

CAHPERD

California Association for Health, Physical Education, Recreation and Dance

Journal

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CAHPERD MISSION

The mission of the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) is to promote healthful lifestyles through quality education for all populations and provide leadership to school, community and statewide programs in the areas of health, physical education, recreation, dance and other movement-related programs. CAHPERD is an educational organization which will achieve its mission by supporting, encouraging, and providing assistance to members statewide, as they initiate, develop, conduct and promote programs of health, physical education, recreation, dance and other movement-related programs.





EDITOR'S MESSAGE

The Fall 2022 issue of the CAHPERD Journal marks the 12th issue published since 2015. The journal editorial board is excited to announce that every back issue of the Journal since 2015 is open and available at the CAHPERD website. As a board, we are honored to have our Organizational Director of CAHPERD take a moment and provide some introductory remarks in this issue and appreciate his dedication and leadership. In this issue we also have a legislative update, where CAHPERD's Legislative Committee Chair Cindy Lederer has provided the latest from Sacramento.

This issue of the CAHPERD Journal centers around four inspirational sections: Program Spotlight, Healthy Tips, Discover & Disseminate, and CAHPERD Voices. Each section is being managed by an individual on the journal editorial board. The editorial board is excited to continue offering up-to-date, pragmatic, and creative information regarding the HPERD field using this section format.

The Program Spotlight features an article involving a nutrition intervention for children with disabilities. The authors frame the importance of this topic by indicating that, "feeding difficulties (e.g., picky eating, food avoidance) are prevalent among individuals with disabilities..." in the United



States. "Intervention studies that examine the effects of physical activity and nutrition on overall health for individuals with disabilities... is critical for identifying best practices for promoting long-term health and wellness."

Our Healthy Tips section provides a short, practitioner-based article on inclusion strategies for physical education, such as providing curricular options/modifications and use of non-traditional approaches to teaching skills.

The 6th edition of the Discover & Disseminate section includes abstracts of research articles, highlighting key findings and how this research can be used by K-12 teachers. This issue includes several abstracts that involve social

and emotional learning and considerations for educating the whole-child.

This time around the CAHPERD Voices section poses the question, what is your greatest joy related to teaching and how do you find that joy everyday? Two CAHPERD members answer this question with the hope of providing inspiration and insight for other colleagues in the profession.

I want to thank all the authors and contributors in this issue, especially the Journal Editorial Board Members for their efforts.

Paul T. Stuhr, Editor-in-Chief

CAHPERD Journal Editorial Board

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Thank you

ORGANIZATIONAL DIRECTOR'S CORNER

It has been a quick three months serving as Organizational Director for CAHPERD. As always it is an honor to serve our HPERD professions alongside great leaders on our committees, councils, and board of directors. I would be remiss if I didn't acknowledge that there have been a few bumps in the road during the past three months, however working along side Barbara Ann Buckalew, CAHPERD's Finance Director, has been great. We both are learning new things in this new CAHPERD office structure, but I am here to tell you that great things are on the horizon.

Membership - Many things have changed over the past few years, including our membership. The COVID-19 pandemic didn't help our membership numbers either. We also know that some districts do not cover the cost of membership for attendees to our conferences even though it is cheaper to attend the conferences as a member. Membership comes with a few perks such as qualifying for award recognition, discounts on workshops and conferences, and rights to vote and serve on leadership. Please take the time to open your mail and/or emails we send concerning membership. You can join or renew at any point and do not need to attend a conference to join as a member. There are teachers across the state who have never heard of CAHPERD. Reach out and share our information with them. We hope to continue making connections and building bridges with our state professionals and we need your help to do so. Strong membership helps us have a stronger voice in advocacy and to offer more professional development opportunities. Join or renew today at www.cahperd.org.

NAPEC - The 51st National Adapted Physical Education Conference (NAPEC) was held November 10-12. Attendance was good but not as strong as in years past. We believe in part it is due to shortage of substitute teachers and school districts therefore are not approving professional development travel. But as always, NAPEC delivered a great conference. It is great seeing pictures on social media and seeing reunions among many of the university programs such as CSU Long Beach and Chico State. Thank you to the keynote speakers for the event, Jacob Pachecho and Kasia Givenrod. Lastly, thank you to our Gold Level Sponsors; Flaghouse, Palos Sports, Team Prime Time, and QuaverEd.

State Conference - We have a great State Conference being planned, March 9-11 at the Hyatt Santa Clara and Convention Center. There was a great number of session proposals submitted, and President Tonya Moore and the conference committee are working to finalize a robust schedule. There will be a Tailgate Welcome Social, Exhibit Hall Breakfast, and bag lunch options for purchase. Professionals should act fast to get the Early Bird Registration Discount. Additionally, book your room at the conference hotel to be right in the middle of all the action. We have sessions planned from Thursday morning through Saturday evening. Be sure to come for the entire conference to receive the most options of top-tier professional development. President Tonya Moore will be sure we are "Creating Connections and Building Bridges" at the 2023 CAHPERD State Conference. Lastly, I hear some great Keynote Speakers will be there. Be on the look out for all the details related to the keynotes on our social media pages. For more information go to our website, www.cahperd.org.



Brent Powell, Ph.D., CHES - CAHPERD Organizational Director



CAHPERD LEGISLATIVE UPDATE

CAHPERD's Newsletter Legislative Update - As we have been speechless over the circumstances of the passing of our long time legislative lobbyist, Kathy Lynch, all of us will continue to remember her unwavering dedication to our objectives of protecting and educating others of the importance of our subject matters in Sacramento. Kathy's passing brought Keith Johannes, Joanie Verderber, Barbara Buckalew, Heather Decker, and myself to represent CAHPERD at the two different memorials for her in the Spring. During the second memorial, Joanie announced to Kathy's family that we were starting a scholarship in Kathy's name for an educator to attend our conferences. Her memorials gave us a chance to remember and celebrate Kathy's life with many other people who cared for and worked with her.

We also spent some time with the people in Kathy's firm and thanked them for their work with us, especially to Ann Anderson who put all our letters together for bills that we either opposed or supported. She is a master in writing letters that rode along with bills in the language that was special to legislation. We feel their loss of not only losing a friend but their employment as the Lynch and Associate firm will close officially on December 1, 2022.

So where is CAHPERD now? We know that as a member of CAHPERD you see the bigger picture about what our association stands for. You expect us to be watching a number of big players in our state government. Recently, Tim Hamel, Ken Dyar, Joanie Verderber, Keith Johannes, Barbara Buckalew, and Cindy Lederer interviewed 3 lobbying firms. All were very capable to handle the services that we require. The legislative search team sent their recommendations to CAHPERD's Board of Directors. The Board of Directors chose the firm, Capital Strategies & Advocacy LLC, in Sacramento to be our lobby firm for the coming legislative session. We are now working on a contract with them for approval. Many thanks to Tim, Ken, Joanie, Barbara and Keith for their work on this significant matter.

This past summer the Legislative Committee not only "welcomed" all the newly installed council chairs but also Kimberly Ohara-Borowski and Gabe Pdayhag to its committee. CAHPERD Leadership would like to thank them for stepping up and wanting to be a part of this important process in our association. In October, a virtual training took place for all Council chairs, past, present, & elects. Another Thanks to those Council chairs who participated in this important training.

As we head into the 2023 legislative season with a new Lobbying Firm, our hearts will never forget the work Kathy Lynch did for us. We were her first clients when she started her business in the 80's. She was instrumental in our fight early on with FitnessGram, JR, ROTC, and USA Rodeo during my time with this association. She alerted us everytime the Teachers Credentialing Committee and Department of Education had our subject matters on their agendas. She made time in her schedule to attend our conferences and was always guiding us through the complicated process that is our state government. "Thank you Kathy for all you have done for us."

Cindy Lederer
CAHPERD Legislative and Governance & Structure Committees
CAHPERD President 2017-2018

Program Spotlight

Nutrition Intervention at a Summer Camp for Children with Disabilities

By - Cecilia Flores, Rachel Blaine, Melissa Bittner,
Virginia Gray, & Brittany Docherty
California State University Long Beach

Nutrition for Students with Disabilities

In the United States, families of children with disabilities spend approximately \$1.4 to 2.4 million in lifetime healthcare-related costs (Buescher et al., 2014). The goal for many individuals with disabilities is to become as independent as possible as adults and later in life. Therefore, providing experiences and support that promote health for children with disabilities and their families is important.

Children with disabilities are at a 41.1% higher risk of developing obesity than their typically developing peers (Centers for Disease Control and Prevention, 2021). Children with obesity are more likely to have hypertension, hyperlipidemia, increased risk of impaired glucose tolerance, insulin resistance, type 2 diabetes, breathing problems, and sleep apnea. The development of overweight or obesity in a child with disabilities could negatively impact quality of life, increase the cost of management, and increase caregiver burden (Must et al., 2014). Therefore, rigorous evaluation is needed to best identify intervention studies that examine the effects of physical activity and nutrition on overall health for individuals with disabilities. This is critical for identifying best practices for promoting their long-term health and wellness.

Feeding difficulties (e.g., picky eating, food avoidance) are prevalent among individuals with disabilities and impact growth, nutrition, developmental outcomes, and quality of life. There is an estimated fivefold increase in the odds of having a feeding problem among individuals with disabilities (Seiverling et al., 2018). Food selectivity (by type, texture, and/or presentation) is most often associated with autism spectrum disorder (ASD) and developmental delays and often involve strong preferences for carbohydrates, snacks, or processed foods while rejecting fruits and vegetables (Ahearn et al., 2001; Schreck et al., 2004; Williams et al., 2005).

Additionally, foods, such as salty or sugary snacks, are often used as behavioral reinforcements for those with disabilities in therapeutic and home-based settings, thus compounding preference for and exposure to obesogenic foods (Khalife et al., 2014). One study found that parents of children with disabilities were three times more likely to use food to reward behavior than parents of typically developing children, and using these rewards was associated with an increased risk of obesity. Limited

physical activity and poor diet can place children with disabilities at an even greater risk not only for overweight and obesity but also diabetes and chronic disease (Khalife et al., 2014).

Camp Nugget

Camp Nugget is a four-week summer program at California State University, Long Beach (CSULB) that focuses on physical activity for students with disabilities. This program includes physical activity, fitness, lead-up games and sports, and aquatic lessons designed for students with disabilities between the ages of 5 and 12. The 3:1 staff ratio is comprised of pre service adapted physical education (APE) professionals. The campers are divided by age into groups to provide the necessary accommodations to meet individual camper needs and provide appropriate support. In summer 2022, there were 6 groups, each with approximately 10 campers. Each day had a structured schedule (see Figure 1), with trained APE staff.

Figure 1 - Camp Nugget Schedule.



Snack Intervention

After approval from the IRB review board, each day during Camp Nugget, the campers had 20 minutes for snack time during which they were allowed to eat their snack brought from home. Additionally, campers were introduced to a new healthy snack each day that were allergy-friendly (i.e., gluten-free, dairy-free, nut free, and seed-free). Campers with allergies to the fruits, vegetables, or specific dietary instructions as reported by parents were given a modified version of the snack labeled with their name and group number to accommodate their dietary needs. The snacks were created based on recipes and dishes eaten in South America to appeal to the predominant cultural background of the target population (Latin American descent). The snacks were prepared and presented in various ways to appeal to campers (i.e., cooked, cut, pureed, paired with familiar foods). There was a total of five fruits (i.e., watermelon, pineapple, apple, mango, peaches) and ten vegetables (bell peppers, cucumbers, broccoli, spinach, carrots, edamame/soybeans, celery, jicama, sugar snap peas, radishes) to which the campers were exposed throughout the 4-week camp. The fruit and vegetable snack groupings consisted of one fruit and two vegetables daily. Before camp started, counselors participated in training on how to observe and recorded camper engagement with snacks. During snack time, the counselors observed

the camper's reaction to the snack and record the data on a printed handout. Each camper's reaction to the snack was coded as: did not participate, watched activity nearby, touched snack food, smelled snack food, tasted (lick, 1 bite), ate < 50% (some) portion, ate > 50% (most) of portion, or ate 100% (all) of portion.

Figure 2 from top left, clockwise - Example snack that is cut, cooked, blended, and paired.



Snack Activities

At the end of each day, the APE staff provided a snack activity sheet to each student to take home and complete with families. The goal of these activities was to actively engage and expose campers and families to different fruits and vegetables while simultaneously practicing fine motor skills, reading, and academic skills. The fruits and vegetables presented in the take-home activity were different from those offered as a snack that day, creating unique daily fruit and vegetable groupings that did not repeat throughout camp.

Figure 3 (from left to right) - Example: Color and count the peas and connect the dots.

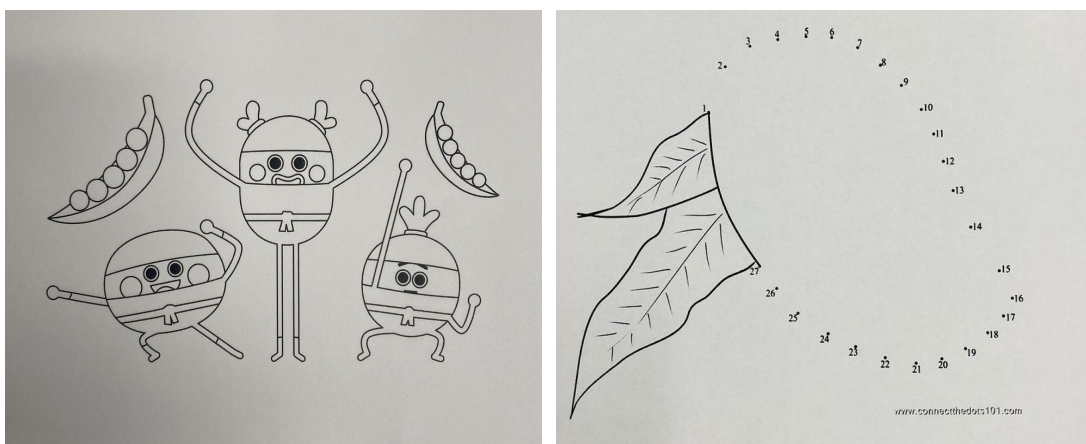


Figure 4 - The good food song.

The Good Food Song
(Tune of "Old MacDonald Had a Farm")

Vegetables are good for me,

EE I EE I O

And so I eat them happily,

EE I EE I O

With a carrot, carrot here,

And a carrot, carrot there

Here a carrot, there a carrot

Everywhere a carrot, carrot.

Vegetables are good for me

EE I EE I O

*Use your own creativity to add other vegetables

Adapted from: <https://www.preschooleducation.com/svegetable.shtml>

Snack/Activity Schedule

At the beginning of each week, families received a schedule that listed the Camp Nugget snacks and activities for the week. Parents were also encouraged to talk to their children about the camp-provided snacks. Research has shown that children with disabilities benefit from previewing information before exposure. Priming children for schedule changes has been shown to reduce the number of problem behaviors, increase participation in activities, and increase social engagement (Meindl et al., 2020). Additionally, previewing material has been shown to ease anxiety in children with disabilities when exposed to something new (Grenier & Yeaton, 2011). In the current study, a Snack/Activity handout was provided to familiarized participants with the week's fruit and vegetable snacks.

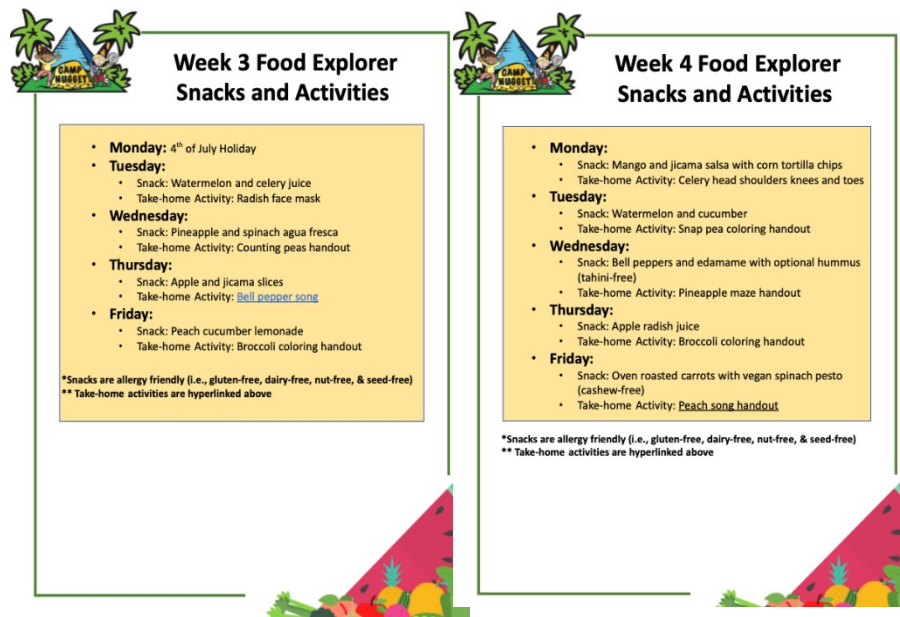
Figure 5 (from left to right) - Week 1 and 2 snack/activity handouts.



Family Newsletter

At the beginning of each week, families also received a family newsletter that provided nutrition information, healthy eating tips, resources, and recommended ideas to focus on during the week. A total of four family newsletter handouts were created for Camp Nugget. The main areas of

Figure 6 (from left to right) - Week 3 and 4 snack/activity handouts.




focus included: (a) healthy snack ideas for children, (b) tips on how to plan and provide snacks (routines, planning, timing, involving children), (c) tips for communicating about snacks in ways that encourage healthy eating without pushing (monitoring, rules, rewards, managing behavior), and (d) parent modeling healthy eating for children. Examples of tips included: meal prepping snacks the week or day before, developing routines and consistent snack times, and allowing children to be involved in food tasks. Additionally, social media links and websites were provided as additional resources for families to explore topics such as snacks for sports games, on-the-go snacks for car trips, snacking during the school day, and bedtime snacks.

Figure 7 - Week 1 handout.



Figure 8 - Week 2 handout.



Welcome to Week 2 of Camp Nugget!

We hope your kids are telling you all kinds of fun stories about the snacks they're trying at camp. This week, we're sending along some ideas to help you with snack routines. Often, we fall back on our habits. Looking for ways to tweak those habits, an idea at a time, can lead to progress.

Use snack planning to make your life easier.

- Pack on-the-go snacks on Sunday (or a day that works best for you) to grab throughout the week.
- Develop consistent routines for regular snack times (mid-afternoon, before a sports game, bedtime, etc.). For ideas, check out the links on the next page!
- On days when you have time to change it up, try something new.
- Get your kids involved in food tasks!
 - For tips on kids in the kitchen, visit <https://www.nutrition.gov/topics/nutrition-life-stage/children/kids-kitchen>

Resources for snacking scenarios:

Energy snacks to fuel before a sports game:

- <https://www.eatright.org/fitness/sports-and-performance/fueling-your-workout/15-fueling-snacks-to-take-to-your-childs-game>
- <https://www.eatright.org/fitness/sports-and-performance/tips-for-athletes/gameday-nutrition-tips-for-young-athletes>

Energy breakfast snack ideas:

- <https://www.eatright.org/food/planning-and-prep/snack-and-meal-ideas/power-up-with-breakfast>

On-the-go snacks for car trips:

- <https://www.eatright.org/health/lifestyle/travel/smart-snacks-for-your-trip>

Snacking in school:

- <https://www.eatright.org/food/nutrition/eat-right-at-school/smart-snacks-in-schools>

After school snack ideas:

- <https://www.eatright.org/food/planning-and-prep/snack-and-meal-ideas/nifty-new-after-school-snack-ideas>

Bedtime snack ideas:

- <https://healthyfamilyproject.com/best-bedtime-snacks-for-kids/> 2


Major Points for Week 2:

- Use snack planning to make your life easier.
- Get your kids involved in food tasks!
- Work on a new snack habit. (We often fall back on our habits!)

Parent Workshop:

Please plan to join us on the last day of camp for a parent workshop! If you have questions you'd like us to answer, please submit them to virginia.gray@csulb.edu.

Figure 9 - Week 3 handout.



Welcome to Week 3 of Camp Nugget!

We hope your kids had a great week last week, and that you practiced some new snack planning tips. This week, we're focusing on tips for handling common scenarios parents face when feeding kids.

We all have tools in our parenting toolbox that we use in feeding our kids. Some may have come with us into parenting from our experiences as kids. Some are new or modified versions of the old ones. We've learned some tools work better in our goals to happier mealtimes, less picky eating, and healthier eating habits.


Tools for common scenarios:

Scenario: You've been working on expanding your child's food preferences. For the past three days, you've offered a small amount of broccoli as part of snack time. However, it's still on the no-go list. Do you give up on broccoli?


Tool: It often takes offering a food multiple times before kids learn to like it. Offering a small amount of a new food in a low pressure setting, with gentle encouragement is key. Also including a food your child likes in the same meal makes the new food less threatening. And if you need to take a break and try another food, go for it! Offering a couple of healthy choices can also increase your child's sense of autonomy.

When your kid rejects a food you were excited to share...


REMEMBER




It's not personal




You also dislike some foods




Guilt doesn't make food tastier



He might not be hungry



She might prefer it prepared differently



Preferences are always changing

Scenario: You've tried to start making snacks more nutrition-packed, which means less of the usual snack foods that you'd normally give each day. However, now your child is begging constantly for the old treat/snacks. "When can I have it? Why can't I have it? Please please please!" How do you have balance if your child is always asking for his or her favorite treat? Is this even worth the effort?

Tool: Kids crave routine and can struggle when it's changed. The best thing to do with food changes is to be consistent and explain what they can expect. For example, if you're decided to start having whole fruit instead of fruit snacks, this will be a change and your child might resist. To help with the begging, tell your child when they can expect their favorite snack. For example, if it's fruit snacks, you can offer it with dinner one night, or once a week, instead of the usual daily treat. Over time, this will become expected, and if your child learns that begging doesn't change the routine, that will eventually fade as well. Another easy step to reduce whining is to remove the food from the house and only get it out (i.e. walk to the corner market for a treat).

Scenario: You've just picked up your child from an evening soccer practice, and a meltdown follows on the way home. What do you do?

Tool: Keep calm and drive home this time. We've all been there. To prepare for future repeat scenarios, pack healthy on-the-go snacks to bring for the car ride home (see last week's newsletter for ideas). Or, if it's a longer drive, bringing a sandwich or another more substantial food for the ride home can help save some sanity.

Scenario: Your child just did a great job at completing a chore, and you want to reward her. Is a lollipop a good idea?

Tool: Having a toolbox full of non-food rewards can help parents reinforce positive behaviors without unintended consequences of offering sweet treats as rewards. These can include a trip to a park, stickers, a craft supply, or even something as simple as a high five! For more information about potential consequences of using food as rewards, see <https://www.eatright.org/health/wellness/healthy-aging/say-yes-to-nonfood-rewards>

Major Points for Week 3:

- Provide healthy snack options, and let your child choose which ones to have.
- Build your parenting toolbox so you're ready when common food scenarios come up!

Parent Workshop:

Please plan to join us on the last day of camp for a parent workshop! If you have questions you'd like us to answer, please submit them to virginia.gray@csulb.edu.

Family Workshop


The one-hour family workshop was held on the last day of Camp Nugget. It was advertised via email in the weekly family newsletters and in-person the day of the workshop. Research has shown that implementing family training and support in culturally diverse contexts is beneficial to health (Xu et al., 2018). The presentation was conducted by CSULB Nutrition and Dietetics faculty and students, who focused on addressing the tips and areas of focus in the weekly newsletters. Families asked questions and participated in a collaborative discussion about similar issues they

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observed in their children or themselves surrounding food and nutrition. The themes that arose were: picky eating, food aversions, temper tantrums, word choice about foods, and fear of their child not **thriving**. Two mothers noted that their child currently overeats, but they are afraid to take away the food because prior to this, their child was not eating at all or refusing to eat. The presenters posed scenarios to the group that were discussed, and personal stories were shared.

Figure 9 - Week 4 handout.



Welcome to Week 4 of Camp Nugget!

Welcome to Week 4 of Camp Nugget, our final week! It's been a blast to try new snacks with your kids! In this final week, we're focusing on YOU as a model for your kids. What you eat and how you talk about food, physical activity, and your body influence your child.

Tip 1:
Sit down, face-to-face, and eat with your child. This can be at regular meal times, and also at snack time. Meal and snack times provide a great chance to connect and try new foods together. They also give your kids a chance to see you eating the foods you want them to try!

Tip 2:
Make an effort to turn off screens while you eat. Even if it's just for 1 meal a week, or 1 snack a day, kids need to learn how to notice their food, enjoy it, and pay attention to their fullness. When we "zombie eat" with screens on, we are less likely to be full or enjoy our food! This is true for both grown-ups and kids!

Tip 3:
As you try new foods with your child, talk about it with them. Ask questions that engage their senses like, "What do you see? How does the food feel? How does it taste?"

Tip 4:
Include fruits and vegetables in your own snacks and meals. Kids whose parents eat more fruits and vegetables also tend to eat more of these foods.

Tip 5:
For kids who struggle with sitting through a meal, keep it a pleasant experience by setting aside stressful topics like homework, chores, or other conflict points so that the focus is on connection and enjoyment. Resist the urge to spend mealtime pushing your child to eat/taste a certain food!

Tip 6:
Use positive language to talk about food and your body. It's more than just fuel! Food is tasty and meant to be enjoyed together. Focusing on all of the things food does for us can help us frame eating in a positive light.


- Try statements like, "This oatmeal is going to give me the energy I need for today!"
- Avoid statements like, "I ate really bad foods this weekend and am holding off on sugar this week."

Resource:
<https://www.eatright.org/food/nutrition/healthy-eating/how-to-encourage-kids-to-embrace-healthy-eating>

Major Points for Week 4:

- You are a model for your child!
- Use your actions and words to help your child develop a positive relationship with food and their bodies.
- Try adding a screen-free meal or snack time this week!

Parent Workshop:
Our workshop is this week! Please plan to join us on July 15 from 9:30-10:30 for a parent workshop! If you have questions you'd like us to answer, please submit them to virginia.gray@csulb.edu.



Conclusion

Promoting positive health parenting strategies is essential to preventing and treating obesity, especially among children with disabilities (Must et al., 2014). When supported by professionals, caregivers/families can encourage both physical activity and improved nutritional outcomes for their children (Pulgaron & Delamater, 2014). Families play a crucial role in the motor skill development and physical health of their children with disabilities and must continue to promote activity to sustain positive benefits. In addition, children with feeding challenges benefit from continual exposure to new foods over time (Scaglioni et al., 2018). Engaging children in different sensory activities (e.g., touch, sights, smell, music, play) without overt pressure to eat increases their likelihood of tasting and trying new foods (Cermak et al., 2010). However, these strategies are enhanced by reinforcement at home and, thus, require the support of families.

Providing programs like Camp Nugget that include physical activity, nutrition education, and structured content for families to engage with their children may support overall well-being. By focusing on developmentally appropriate feeding approaches and raising awareness about community-based support services, this program provided parents with strategies to use at home that empower them around food. There is a need to continue to refine the program with feedback from families to serve future cohorts.

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Section Editor - Melissa Bittner

Inclusion Strategies in Physical Education

By: Elsie Gutierrez, Melissa Bittner, & Amanda Young
CSU, Long Beach

In physical education, it is important that we are aware of the diverse group of students that require various teaching strategies. Creating an environment that is inclusive for all learners is vital to ensuring that all students have the opportunity to be successful. Inclusion means that all children, regardless of ability or disability, have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to develop friendships (Centers for Disease Control and Prevention, 2022). As physical educators, it is our job to provide our students with the tools to be successful in inclusive physical education. The following are strategies that can be used to make physical education accessible for all students.

Providing Options

Students learn in a variety of ways from visual, verbal, or kinesthetic learners. There are multiple approaches teachers can use in order to fit the needs of all students to access the curriculum. Providing options is the simplest form of inclusion. For example, when checking for understanding some students may be able to verbally provide the answer, while other students may point, or demonstrate the skill (see figure 1). During an activity, students are provided with multiple pieces of equipment, shorter or longer distances, or two options when performing warm-up exercises (see figure 2).

Figure 1. Checking for Understanding

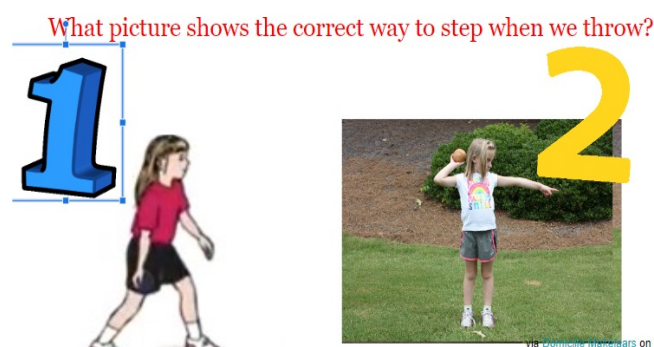
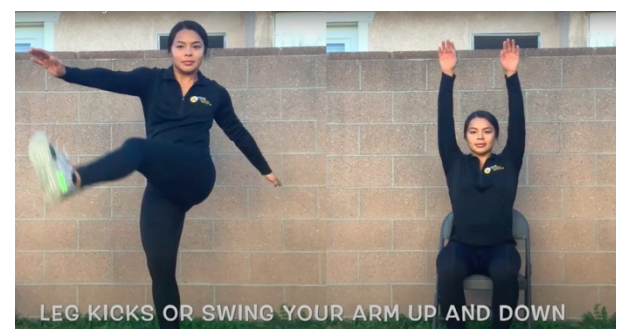


Figure 2. Modifying the Task



Non-traditional approach to skills

Thinking outside of the box is key when teaching fundamental motor skills. In order for a lesson to be successful, we want to provide different approaches to practicing a skill. This can be done in a variety of ways. Such as incorporating a theme into kicking or soccer unit, creating multiple targets to demonstrate throwing (figure 3), or telling a story during a yoga activity (Figure 4). It is our goal to keep to the activity the same but find modifications to fit students' needs. For example, for a striking activity providing the students with different size balls rather than a typical baseball or allowing the student to use a pool noodle instead of bat (figure 5).

Figure 3. Multiple Targets



Figure 4. Telling a Story

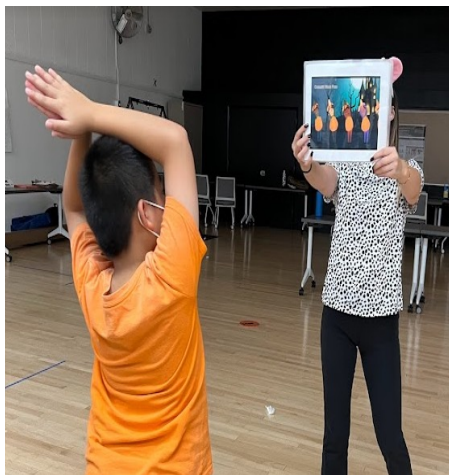


Figure 5. Various Sizes of Balls



Conclusion

The goal of inclusion is to support the learning goal by using modifications and accommodations to help access the general education curriculum, in addition to having the same expectations for all students. Having a lesson plan that is universally designed for all learners will allow teachers to create a classroom that is inclusive. These strategies can help general education teachers take a different approach when teaching fundamental motor skills whether it is a typical developing student or students with disabilities.

Are you interested in pursuing your APE Added Authorization to learn more about how to universally design physical activities? Chico State offers a variety of Adapted Physical Education training programs.



Discover & Disseminate

Section Editor - Paul T. Stuhr

The entire CAHPERD editorial board is delighted to unveil the 6th issue of Discover and Disseminate. This literary work is designed to succinctly offer original abstracts from previously published articles for the CAHPERD membership to discover research, teaching tips, and other ideas from the HPERD literature.

Abstract #1

Article: Olive, C., Gaudreault, K. L., & Lucero, A. (2021). Strategies for implementing social-emotional learning in adapted physical education. *Teaching Exceptional Children*, 54(1), 63-69. <https://doi.org/10.1177/00400599211046279>

Background: Social-emotional learning (SEL) is a beneficial skill for all students to improve academic success, emotional health, increased patience for problem solving, and enhanced emotional control and regulation. SEL can include self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Physical education and adapted physical education programs often include SEL to manage behaviors and improve academic performance.

Purpose: The purpose of this article is to provide adapted physical education teachers with detailed explanations of two specific strategies that will assist with developing and implementing SEL programs within adapted physical education. The article highlights Restorative Justice (RJ; Suvall, 2009) Circles and the Teaching Personal and Social Responsibility (TPSR; Hellison, 2003) model.

Findings: Using the TPSR model through physical education and sports, allows for discussion of different ways of managing personal and social responsibility: respect, effort and cooperation, self-direction, helping others and leadership and transfer outside of the gymnasium. RJ relies on the use of dialogue to promote mutual respect and build relationships. The RJ Circles are voluntary and include four steps: (a) greeting/focusing moment, (b) feelings check-in, (c) activity, and (d) closing. It is essential that teachers understand the needs of their students when taking into account the different models or approaches used with SEL.

Implications: Between the RJ Circles and the TPSR model, there are many ways to make sure the classroom content is appropriate for the students. For example, including cooperative games in the curriculum will increase the social aspect of working in teams and groups while also promoting good communication skills. Knowing that all children learn differently will apply when creating a positive environment for the students to expand their knowledge and be successful.

Submitted by Kendra Lewin, Brittany Thomas, Melissa Bittner, and Amanda Young, California State University Long Beach



Abstract #2

Article: Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the whole child: Improving school climate to support student success. Palo Alto, CA: Learning Policy Institute.

Background: There continues to be a call in K-12 to focus on creating learning environments that include a whole child approach with teaching and learning. Children learn best when they feel a sense of belonging and can connect with the curriculum, teacher, and peers. There is building evidence that a positive school environment where affirming social and emotional relationships are intentional improves student engagement and overall academic performance.

Purpose: The aim of this research brief was to highlight best practice involving the science of growth and development. To highlight science-backed strategies that can support the growth and development of the whole child. The brief includes research from neuroscience, developmental science, and examples for schools to consider when designing policy and implementing best practice.

Impact: The researchers point to several foundational principles surrounding human learning and development that should be considered when designing school policy and planning for instruction in the classroom. Principle 1, 3, 5 - brain development is shaped by warm, caring, and empathetic human relationships, thus positioning learning as a social and emotional endeavor. When students feel connected to others and supported, they have greater opportunity to learn. Similarly, positive emotions such as excitement and joy, create conditions for which learning can flourish. Students need to have caring adults who are supportive and responsive with student interactions. Principle 2 - learning is variable and not all children will respond to the same pedagogy in the same way. Individualized instruction takes into consideration the pace and sequence of instructional tasks for students. Principle 4 - barriers such as poverty, violence, trauma, food insecurity and homelessness affect student focus, behavior, and overall learning. Whereas schools can provide students with social and emotional skills and nurture human relationships to help children be more resilient in facing these adverse conditions.

Implications: Schools should consider the following four areas in response to the literature on brain development and creating conducive learning environments that foster improved academic performance. Area 1 - positive school climate where all students are valued, and social relationships are consistent and prioritized. Schools can create small learning communities where teachers can work in an advisory role over several years to build social capital with students. Schools should prioritize classroom relationships, promoting culturally diverse teaching activities, and teaching of social skills that emphasize community and cooperation among all school stakeholders. Area 2 - social and emotional wellness and that includes programs that place the focus on interpersonal relationship skills. Some examples include holding daily meetings with students, community-building circles, conflict resolution strategies, peer mediation, and meditation or mindfulness practices. Area 3 - instructional strategies that are student-centered and focus on mastery learning where teachers can provide proper guidance and feedback to shape the learner's performance. Examples include choice and variety of tasks, well-designed probing questions to help deepen student understanding of concepts, and instructional conversations and peer collaborations that create space for students to share and hear other ideas in construction of knowledge. Area 4 - support for individualized learning that is responsive to student needs. Schools should consider whether the services provided for students consider maximizing opportunities for learning, that operate in supportive-positive classrooms, and support mastery with student learning. Schools should be encouraged to revisit policy to ensure students are receiving support with social, emotional, and academic needs. More recommendations and examples can be found in this resource article.

Submitted by Paul T. Stuhr, California State University San Marcos



Abstract #3

Article: Renshaw, I., & Chow, J. (2019). A constraint-led approach to sport and physical education pedagogy. *Physical Education and Sport Pedagogy*, 24(2), 103-116, DOI: 10.1080/17408989.2018.1552676

Background: The Constraints-Led Approach (CLA) shaped by Newell (1986) has become a useable theoretical framework to view teaching and learning within movement pedagogy environments. The CLA focuses on the degree to which a player/student can transfer learning from practice to game situations. The CLA provides coaches and educators with a theoretical training framework based on the idea that there are three main constraints when instructing the physical activity performer. The CLA proposes that the learner of a movement task will self-modify in lieu of barriers (e.g., instructional task, participants' environment) in an attempt to develop motor skill proficiency. Many practitioners struggle to use the CLA due to the complexity surrounding its lack of functionality and use of heavy jargon in the literature.

Purpose: The authors reviewed 25 empirical studies in determining the challenges and issues coaches and teachers face when using CLA in movement environments.

Impact: While CLA seems like a straightforward holistic and individual approach to learning, it is very complex and does not explicitly provide instructional progressions or various types of feedback or assessment for coaching/teaching. Practitioners, in the reviewed studies, noted that there is difficulty in determining how much variability can be built into session designs on an individual, environmental, or task level as well as the level of the player. Coaches and teachers need to consider that no two game scenarios are ever identical, and performers must be given a high number of opportunities to respond successfully to the instructional task, in a variety of game-like scenarios in order to learn to replicate the motor skill or tactic.

Implications: While adopting CLA can be beneficial as a framework, coaches and teachers should take heed and continue to ensure they incorporate research-backed best practice when designing and implementing movement technique and tactics. CLA should be viewed as an extension to sound pedagogy and content development in coaching and teaching situations.

Submitted by Malea Lopez and Paul T. Stuhr, California State University San Marcos



Abstract #4

Article: Barney, D., Prusak, K. A., & Davis, L. (2021). Developing social-emotional learning in physical education through appropriate instructional practices. *Journal of Physical Education, Recreation and Dance*, 92(9), 33-41.

Background: According to current SHAPE America national physical education standards, a physical education curriculum should create opportunity for whole-child learning, including the domains associated with affective, cognitive, and psychomotor growth and development. As part of the affective domain students embark on learning values associated with good sportspersonship, fair play, and an assortment of other intrapersonal and interpersonal (IIRS) relationship themes (e.g., communication, trust, conflict resolution, and a variety of prosocial behaviors). Strong, supportive social and emotional learning (SEL) environments help contribute to better neurocognition and opportunities for children to learn new skills in physical education. Yet, the affective domain in physical education is often overlooked or not intentionally nor consistently taught and practiced.

Purpose: The aim of this K-12 practitioner article was to cover the appropriate instructional practices guidelines, developed by the National Association for Sport and Physical Education, for informing best practice as related to SEL in the physical education classroom.

Impact: This article discusses five appropriate practice categories with practical examples to help further develop social and emotional learning in the classroom. These categories include learning environment, instructional strategies, curriculum, assessment, and professionalism.

Implications: The appropriate instructional strategies related to building SEL can be used as a framework to help schools and teachers design, implement, and assess current K-12 programming. The 10 example practices provided in the practitioner article are based off of the appropriate instructional practices document and can be used as guideposts for the benefit of students and teachers learning about and working toward improved IIRS skills. Developing and practicing relationship skills in physical education can create more SEL opportunities and be a model/beacon for the entire school community to follow.

Submitted by Paul T. Stuhr, California State University San Marcos



CAHPERD VOICES

Section Editor - David Daum

CAHPERD Voices is a section in our journal where members get to share their viewpoints and experiences. The responses in this issue discuss the following prompt:

What is your greatest joy related to teaching and how do you find that joy every day?

The Honor of Being a Physical Educator

Every day is a new opportunity in physical education. PE is good for your body, mind and soul. PE supports academics. PE reduces anxiety and depression. PE enhances your classroom environment. PE promotes teamwork, communication and collaboration. PE has the ability to change your school climate. Every student has the opportunity to learn about their body, healthy habits, and how to move. It is an honor to be a Physical Educator. I am so thankful for the connections to the students and it is amazing to support them in as many ways as possible.

Submitted by:
Derrick Burnett
Manteca Unified School District

New Games = New Joy

The greatest joy I experience through teaching is coming up with new activities that are fun and will accomplish the lesson objectives. I've been teaching for over three decades, and I constantly find different ways to reach the desired outcomes. I have a stockpile of proven successful games and activities, but my students are the most excited when I mention that I have a new game or activity to show them. It's like going to Disneyland. You know you're going to have a great time with all the existing rides and attractions, but it's the new thing that draws the most excitement. My goal is to keep coming up with these new things to motivate my students. Their joy through play is what inspires me daily.

Submitted by:
Gilbert Bagaman
Elementary Physical Education Teacher, La Honda/Pescadero US

SHARE YOUR STORY!

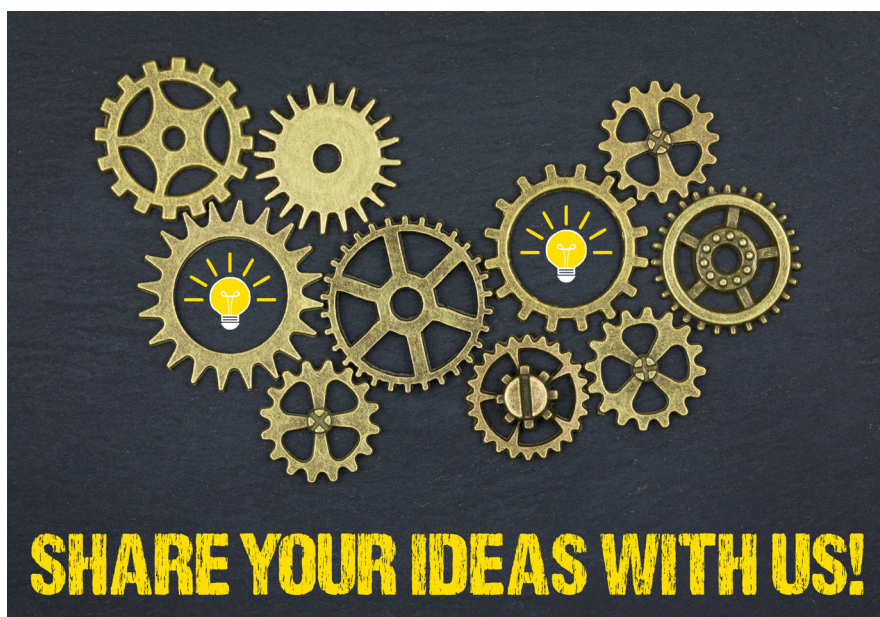
We want to hear from you!

Dear CAHPERD Members, we want to hear from you! Let your voice be heard in the next CAHPERD Journal issue! To participate, all we need from you is the following:

1. A 300 word (max) response answering the provided prompt or question
2. Your name (or anonymous if you wish)
3. Your school/district/affiliation and grade level(s) you teach (or anonymous if you wish).

The prompt for the next Journal is, “What is your favorite unit or activity to teach and why?”

For consideration please submit replies by {April 1, 2023} to david.daum@sjsu.edu. CAHPERD Journal editors will review and select up to 10 responses to be published in the next issue of the journal.



CALL FOR PAPERS

CAHPERD issues this call for papers to appear in the Spring 2023 or future editions of the Journal. The Journal contains two types of articles: (a) practical manuscripts related to teaching, professional practice or performance, (b) research articles in the HPERD disciplines. All submissions will be subject to a blind peer review process.

Authors who are professionally engaged in the study of HPERD and related fields, including professors, K-12 teachers, and others, are encouraged to submit articles for review and potential publication. Authors need not be professional writers. Graduate students in the HPERD disciplines are also encouraged to submit. The editors will give priority consideration to those articles that relate directly to HPERD issues confronting California professionals. This includes articles that provide expert teaching strategies. Authors may not submit the same article to this Journal and other publications for simultaneous review. Previously published content should not be submitted.

Authors seeking publication in the Journal should include the following materials: (1) Cover letter indicating the desire to have materials reviewed for possible publication. The cover letter should indicate acknowledgement that CAHPERD will hold the copyright to all information published in the Journal. (2) Email attachment of the desired publication as a word document only. (3) Biographical information about the author(s) (not to exceed 25 words).

Manuscripts should not exceed 2500 words (not including references or graphics). Authors are expected to follow APA formatting. The order of information included in the manuscript should be as follows: (1) Cover letter, (2) Title Page, (3) Title page with author(s) and affiliation information, (4) Abstract, (5) Text, (6) References, (7) Tables, (8) Figures, and (9) Acknowledgements, if appropriate.

Papers for the upcoming issue may be submitted to Melissa Bittner - melissa.bittner@csulb.edu. Submission deadline for consideration in the Spring 2023 Journal is March 15th, 2023. All other submissions will be reviewed for Fall 2023.





CREATING CONNECTIONS & BUILDING BRIDGES in SANTA CLARA CA

We are very excited to bring our CAHPERD community together, in-person, to connect with like-minded educators in the field of health, physical education, recreation, and dance. This premier event helps build bridges and connections between HPE pillars of education, public health, and community-based organizations.

Come to Santa Clara on March 9-11, 2023 for energy and excitement to network and exchange ideas, attend professional learning sessions, visit the exhibit hall to explore new products, resources and services for your learning environment.

The top 3 reasons everyone should attend CAHPERD 2023:

1. **Network** with your peers who are dedicated to the health and well-being of all students, staff, and families.
2. **Learn** best practices for providing a safe and supportive learning environment that fosters equity and inclusion for all students.
3. **Discover** engaging and innovative ideas to implement standards-based physical and health education.

For more information visit: <https://www.cahperd.org>.

#CAHPERDBridges, #CAHPERDConnections

Thank you,

Tonya Moore (She, Her, Hers)
CAHPERD President, 2022-2023



CREATING CONNECTIONS & BUILDING BRIDGES in SANTA CLARA CA



Learn more at www.cahperd.org

California health.moves.minds contact Shelby Lozano at healthmovesmindsca@gmail.com

