movement and the basic skills of balance, rhythm, and flexibility. Student creativity was stressed as well as movement exploration. Further, cultural dance activities were introduced during student participation.

Literary skills, creativity, technology, and critical thinking were promoted in partnership with the local library.

Lastly, students worked on fine motor skills and creativity in an art awareness program. Creative work projects and holiday theme artwork was used to expand student skill. Students also worked on building skills with blocks and other objects.

In order to narrow the playing field, community service projects such as this need to be planned by local communities and organizations, particularly college and universities. The Friends of Ettrick Early Learning program provides preschool students with many activities to support early intervention learning and socialization. Further, it provided HPER students at Virginia State University the opportunity to apply teaching and planning principles introduced in core curriculum classes.

Further HPER student support will resume in the spring. A planning meeting is schedule early in the semester to brainstorm new ideas and evaluate areas of program strength and potential growth. In closing, Gari Stein said,

“Children are born musicians, dancers, artists, and storytellers and the opportunities for healthy development are endless.

We just have to provide the canvas, the paper, the paints, the materials and the welcoming environment, setting the stage for creativity, learning, and fun” (UK Essays, 2018).

## References

- Chesterfield County Public Schools. (2022). Retrieved from <https://mychesterfieldschools.com>:
- Data USA. (2022). Retrieved from <https://university.datausa.io/profile/geo/ettrick-va>
- Department of Educational Statistics. (2022) <https://www.doe.virginia.gov/data-reports>
- UK Essays. (November 2018). *Benefits of dance for child development*. Retrieved from <https://us.ukessays.com/essays/childcare/benefits-of-dance-for-child-development.php?vref=1>
- Virginia Department of Education. (2022). Retrieved from <https://www.doe.virginia.gov>
- Virginia State University (2023). *Mission statement*. Retrieved from <https://www.vsu.edu>

---

---

# *The Benefits of Facilitated Recess Activities For Students With Down Syndrome*

Ian M. Danielsen, M.S.W., L.C.S.W., Assistant Professor, Social Work Program, Longwood University

## **Introduction**

Historically, children with Down syndrome (DS) have been at-risk for social exclusion in educational settings. Contemporary inclusion models, such as inclusive classrooms, have counteracted this trend. The recess setting represents a further opportunity for reducing isolation, promoting social skills development, and increasing self-esteem for students with Down syndrome. Special Education **paraprofessionals** under the guidance of teachers, school social workers, and other specialists are in a unique position to facilitate interventions toward these outcomes. This article addresses the definition, common characteristics, and prevalence of DS. It then addresses the benefits of recess for children with DS. The manuscript then notes facilitated interventions which can be made for students with DS.

## **Definition, Characteristics, and Prevalence of Down Syndrome**

Down syndrome is defined by the National Institute of Child Health and Human Development (NICHD) as follows:

Down syndrome is a set of cognitive and physical symptoms that result from having an extra chromosome 21 or an extra piece of that chromosome. It is the most common chromosomal cause of mild to moderate intellectual disabilities. People with Down syndrome also have some distinct physical features, such as a flat-looking face, and they are at risk for a number of other health conditions. (Down Syndrome Overview: National Institute of Child Health and Human Development, n.d.). Comorbidities may include autism spectrum disorders, problems with hormones and glands, hearing loss, vision problems, and heart abnormalities (Bull, M.J., 2011).

Some common physical features of Down syndrome include:

- A flattened face, especially the bridge of the nose
- A short neck
- Small ears
- Small hands and feet
- Poor muscle tone or loose joints
- Shorter in height as children and adults (Centers for Disease Control and Prevention, What is Down Syndrome? (2022))

Additionally, Naess et al. (2017), detail several implications for social and behavioral support, including:

- Systematic training to optimize social capabilities and to prevent social problems
- Structured and explicit learning of words important for social interaction with peers and for conflict solutions
- Integrated interventions focusing on social functioning and vocabulary

Down syndrome is one of the most common birth defects in the US. Parker et al. (2010) reported approximately 6000

births annually, resulting in an estimated birth prevalence of 14 per 10,000 live births. Bull (2011) noted that while cognitive impairment is typical in people with Down syndrome, the degree is usually mild to moderate.

Some studies have found that children with Down syndrome have strengths in early social development, particularly being interested in interacting with others (Fidler et al., 2006). Additionally, children with Down syndrome can develop the communication skills they need, although acquisition of these skills will be typically be delayed (Martin et al., 2009). Thus, students with Down syndrome are good candidates for early intervention to encourage language and other skills (Martin et al., 2009).

## **Benefits of Recess for Neuro-Typical and Neuro-Atypical Students**

The benefits of recess for students in general is well-founded in the research literature. In a meta-analysis of nine studies, Hodges et al. (2022), found that these included academic and cognitive benefits, behavioral and emotional benefits, physical benefits, and social benefits. It was noted in this review that no studies were found implicating negative outcomes of recess.

Additionally, research has demonstrated that providing professionally facilitated programming is critical toward successful outcomes (London et al., 2015). In a qualitative, evaluative study of six low-income schools utilizing professional recess “coaches” in a model program, “high quality recess” in four out of six schools was positively related to student engagement, conflict resolution, pro-social skill development, emotional and physical safety, and school climate in general (London et al., 2015).

Moreover, numerous prescriptive studies have emerged detailing recess modifications to benefit students with neuro-atypical presentations and other disabilities, including deaf-blindness (Lucas and Frye, 2017) and sensory processing disorders (Kranowitz, 2006). Similarly, focused, facilitated activities can be identified and implemented in recess settings for students with Down syndrome.

## **Facilitated Activities for Down Syndrome Students During Recess**

As seen in successful outcomes in inclusion classrooms, many students with Down syndrome have benefited from modeling and other supports toward improved academic skills, social skills, and communication skills (Martin et al., 2009). These supports can also be practically applied to recreational settings, including recess. The Special Education Aide is in a unique position to facilitate this programming as they typically are already required to perform supervision during recess. Further, aides are familiar with and have ongoing relationships with both students with Down syndrome and students with neuro-typical presentations.

Additionally, assessing the needs of students with disabilities and crafting planned interventions is well within the professional scope of School Social Workers and Special Education teachers. Thus, a collaborative approach, including oversight and support from lead administrators as well as from members of the Special Education team, can help ensure that programming is developmentally appropriate, evidence-based, and outcome-based. The following table identifies relevant desired outcomes for students with Down syndrome and related intervention options, both general and specific, to help facilitate those outcomes.

It is important to note that students' identified accommodations will need to be well-understood and implemented during facilitated recess activities. For example, some students with Down syndrome will need to be afforded breaks during activities involving physical exertion. It is also recommended that recreational activities be structured so that they can be implemented in a variety of settings, both indoor and outdoor, to be adaptable to changing circumstances, such as weather and schedule changes.

The professional orientation of the **paraprofessional** in

<b>Desired Outcome</b>	<b>Facilitated Interventions</b>
Improve peer to peer engagement and interaction	<ul style="list-style-type: none"> <li>• Non-competitive and fun recreational games</li> <li>• Team-building games</li> <li>• Problem-solving initiatives</li> </ul>
Expand vocabulary related to social interaction	<ul style="list-style-type: none"> <li>• Easy versions of charades</li> <li>• Scavenger hunt with paired teams</li> </ul>
Develop conflict resolution skills	<ul style="list-style-type: none"> <li>• Breathing exercises to calm down</li> <li>• Social stories of personal and/or fictitious experiences of conflict resolution</li> <li>• Role play exercises modeling conflict resolution techniques</li> </ul>
Increase emotional and physical safety	<ul style="list-style-type: none"> <li>• Games without teams</li> <li>• Games not involving sports or high-level athleticism</li> <li>• For team games, aides should select teams to ensure inclusion</li> <li>• Therapeutic recreation games</li> <li>• Modified familiar games</li> </ul>
Improve social skills	<ul style="list-style-type: none"> <li>• Social skills-building games from <a href="https://www.positiveaction.net/blog/social-skills-activities-and-games-for-kids">https://www.positiveaction.net/blog/social-skills-activities-and-games-for-kids</a></li> <li>• Creative play such as drawing or doodling with sidewalk chalk</li> <li>• Role play, dramatic play</li> </ul>

---

---

this setting should be as a model and “guarantor” of inclusion values and principles, responding to and intervening in emergent situations to engender and maintain an inclusive milieu, just as one would do in an inclusive classroom setting.

Finally, members of the collaborative team of school professionals should debrief about which recess experiences worked well and which require revision, and then make adjustments accordingly. Observations of student participation should also be documented as part of ongoing Individualized Education Program (IEP) procedures.

### Conclusion

Students with Down syndrome benefit from inclusive educational settings. Principles of inclusion can be applied to the recess setting to enable multiple benefits to students with Down syndrome, including peer engagement, pragmatic communication, conflict resolution, social skills, and overall well-being. Professionals such as School Social Workers, Special Education teachers and Special Education Aides should work collaboratively to develop and implement outcome-based recreational interventions for the benefit of students with Down syndrome and the school community of which they are an integral part.

### References

Bull, M. J., & the Committee on Genetics. (2011). Health supervision for children with Down syndrome. *Pediatrics*, 128(2), 393–406.

Centers for Disease Control and Prevention. (2022). What is down syndrome?. Retrieved from <https://www.cdc.gov/ncbddd/birthdefects/downsyndrome.html>.

Fidler, D.J., Hepburn, S., & Rogers, S. (2006). Early learning and adaptive behavior in toddlers with Down syndrome: Evidence for an emerging behavioral phenotype? *Down Syndrome Re-*

*search and Practice*, 9(3),37-44. <https://library.down-syndrome.org/reports/297/>.

Hodges, V.C., Centeio, E.E., M & organ, C.F. (2022). The benefits of school recess: A systematic review. *Journal of School Health* 92(10), 959-967. DOI: 10.1111/josh.13230.

Kranowitz, C. S. (2003). *The out-of-sync child has fun: activities for kids with sensory processing disorder*. Rev. ed. New York, N.Y., Perigee Book.

London, R.A., Westrich, L., Stokes-Guinan, K., & McLaughlin, M. (2015). Playing fair: The contribution of high-functioning recess to overall school climate in low-income elementary schools. *Journal of School Health*, 85(1):53-60. doi: 10.1111/josh.12216. PMID: 25440453.

Lucas, M.D., & Frye, T.M. (2017). Students with deaf-blindness participating in recess. *The Virginia Journal*, 38(1) 18-19.


Martin, G. E., Klusek, J., Estigarribia, B., & Roberts, J. E. (2009). Language characteristics of individuals with Down syndrome. *Topics in Language Disorders*, 29(2), 112–132.

Naess, K.B., Nygaard, E., Ostad, J., Dolva, A.S., & Lyster, S.H. (2016). The profile of social functioning in children with Down syndrome. *Disabil Rehabil.* 39(13),1320-1331. doi: 10.1080/09638288.2016.1194901. PMID: 27442783.

National Institute of Child Health and Human Development Information Resource Center. (n.d.). *Fact sheets, Down syndrome*. Retrieved from <https://www.nichd.nih.gov/health/topics/factsheets/downsyndrome>.

Parker, S.E., Mai, C.T., Canfield, M.A., Rickard, R., Wang, Y., & Meyer, R.E., . (2010). Updated national birth prevalence estimates for selected birth defects in the United States, 2004-2006. Birth Defects Research. Part A, Clinical and Molecular Teratology, 88,1008–1016.

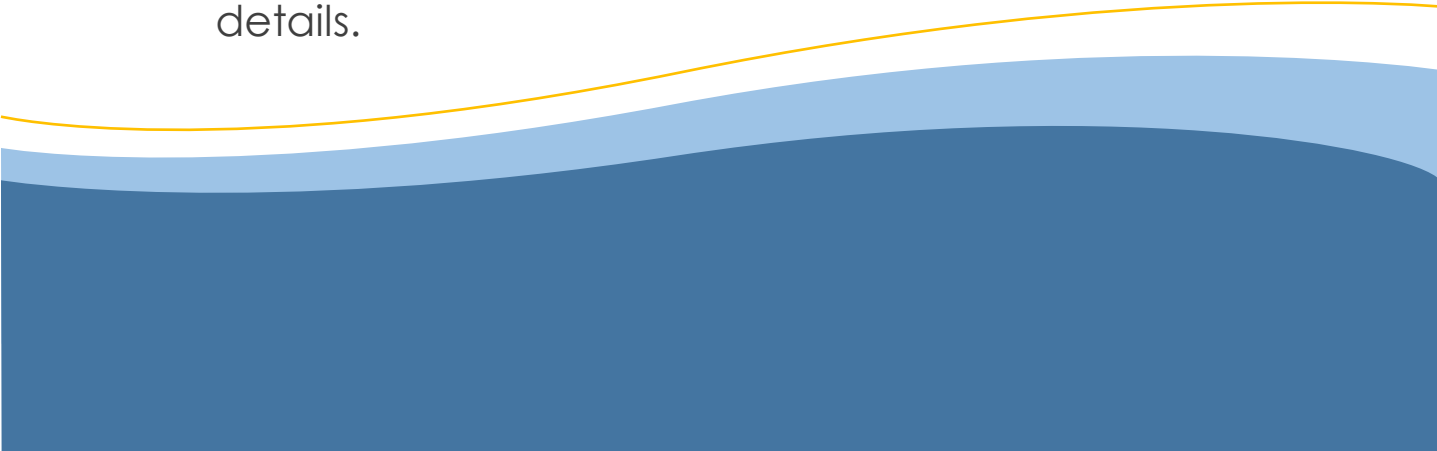
Positive Action. (n.d.). *20 evidence-based social skills activities and games for kids*. Retrieved from <https://www.positiveaction.net/blog/social-skills-activities-and-games-for-kids>.



86th Virginia AHPERD  
State Convention  
November 2023  
The Hotel Madison  
Harrisonburg, VA

Mark your calendars now for this event. There will be over 75 presentations planned for this weekend of learning , networking, and fun.

See the Virginia AHPERD Web page, the Summer 2023 issue of The Communicator, and e-mail blasts for details.



## *The Virginia Journal*

Radford University  
Department of Health and Human Performance  
P.O. Box 6957  
Radford, VA 24142



[www.facebook.com/virginiaahperd](http://www.facebook.com/virginiaahperd)



[www.twitter.com/vahperd](http://www.twitter.com/vahperd)

**Please submit a manuscript or announcement for our next issue.**

## *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.

### **Authors:**

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



## **HAVE YOU MOVED?**

*Please send your change of address  
information to:*

Maria McKeown  
Executive Director  
[info@virginiaahperd.org](mailto:info@virginiaahperd.org)