

CAHPERD

California Association for Health, Physical Education, Recreation and Dance

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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.



President's Message



CAHPERD Journal - President's Message

It is hard to believe that I have been CAHPERD President for 6 months. In that time, the Board of Directors and I have been busy supporting our councils and their projects. Region 5 hosted a successful regional workshop this past fall with the Monterey Peninsula School District and OPEN Phys Ed. SCAPE held an incredible 52nd NAPEC conference in Burbank in which attendance was at an all time high since the pandemic. Plans are already underway for the 2025 CAHPERD Conference. The Kathy Lynch Grant was developed to promote advocacy in our profession as a legacy of our former legislative advocate, Kathy Lynch. Our Office Committee has worked tirelessly searching for an administrative assistant and updating the CAHPERD employee manual. The Awards and Scholarship committees have worked hard to honor those in our profession at this year's conference. My 2024 Conference Committee is putting the finishing touches on an outstanding State Conference.

Our State Conference is 2 months away and we hope to see you in Orange County February 1-3, 2024. Pre-registration closes Dec. 22, 2023. Make sure you don't miss out! We had over 140 sessions submitted this year and the program should have something for everyone!

As I start my final half of my CAHPERD presidency, I will continue to support CAHPERD and the members by looking for ways to get more people involved in CAHPERD. I have been a professional member of CAHPERD for over 38 years and believe in the strength of its membership. We are stronger when we stand together and support our professional organization.

In February, right after the State Conference, I will attend SpeakOut! Day in Washington DC to promote and advocate for Physical Education and Health with other state leaders at the Capitol. I will be attending SHAPE America in Cleveland to represent our State Organization in March. While it is important to look at the local issues as the CAHPERD President, I believe it is crucial to have a global perspective of what is happening in our nation, so that I can bring that back to CAHPERD and make us even stronger as a state organization. I look forward to passing the gavel to James Clemmer in June 2024 and supporting his presidency for 2024-25.

Thank you for your support and see you at CAHPERD 2024. #EverybodyMoves

Kathy Russell
CAHPERD President 2023-24



Editor's Message

The Fall 2023 issue of the CAHPERD Journal marks the 14th 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: Peer-Reviewed Articles, Discover & Disseminate, and CAHPERD Awards/ 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 CAHPERD field using this section format. Our Peer-Reviewed Articles Prioritizing Mental Health: Communicating with Attending Skills in our Schools and Physical educators, distance learning, and the pandemic: Crisis learning. 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 detail (a) tips for first-year adapted physical educators, (b) adventure education, and (c) evidence-based decisions for trauma informed pedagogy. The CAHPERD Voices comes from Dr. Terry L. Rizzo. Terry is a Professor Emeritus at California State University San Bernardino. I want to thank all the authors and contributors in this issue, especially the Journal Editorial Board Members for their efforts. In addition, I'd like to give a special thank you to Project CAPE (Certification in Adapted Physical Education) master's students Adrienne Alaniz and Teresa Pascuallopez for their assistance with the formatting of this journal issue.

Editor - Melissa Bittner, PhD

thank you



California Association for Health, Physical Education, Recreation and Dance

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ORGANIZATIONAL DIRECTOR'S CORNER

It has been a year since stepping into the role as Executive Director. We have been working to continue what works, create new material, and update in other areas.

Our National Adapted Physical Education Conference was held November 2-4, 2023, in Burbank, CA at the Los Angeles Marriott Burbank Airport. Attendance was up for this conference as compared to last year. The conference was well received and organized thanks to the many great leaders within the State Council for Adapted Physical Education (SCAPE).

We have updated the website and continue to update it to be more user friendly and easier to access information. Register for the State Conference to be held February 1-3, 2024 at the Hyatt Regency Orange County in Garden Grove, CA. Pre-registration closes December 22, 2023. We have some great things in the planning phases that we will reveal more of over the next months and at the conference.

Lastly, be sure to follow us on social media @cahperd and open and read the monthly e-newsletter. Thank you all for the work you do and for sharing your knowledge not only with others at our conferences, but through our journal as well. Together we shine and everybody moves forward when we share our knowledge, educate and support each other.

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



CAHPERD

LEGISLATIVE UPDATE

CAHPERD leadership follows the school year and newly elected leaders take their places in June. Our legislative committee changes also with those new leaders in the middle of a state legislative season. The 2023-24 council chairs are just now learning their roles in this very important committee. By this print, I have met with the present council chairs, past chairs and the chairs elect to let them know expectations when the 2024 legislative bills start coming into our office from our lobbyist, Devon Ford, of California Strategies of Sacramento.

Thank you to the **2021-22** Board of Directors for being the PAST experts in your fields on the 2022-23 Legislative Committee as you now rotate off this committee. I appreciate what you have done to help CAHPERD get through the last three legislative sessions.

Janis Price (Health), **Kent Campfield** (Rec), **Courtney Longua & Ashley Sharp** (PE), **Ashley Jones** (Dance), **Nancie Whiteside** (APE), **Susana Mercado** (Diversity & Social Justice), **Debra Patterson** (Higher Ed), **Allyson Reeds** (Leadership & Admin.), **Wendy Jones** (Retirees) & **L.C. Mincey** (Athletics).



Welcome to the **2023-24** Legislative Committee (**Council Chairs**) for rotating into a main position for your subject matter on the 2023-24 Legislative Committee. **Adeline Hall** (Health), **Adam Galvez** (Sec. PE), **Amy Matarazzo** (Elem. PE), **Peter Straus** (Rec.), **Stephanie Butler-Adams** (Dance), **Tom Voshell** (Inter. Athletics), **Heidi Ambrosius** (APE), **Dacia William** (Diversity & Social Justice), **Melissa Bittner** (Higher Ed), **Heather Decker** (Leadership & Administration), **Kim Hunt** (Retirees), and **Ashlyn Dunn** (Future Professionals).

There will be a session given by this committee on February 2, 2024 (3:00pm) at the Garden Grove CAHPERD conference. Legislation bills from 2023 and some of the 2024 legislative season will be discussed. We welcome all conference attendees to attend. For many, politics is not something to get involved with. But what needs to be understood is that legislative bills control what we do within our subject matters. The people writing these bills often do not understand what our role is and it pays to get involved.

Below are the bills our association supported/opposed during the present 2023 legislative session and their status. Click on the bill and a link will appear to take you to the bill.

CAHPERD

LEGISLATIVE UPDATE CONTINUED

AB5 Support (Social Justice/Diversity)
Passed and Signed by the Governor

AB19 Support (Health & School Equipment)
Failed for this year. 2 year bill that can be introduced next session beginning Jan. 3.

AB244 Support (Special Ed, Afterschool & pre school programs)
Failed for this year. 2 year bill that can be introduced next session beginning Jan. 3.

AB257 Support (school site safety & Admin)
Failed for this year. 2 year bill that can be introduced next session beginning Jan. 3.

AB1362 Opposed (Physical Education)
Failed in committee. Failed for this year. 2 year bill that can be introduced next session beginning Jan. 3.

SB10 Support (Health)
At the Governor's desk. 9/23/23 Approved by the Governor

SB291 Support (Elem. PE & Admin)
At the Governor's Desk. 9/23/23 Approved by the Governor

SB323 Support (Special Ed & Admin)
At the Governor's Desk. 9/23/23 Approved by the Governor

SR15 Support (Fitness Day)
ENROLLED APRIL 20, 2023

The CAHPERD leadership part of the Legislative Committee: **Kimberly Ohara-Borowski, Gabe Padayhag, Tim Hamel & Ken Dyar** - hope to see all of you at the conference in February.

Feel free to contact any of us at any time through the CAHPERD Office. Cindy Lederer, CAHPERD Legislative Committee Co-Chair

Prioritizing Mental Health: Communicating with Attending Skills in our Schools

By Marquette Fisher and Paul T. Stuhr, Ph.D.

California State University San Marcos



Introduction

Students are struggling with mental health (e.g., stress, anxiety, depression) and educators cannot ignore how this impacts their teaching. Navigating interactions with students who are dealing with mental health challenges can be a difficult task for any teacher or school staff member. However, it is crucial to provide students with the support they need to manage their mental health in ways that promote academic achievement. Education communities must be proactive in helping students build strong supportive relationships in order to reach desired mental health outcomes.

There is strong empirical evidence linking the impact of mental health to measures of physical health (Ohrnberger et al., 2017). Mental and physical health were once viewed as dualistic embodiments, distinctly separable aspects of one's wellness for a great deal of history. Mind-body dualism was common up until 1849, when the first public health draft on healthy mental and physical development of citizens was developed in the Berlin Society of Physicians and Surgeons (Bertolete, 2008). More recently and especially since the COVID-19 pandemic, the mental health movement has grown and inspired research that focuses on various holistic aspects of what constitutes human wellness (e.g., emotional, intellectual, physical, social, spiritual, environmental, occupational, financial). Rather than solely focusing on physiology as a separate entity of wellness, a holistic approach considers the combination and interactions of overt behavior, social connections, and environmental factors that impact human flourishing. Policies and practices implemented by schools that create space for a holistic wellness approach also include the need to address mental health. Addressing wellness from a holistic approach can have a profound impact on individuals' health and overall academic achievement (Deaton et al., 2022). The environment in which we live, work, and go to school has a tremendous impact on our quality of life. Teachers and school staff continue to need additional resources and training to support student mental health in the classroom. By prioritizing the promotion of mental health and providing accessible resources and support, schools can contribute to creating healthy and supportive environments that increase academic success for our student populations.

The purpose of this manuscript is to continue the conversation on the importance of establishing stronger mental health outcomes through the use of effective communication strategies (i.e., attending skills). Through effective communication a teacher can build stronger interpersonal relationships, which can help augment and support student mental health (Zheng et al., 2023). Attending skills such as observation, reflecting feelings, empathetic listening, and open-ended questions can help create space and opportunity for students to be heard and feel more affirmed in the classroom (Ivey et al., 2019). The article aims to cover these attending skills as a means to help educators develop stronger teacher-student relationships in the school environment. As a caveat, this article is not an exhaustive listing of mental health strategies, rather an introduction of techniques (i.e., attending

skills). The purpose of using these attending skills is to help teachers be more effective with communication, especially with students who may need additional care and compassion at school. By providing a safe and supportive environment through strong interpersonal relationships, school stakeholders can have a positive impact on the lives of those who might be struggling with mental health challenges.

The Importance of Mental Health Support

Knowing how to support students with mental health issues is essential considering the shortage and insufficient counseling services currently in schools (Shaeffer, 2022). In a recent survey, only 55% of U.S. K-12 schools provide students with diagnostic or assessments to identify mental health disorders. Fewer schools (42%) provide students with treatment opportunities for these mental health challenges (Shaeffer, 2022). Students face a tremendous amount of potential academic stress from a variety of school-related variables (e.g., homework, pressure to achieve good grades, poor teacher/student relationships, ineffective communication, poor peer-to-peer interactions). Academic and social stressors can have a significant impact on a student's ability to navigate daily responsibilities, especially when combined with serious mental health challenges such as anxiety or depression.

Mental health challenges have increased in the lives of students since the COVID-19 pandemic (Li, 2022). During 2020-2021, 65% of students reported having challenges with their mental health, rating it as 'poor' (Ezarik, 2021). Furthermore, 22.1% of children between the ages of 3 and 17 experience mental, emotional, developmental, or behavioral deficits or stress which can impact academic performance in the classroom (Deaton et al., 2022). Additionally, for individuals aged 10 to 24, suicide rates continue to rise in recent years and have increased 52.2% between 2000-2021, with suicide being the second leading cause of death for this age group (Centers for Disease Control and Prevention, 2023). Mounting evidence illustrates that students require more assistance with regard to their mental well-being. Schools can act intentionally and help close the student mental health gap through a holistic approach that includes emphasis on building appropriate and strong human connection.

Attending Skills

To better support students facing mounting mental health challenges, schools can consider implementing training on various attending skills (Table 1). Attending skills are a set of helpful communication techniques that a teacher or health professional can use to support the mental health of an individual (Ivey et al., 2019). Attending skills are considered complimentary techniques that have the potential to help improve interpersonal relationships with students, and thus help augment and support mental health and wellbeing for individuals. There are a handful of attending skills that can help create a foundation for strong and genuine relationships. These attending skills include observation, reflecting feelings, empathetic listening, and open-ended questions. Each of these skills can be used individually or in conjunction to enhance mental health and help create supportive school environments. Additionally, teachers can model these communication skills in a variety of situations (i.e., lecture, class discussions, activities, before/after class, between class periods, and during in-class transitions).

Observation

This attending skill focuses on identifying both the verbal and non-verbal cues of a person to create a better understanding of what they may truly be thinking and feeling. It is not uncommon for young people to struggle with communicating their needs and opinions to authority figures, which can result in a reliance on non-verbal communication through body language and tone (Ivey et al., 2010).



One example of utilizing observation in a school setting is noticing if a student is lingering in the classroom after class has concluded. Perhaps they have a question but do not feel confident to ask. By noticing this behavior, a teacher can take action and approach the student to ask if they need help or have any questions. Not only does this observation skill enable teachers to respond more appropriately, but this can also create a more supportive and inclusive learning environment for everyone when the teacher reflects on students' body language during the lesson.

Table 1. Attending Skills List

What are attending skills?

Attending skills are considered complimentary techniques that have the potential to help improve teacher-student interpersonal relationships and thus, support the mental health and wellbeing of students.

Why are attending skills important for educators to use when interacting with students?

Students who are struggling with mental health challenges need to feel safe and secure in the classroom. When students feel a sense of belonging in the classroom, they are more inclined to participate and engage in classroom activities.

1. Observation – paying close attention to verbal and non-verbal cues of a person. Being mindful of body language, tone of voice, and facial expressions can help improve the communication process with students.

2. Reflecting feelings – identifying and acknowledging a person's feelings can be extremely powerful in forming strong interpersonal relationships with students. Using reflective feeling statements can help students feel safe and respected, allowing for the formation of strong human connection between teacher and student.

3. Empathetic listening – teachers can demonstrate empathetic listening through a variety of techniques such as using encouraging language, paraphrasing student comments, and summarizing key words that are spoken during classroom dialogue. These techniques affirm support and value for student input, thus allowing them to feel comfortable, welcomed, and deeply understood by the teacher.

4. Open-ended questions – one can use probing or open-ended questions to help expand conversation and therefore allow for deeper understanding. Questions such as, "Why do you think that to be true" or "Can you rephrase that statement" can be powerful ways to engage students to expand or clarify their thinking. In essence, allowing students more voice open opportunity for them to feel more connected to what is being discussed in the classroom.

Reflecting Feelings

Teachers can utilize this skill to acknowledge and express a deeper understanding of a student's experience. Emotions are the source of our thoughts and actions, which means that identifying a person's feelings creates a meaningful connection for understanding and further action (Ivey et al., 2010). There are a few different ways a student may express their feelings, some of which involve plainly stating how they feel with emotion vocabulary such as "I feel depressed," or may imply their emotions through more vague descriptors/word choices such as "I just want to sleep forever." Students may also use non-verbal cues such as body language and/or a combination of these (Ivey et al., 2010). Teachers can help reflect with a student in the form of a compassionate statement or by asking clarifying questions to check in with them to confirm their needs. For example, if a student lists items they are currently juggling in their personal life that are making it difficult for them to complete schoolwork, the teacher can reflect/identify

their feelings with a compassionate statement such as, “It sounds like you’ve been overwhelmed for a while and have been making a great effort to prioritize your responsibilities.” This kind of statement identifies the feeling of being overwhelmed and indirectly expressed in their statement, meanwhile simultaneously highlighting positive attributes about the student. In this way, teachers can help students feel heard and supported in order to succeed academically and personally.

Empathetic Listening

Also known as active listening, empathetic listening skills are invaluable when executed with genuine care and concern for what a person is saying (Ivey et al., 2010). Components of this skill include encouraging, summarizing, and paraphrasing; all of which support the receiver in feeling comfortable, welcomed, and deeply understood by the listener (Ivey et al., 2010). To encourage a student dealing with stress, a teacher might say, “Although you’re going through a lot right now and may be feeling alone in your struggle, you’re not alone and you can speak with me. Let me know how I can support you.” When it comes to encouraging, this is a skill that teachers sometimes purposefully refrain from offering, especially at the beginning of the school year, in order to set a firm tone in the classroom. However, encouraging students includes providing them with options and choices they can consider for themselves (i.e., empowering responsible action) rather than talking down or discouraging them.

Regarding summarizing, nowadays, people can be easily distracted when listening, leading them to interrupt or make assumptions about a person during conversation. To be fully present for the speaker, summarizing, with empathetic listening in mind, requires the listener to withhold judgment and avoid distractions. Rather than teachers mixing their own ideas with what a student has expressed, to effectively summarize in a supportive context, teachers must restate what they have heard from the student using the student’s keywords. This helps convey that the listener is fully present and engaged with what the speaker is saying.

Paraphrasing with authenticity is a skill that differs from summarizing in the way that it does incorporate some of the listener’s own words plus the focal words of the speakers (Ivey et al., 2010). Teachers utilizing these skills improve their chances in connecting with students. Thus, helping students feel a greater sense of belonging in the classroom and better positioned to openly communicate and approach their teachers. Students tend to speak more openly and at greater length with teachers who can listen with intent to understand. Similar findings have been observed in studies on micro counseling with nurses, counselors, and therapists, who were rated more highly on empathy, focused more on the client, and made fewer errors when they took the time to listen actively (Barnett et al., 2006). This research reveals that feeling heard and understood is a valuable component of any well-functioning teacher-student relationship.

Open-ended Questions

There are two types of ways to formulate questions that expand conversation and therefore allow for deeper understanding (Ivey et al., 2010). Open-ended questions generally start with words such as: what, how, and why. Answering these questions often requires more than one-word



answers and, usually, at least one or two sentences. These types of questions also refrain from directing to a specific answer, leaving the response to be much more flexible rather than being fueled by an agenda. Closed-ended questions are different and can be utilized to confirm understandings or to gain specific information from the person speaking. These types of questions typically start with did, do, can, will, and is (Ivey et al., 2010). The answers to these questions generally result in a yes or no answer. As helpful as inquiring could be with these two formats, too much questioning can overwhelm a person. Therefore, it is essential to utilize all these attending skills in combination.

Conclusion

These attending skills are not intended to be subject matter specific and can be used and modeled by any teacher or school stakeholder. However, the authors acknowledge that these communication techniques will need to be modified or adapted to meet the spectrum of specific developmental and contextual differences found with students in schools. The authors also acknowledge that communication skills may differ among teachers depending on a variety of personal variables (e.g., teacher philosophy, training, school context, environmental factors such as teaching inside or outdoors). However, we believe these specific attending skills can help provide additional support for strong interpersonal relationships and hold tremendous potential in helping combat mental health issues facing our students.

The importance of educators being familiar with and knowledgeable about supporting students with mental health challenges was noted throughout this article. Although not exhaustive, health and physical educators can enhance their communication skills for stronger student mental health by incorporating any or all of the attending skills: observation, reflecting feelings, empathetic listening, as well as open-ended questions. These pragmatic tools can be applied in any interpersonal setting, help establish stronger teacher-student relationships, and are intentional mental health support tools in combating the multitude of challenges found in school environments. Moreover, as mental health continues to be linked with academics and learning outcomes in our educational lexicon, it becomes increasingly important to continue discourse in making social and emotional health a priority in our schools.

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Physical Educators, Distance Learning, and the Pandemic: Crisis Learning

By Josiah Johnson, Ph.D.¹, David N. Daum, PhD.², and Jason Norris Ph.D.³

¹Our Lady of the Lake University, ²San Jose State University,

³Texas A&M International University

Abstract

The COVID-19 pandemic forced educators across the country to immediately shift their mode of teaching to a distance learning format. While online education was already an option in all 50 states, it was a choice for students and teachers. Distance learning in physical education is an under-researched area, and there is minimal guidance on best practices (1). Additionally, physical educators have struggled to apply instructional practices from the face-to-face environment to online delivery (2). The purpose of this study was to investigate how K-12 physical educators adapted and responded to the transition to distance learning during the Spring 2020 semester due to the COVID-19 pandemic. Participants (N=226) were EC-12 physical education (PE) teachers and data were collected by an online survey towards the end of the Spring 2020 semester. Not surprisingly, teachers reported that they did not have any training in distance learning pedagogies before the pandemic, and most received training as their schools transitioned online. Overall, there was a desire for PE specific professional development related to online learning. Teachers used a variety of learning management systems, videos from the internet, and applications (i.e., Flipgrid and edpuzzle) in their distance learning courses. Eighty four percent of teachers claimed that health related fitness outcomes were the focus of the distance learning curriculum, which is consistent with the online physical education literature. While the shift in educational mode forced teachers to learn new skills and alter how they delivered content, additional supports will be needed to teach the breadth of PE content online.

Key Words: Physical Education, Distance Learning, Professional Development, Pandemic

Introduction

In the Spring of 2020, school districts worldwide transitioned to distance learning due to the COVID-19 pandemic. In the United States, COVID-19 cases began to spike in early March when many school districts began their spring break holidays. The initial response in some school districts was to extend spring break for a week in the hopes of returning to face-to-face (FTF) instruction. Unfortunately, cases continued to spike, and Governors across the country began to cancel FTF classes for the remainder of the school year as it became apparent that there was widespread community transmission of the virus. School districts and their teachers had a short time to plan and shift their courses online while trying to address access and equity issues. The pandemic created a situation in which brick and mortar schools were not adequately prepared, especially for prolonged closure (3).

During the Fall 2020 semester most K-12 schools in the United States were continuing to offer hybrid or fully distanced learning (4). There was significant investment in attempting to overcome the digital divide by providing devices and internet hot spots to students (5), however the issue of access to computers and stable internet has disproportionately affected poorer students (6). Additional side effects of the pandemic have resulted in increased student absentee rates, teachers working longer hours, larger class sizes, and a heightened probability that low-income students are more likely to experience fully distance learning (6). Additionally, schools struggled to train their teachers to instruct online with some teachers reporting they have received inadequate guidance, especially for students with disabilities (4). Before the pandemic, fully distanced education, or online education, was an option for teachers and students who opted in, with over 1 million students taking at least one course online (7). Some states require completing at least one online course to graduate high school (8) or have policies for e-learning days (7). During the 2018-19 school year, across 32 states, only 375,000 students were enrolled full

time in online schools with the largest enrollment accounting for no more than 4% of a state's K-12 student population (7). While online education has been around for over two decades, historically it only served a small percentage of K-12 students in the United States.

Distance Learning in Physical Education

Research on best practices in distance learning in PE or online PE (OLPE) is scarce, and there have been repeated calls for additional research (1, 9, 10, 11, 12). Before the shift to distance learning due to the pandemic, 31 states allowed students to receive credit for PE by taking an OLPE course (13), and most of the enrollment was at the secondary level (14). SHAPE America (15) provided guidelines for appropriate practices in K-12 OLPE, but little is known about how PE teachers use technology in their teaching or how PE is taught comprehensively online.

What is known is that OLPE curriculum focuses on health-related fitness and the cognitive domains of learning. Additionally, there are concerns about physical activity requirements and accountability in OLPE (1). Common forms of assessment in OLPE include journals, activity logs, and to a lesser extent student-created videos (9, 12). Encouragingly, studies have found that OLPE courses are being taught by licensed teachers (9, 12, 16). Regardless, OLPE research needs to be expanded to provide validated best practices applied in distance learning.

Technology and Professional Development in Physical Education

While technology skills are widely acknowledged as an essential skill and should be present in teaching, physical educators often lack the technology knowledge to implement their teaching effectively (17, 18). To date, there are no studies that examine how physical educators are trained, formally or informally, to deliver online content. Physical education teacher education (PETE) programs across the country do not consistently include technology pedagogies in their undergraduate coursework (19). Additionally, PETE programs have not successfully introduced or modeled best practices for technology use (20, 21). Given this, it is not surprising that physical educators struggle to conceptualize how to translate instructional practices from the FTF format to online delivery (2).

Purpose and Research Questions

The COVID-19 pandemic was unprecedented in terms of the mass shift to distance learning. It is crucial to investigate the circumstances surrounding the shift to distance learning and how physical educators were impacted. History tends to repeat itself, and it is in the profession's best interest to learn and adapt from this extraordinary educational shift. As such, the purpose of this study was to investigate how K-12 physical educators adapted and responded to the transition to distance learning during the Spring 2020 semester due to the COVID-19 pandemic. Specifically, the following research questions were investigated:

- What were the types of supports and professional development school districts provided their PE teachers?
- How did PE teachers use technology to deploy their distance learning lessons?
- How did PE teachers adjust and modify their curriculum, instruction, and assessment strategies when they transitioned to distance learning?

Methods

This study employed a mixed methods questionnaire to address the research questions. This manuscript addressed the quantitative questions on that survey, some of which allowed the participants to write in additional qualitative information to offer additional options or to clarify their selection. For example, a question about which learning management system (LMS) they used provided a range of options but also allowed participants to write in a response if the LMS they used was not listed. The questionnaire was sent to current PE teachers during the Spring of 2020 after schools had shifted to distance learning.

Participants

Participants (N=226) were EC-12 PE teachers who were teaching in the Spring of 2020. The state SHAPE America affiliates in California, New Mexico, and Texas were contacted by the investigators and asked to email the survey link to their active members. These states were selected based on relationships between SHAPE America affiliates in each state and the primary investigators of the study. Additionally, California and Texas represent two of the most populous states and have diverse populations. The California, New Mexico and Texas SHAPE America affiliates sent an email with the survey to their membership. The university's IRB board approved the final questionnaire.

There was a total of 234 participants who responded to the questionnaire. Eight questionnaires were excluded, five of the respondents were not PE teachers, and three PE teachers declined to participate, leaving 226 completed surveys. See Table 1 for detailed participant demographics.

Data Sources

The mixed methods questionnaire contained 26 questions. Nineteen questions required teachers to select an answer (ex. multiple choice); seven questions had a drop-down menu and a fill in the blank option that allowed a teacher to provide additional details related to the question. The questionnaire contained three different sections. The first section contained seven questions that covered demographics. Demographic questions included age, gender identity, education, school location, Title 1 status, years of experience, grade level and class size. The technology section contained seven questions regarding teachers' background in instructional technology, the types of technology used for OLPE, the supports provided by school districts during the transition to distance learning, and the supports for students without a device or high-speed internet at home. The final section covered the OLPE curriculum. Twelve questions addressed domains and content areas, student engagement, assessments, and modifications for students with disabilities.

The questionnaire was based on previous research in online PE (9) and evaluated by experts in OLPE to determine the content and construct validity. Additionally, to further guide the questions a review of the literature related to online PE was conducted before developing the questionnaire and questions were guided by the investigator's experiences working with K-12 physical educators and teacher candidates who had been teaching online. The primary investigator created an initial questionnaire and then shared the document with the two other investigators. Edits to the questionnaire were made separately and were then shared and revised during a video conference. An additional round of edits followed that, and the survey was finalized during a follow-up video conference.

Data Analysis

Data from select response questions were analyzed using descriptive statistics. Seven questions allowed the participants to provide additional information to a select response question. Representative thematic text analysis was applied to the additional data as described by Popping (22). As Popping (22) suggests, codes were created from text fragments after an initial reading of the open-ended responses. Unique codes were created for each open-ended question. Categories of data from open-ended response questions were created a posteriori. Individual responses were coded and placed in a specific category. Categories were organized into themes for further analysis.

Results

The results are organized around the following topics: professional development, technology, distance learning curriculum, and students with disabilities. The professional development questions asked about pre and post COVID instructional technology training. The technology category questions covered websites, apps, video conferencing, and other types of educational technology that teachers used to deploy their lessons during the shutdown. The distance learning curriculum questions addressed PE content, assessments, and student engagement. Lastly, questions about accommodations and modifications for students with disabilities are covered in the Special Education/504 section.

Professional Development

Ninety-one percent of teachers (n=196) did not have any formal training regarding distance learning for K-12 students before COVID. However, teachers did report using instructional technology with their FTF classes (see Table 2). The most common forms of pre-COVID technology training were using Learning Management Systems (LMS) in the FTF classes. Additionally, teachers identified they had received professional development on how to use Blackboard, Canvas, Google Classroom, Flipgrid, and Nearpod.

Data suggests that some PE teachers were given very little or no direct support from their school district. Twenty-nine teachers said “none” or N/A in response to the professional development or support question. Five teachers said, “not much” or “nothing really,” and eight responded that they did not receive any PE specific instruction or support. One teacher reported that they received training on using Google Classroom, but they did not receive any online pedagogy training. A lack of support from the district was also mentioned at the administrative level. A district-level PE specialist noted he was told to prepare the district’s PE teachers even though he did not have any OLPE experience.

Several teachers created formal and informal groups to support one another. One teacher reported that they were part of a committee of PE teachers that created resources for other teachers and uploaded them to a district-level website. Others used online resources and Facebook groups to develop and share lesson ideas. Another teacher created a list of PE resources for parents because the district did not initially provide PE resources.

Technology

Teachers used LMS’s, video conferencing, and various communication technologies to deploy their lessons remotely (see Table 3). Teachers identified they primarily used YouTube to find videos for their students. Teachers also created class channels on YouTube and uploaded self-produced videos to their channels. Teachers produced their videos using iMovie and other video editing software, and conducted live sessions using Zoom, Google Hangouts, and Microsoft Teams. Teachers reported that not all students had access to technology. The most common method for educating students without a device at home was to use a school district provided laptop or tablet.

Teachers also created PE lessons using Microsoft Office software (ex. Word and PowerPoint), Flipgrid, Ed Puzzle, Kahoot, and Class Dojo. Teachers used Google Sites with Google Forms and word processing applications for assessments. Teachers used the integrated LMS communication features, email, the Remind App, text messages, NEO, and ParentSquare to contact parents and students. A few teachers (n=19) reported that their districts provided funds for subscriptions to PE websites or fitness apps. The websites and apps mentioned were PE Central, PE Express, GoNoodle, Gopher Sport, Pure Edge, PLT4M, and Welnet.

Distance Learning Curriculum

Teachers created PE content in multiple domains which included the cognitive, psychomotor, and affective domains and lessons which centered around health-related fitness (see Table 4). SHAPE America (23) recommends that elementary schools provide 150 minutes of instructional PE per week for elementary students and 225 minutes for secondary students. A vast majority of the teachers reported that they did not meet those. Teachers reported a mixed approach to grading and assessments. Some school districts continued to assign grades, and others froze grades after the transition to distance learning. Several teachers reported that grades could go up but not down.

Because health-related fitness was where most of the content was focused, it is not surprising that the most common domain assessed was health-related fitness followed by the affective, cognitive, and psychomotor domains. Physical activity logs were the most common form of assessment followed by journals and videos (see Table 5). Teachers also reported that they used online quizzes, surveys, data from fitness trackers, article summaries, discussion boards, project-based learning, and pictures. One teacher reported assessing the psychomotor domain using a video-conferencing application.

Students with disabilities

A majority of the teachers (n=188) had students with an Individualized Education Plan (IEP)/504 plan in

their general PE classes. Teachers accommodated their students' needs during distance learning by modifying the types of activities (n=106), modifying the duration of activities (n=72), and creating individualized lessons (n=32). Teachers provided students with the written text of video assignments. Some teachers did not modify assignments because the assignments were optional, the IEPs were not shared with them, or the IEPs did not contain PE objectives. Others reported that co-teachers, adapted PE teachers, case managers, and parents modified the activities. Only one teacher reported that they had options and modifications for all students.

Discussion

Educators worldwide were in crisis mode because of the pandemic related shutdown. Understandably school districts were not prepared for teaching 100% of their students online. Adding to the complexity online learning was a small part of K-12 education landscape (7), and the research literature does not currently define best practices for distance learning in PE (9, 10, 11, 12).

Before the COVID-19 pandemic, OLPE was an option in 31 states (13), and most of the students were at the secondary level (14). That changed dramatically, and almost every K-12 student in the US finished their semester through distance learning. The profession was not prepared. Only nineteen of the participants responded that they had received training in distance learning for K-12 students, and there were also indications that teachers were not proficient in the use of technology in PE because teachers expressed the need for additional professional development. After the pandemic, there will likely be students who choose to attend online schools in many states. Teachers will also need or want to continue incorporating technology into their FTF classes.

The use of technology and pedagogical strategies for using technology in FTF and distance learning classes should be addressed in PETE programs. According to the Department of Education new teachers should be proficient in incorporating technology into the classroom once they complete their educator preparation program and they should not require remediation in this manner from their school districts (24). Additionally, SHAPE America's National Standards for Initial Physical Education Teacher Education state that teachers should use technology to plan and implement learning experiences, analyze motor skills and performance concepts, and for the promotion and advocacy of PE and physical activity (25).

Currently teacher education programs do not offer the opportunities or experiences to integrate technology into their field work experiences (26), and many pre-service teachers have not experienced technology integration or OLPE during their own K-12 PE experiences which may limit their receptiveness to using technology in their own teaching (27). Current PETE students will have experienced OLPE so it is up to PETE programs to rethink how they address technology in PETE curriculum.

Wyant et al. (28) studied the effectiveness of a single course designed to integrate instructional technology into a PETE program. The course increased teachers' technological knowledge and technological pedagogical content knowledge however, it is not clear how many PETE programs have a required content specific technology course (26). Programs that do not currently have content specific technology should consider adding them because pre-service teachers cited university faculty, prior coursework, and knowledge and comfort with technology tools as contributing factors to incorporating technology into PE classes during student teaching (29).

During the transition to distance learning, teachers, in some cases, were provided support and professional development from their districts. However, it appears that most of the training was on the nuts and bolts on how to use the different types of instructional technology and there did not seem to be a significant amount of online teaching pedagogy or PE specific professional development. Teaching online is more than uploading lessons and grading assignments, and teachers needed to be trained to teach online in their content area. Teaching PE online has its challenges, and teachers tried to meet those challenges with training and solutions designed for classroom teachers. However, teachers will need content-specific online pedagogy training so they can be effective teachers if they are required to teach online in the future.

In the FTF environment, PE teachers tend to focus their curriculum on the psychomotor domain. However, the shutdown made teaching in that domain more complicated, and this forced

teachers to focus on other domains. Teachers mostly created assignments in the cognitive and health-related fitness domains because that is the strength of online learning and where there are more tools readily available to assess these domains. The focus on these domains is consistent with prior literature regarding OLPE programs (9). Many teachers created workout sheets, workout videos, or linked to previously created workout videos. The students then watched the videos and completed workout journals or activity logs.

Not surprisingly, but still concerning, activity logs were a primary form of assessment. Activity logs have been used in OLPE courses before the pandemic, however significant concerns about the level of honesty and accountability remain (9, 10). Other concerns that come from the results of this study are that PE teachers often teach large classes, which is not easy to manage in the online learning space. Also, many of the teachers in this study did not have learning experiences that included enough physical activity requirements resulting in only a small portion of children accumulating the recommended 60 minutes of moderate to vigorous physical activity per day. While scheduling and even the ability to assess students was outside of the teachers' control, physical activity is certainly something that needs to be integrated in the design of OLPE courses.

A majority of the teachers reported that they had students with an IEP or 504 plan in their distance learning classes. Encouragingly, most of the teachers modified tasks and assignments accordingly. However, some teachers did not modify their plans because the IEP/504 Plan modifications and accommodations were not related to PE or the school district did not require graded assignments.

Conclusion

This study was conducted at the end of the Spring 2020 semester when teachers were dealing with the stress, anxiety, and uncertainty of how to finish out the Spring 2020 semester, while simultaneously wondering what the educational system in the Fall 2020 would look like. The data from this study indicate that PE teachers needed more support from their school districts. Many teachers were exposed to distance learning for the first time, and not every teacher received the training and logistical support that they needed to be effective teachers. This can partially be excused by the chaotic nature of the pandemic and the rapidly changing conditions on the ground. Additionally, it was unknown how long the pandemic would force schools to remain closed to in-person learning. School districts should have provided more content-specific professional development when it became clear that schools would remain closed, and it was possible that students would not be able to return to in-person learning in the Fall.

More research related to OLPE is needed. While there is a dearth of research into best practices in OLPE it is possible that some positive things regarding OLPE could emerge from the COVID-19 pandemic. Teachers gained new technology skills and it is unclear how they are using those skills since they returned to FTF instruction. Additionally, the profession now has thousands of PE teachers who have experienced teaching PE via distance learning. While there are questions about the quality of this experience, these experiences will allow educators and researchers to collaborate to refine the best practices that can be applied to future OLPE courses.

The lack of professional development by school districts in preparing PE teachers to deliver quality PE in an online format was apparent in this study. Additionally, PETE programs need to reflect on how they integrate technology competencies for their pre-service teachers. This study has shown that teachers were in dire need to receive specific training in online teaching methods and PETE programs may be the remedy to be able to offer some of that guidance. The COVID-19 pandemic highlighted the need for PETE programs to integrate more technology-based content, including online pedagogies, throughout teacher education programs.

While this study targeted populous and diverse states, a limitation of this study is that experiences of teachers in smaller states, less diverse states, or different regions may have been different. Future studies should seek to expand upon the knowledge-base related to teachers and students' experiences in distance learning, including a more in-depth analysis of the types of lessons and assessments teachers created to inform best practices.

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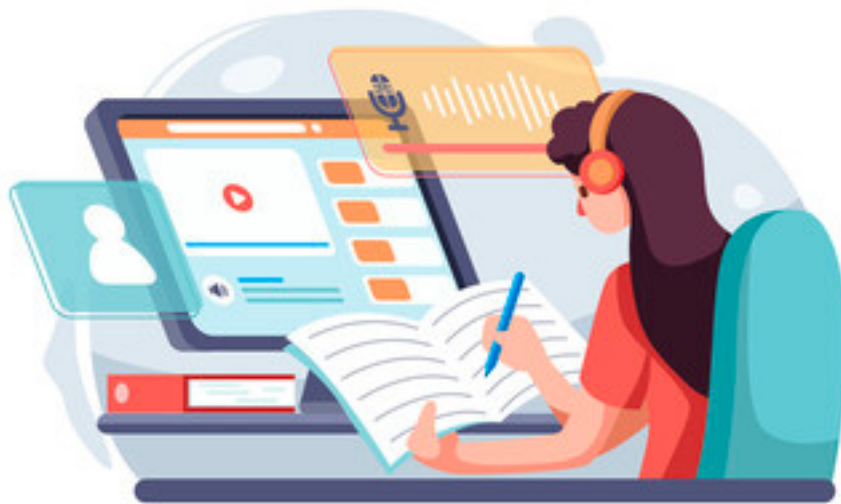
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Tables

Table 1 Demographics

Gender (N=216)

Female	134
Male	79
Non-Binary	3

Educational Level (N=211)

Bachelors	83
Masters	127
Doctorate	1

Level (N=219)

Elementary School	43
Middle School	82
High School	56
Multiple Levels	38

Location (N=213)

Rural	23
Urban	53
Suburban	137

Title 1 School (N=)

Yes	109
No	94
Not Sure	22

Class Size (N=223)

<20	7
21-30	54
31-40	56
> 41	106

Table2. Professional Development

Statement	Possible response	F	%
What is your background in using technology for teaching and learning?	I've learned on the Job	186	86
	I've had professional development	130	60
	I've taken classes	52	24
	I've gotten certifications	24	11
	I've gotten a degree in educational technology	7	3

Table 3. Technology

Statement	Possible Response	F	%
What types of technology did you use to deploy your online lessons?	LMS	189	88
	Video or Web Conferencing	151	70
	Email	142	66
	Phone	47	21
	Other	28	13

Table 4. Distance Learning Curriculum

Statement	Possible response	F	%
What types of distance learning activities are you assigning your students?	Handouts	79	37
	Online videos I produced	90	42
	Online videos I found on the internet	160	74
	Online videos – live sessions	72	33
	Other	68	32
Which physical education content areas are included in your distance learning lessons?	Motor skill development	137	64
	Cognitive development	127	59
	Health related fitness development	180	84
	Affective Development	147	68

Table 5. Assessments

Statement	Possible response	F	%
Which domains were you assessing?	Affective	45	38
	Cognitive	64	55
	Psychomotor	47	40
	Health Related Fitness	100	85
	Journal	38	32
What types of formally graded assessment activities did you assign your students?	Video	49	42
	Activity log	90	77
	Other	43	37

Discover & Disseminate

Abstract #1

Trendowski, T. (2022). Escape rooms in health education. *Journal of Physical Education, Recreation & Dance*, 93(7), 47-51. DOI: 10.1080/07303084.2022.2100530

Background: Implementing learning activities that promote engagement and collaboration among students is an effective teaching strategy. Escape rooms are an innovative and unique activity that engages students through puzzles and challenges within a set time frame. This activity combines immersive challenges with reflection in order to enhance learning, cognition, and recall. The goal of this activity is to immerse “players” in a narrative-driven challenge, integrating meaningful content that is relevant to students and teacher objectives. This enriching “gamification” experience bridges the gap between traditional learning and enjoyable, interactive education.

Purpose: The author provides recommendations and example uses for escape rooms as an innovative and effective tool in health education curriculum that aligns to the CDC and SHAPE America guidelines for effective health education curriculum. The creation of an escape room activity follows a structured-six step process: 1) aligning time constraints and task complexity; 2) organizing content into structured documents; 3) selecting engaging and diverse puzzles; 4) ensuring a logical structure between challenges; 5) adding narrative/immersive elements; and 6) developing of a debrief component. Listed examples of effective uses for escape rooms include the discovery of new knowledge, reviewing for exams, or assessing progress towards learning objectives. The author asserts the implementation of escape rooms presented students with a more engaging, collaborative alternative to traditional lectures. It is also recommended that teachers use their judgment and expertise when implementing this technique to ensure the approach aligns with learning objectives and serves to enhance student engagement.

Implications: Implementing escape rooms within health education curriculum offers benefits that include heightened engagement, collaboration, and alignment with characteristics of effective teaching. However, careful planning is required to ensure that gameplay is not overemphasized at the expense of meaningful learning. With thoughtful planning, the integration of escape rooms into health education curriculum presents an innovative strategy, blending traditional and collaborative learning experiences, to facilitate a dynamic learning environment and student skill development.

Submitted by: Eric J Conrad & David Veloz, California State University Stanislaus



Abstract #2

Ward, P., & Snyder, S. (2022). Core practices for preservice teachers in health education teacher education. *Journal of Physical Education, Recreation & Dance*, 93(9), 21-25.

Background: Teacher education in health education faces three pervasive issues: complexity, enactment, and adaptation. Complexity is a result of the nuanced nature of teaching and the neglect of critical domains in health education programs, such as assessment. Enactment involves the lack of practical experience afforded to preservice teachers (PSTs), and the need for a shift in focus from theoretical to practical skills. Adaptation challenges arise due to the necessity for constant adjustment in teaching methods to cater to diverse student needs and the current lack of explicit instruction on adaptation in teacher education programs.

Purpose: The practitioner paper asserts the importance of core teaching practices, rooted in practice-based teacher education, as a strategic response to the complexity, enactment, and adaptation challenges in health education. The authors identify 14 practices which are organized into three clusters: planning behaviors, actionable pedagogies, and teacher growth. The authors perceive core teaching practices as evolving, requiring ongoing refinement and empirical scrutiny in health education contexts. These practices emphasize essential skills and knowledge for teacher effectiveness, with the article exploring two: guided classroom discussions and student decision-making development. Effective discussions require educators to employ strategies to guide the discourse and deepen student comprehension through techniques that may include gallery walks, affinity mapping, and concentric circles. The development of decision-making skills is critical for students' success and can be fostered through concepts and techniques including active listening, mindfulness, acceptance of consequences, acknowledgement of uncertainty, and reflective practice.

Implications: The article describes the complexities of teaching and vital practices in health education. It emphasizes the significance of preparation, effective teaching methods, and fostering critical life skills. The authors offer specific teaching strategies and highlight the value of continuous practice and reflection for both educators and students. Together, these methods present a well-rounded approach to health education, ensuring both academic knowledge and essential life skills are prioritized.

Submitted by: Eric J Conrad & David Veloz, California State University Stanislaus



Abstract #3

Quarmby, T., Sandford, R., Green, R., Hooper, O., & Avery, J. (2022). Developing evidence-informed principles for trauma-aware pedagogies in physical education. *Physical Education and Sport Pedagogy*, 27(4). 440-454. <https://doi.org/10.1080/17408989.2021.1891214>

Background: There continues to be an assortment of students in K-16 settings that come to school who have experienced traumatic events in their life. However, these individuals may come to the classroom without the requisites needed to deal with or cope with these conditions, leading to negative effects on health and overall well-being. According to Quarmby et al. (2022) childhood trauma is now considered a global health epidemic. Physical education settings present a unique opportunity to cultivate and display kindness, compassion, and acceptance. With the proper approach, it can even lead to the perception of a 'care-experience' for children trying to learn in these environments and work through trauma.

Purpose and Importance: The aim of this article was to present information on what educators should be aware of, how trauma impacts children, and to provide evidence-based strategies to inform practitioners on 'trauma-aware' best practice when delivering programming in physical education settings. Trauma can manifest and stem from a variety of harmful physical and psychological events, such as, being bullied, racism, witnessing or being a part of violence, living in unsafe neighborhoods, suffering a death in the family, having a lack of food or healthcare, being exposed to parental arguments or verbal abuse, being rejected, or teased by peers, and as a result of a sudden and unexpected event. When not mitigated and properly handled, trauma can lead to an assortment of adverse behavior and effects on students, such as, substance abuse, eating disorders, long-term mental health disorders, relationship difficulties, anxiety, depression, and prolonged stress. On the other hand, when trauma is effectively managed, it can serve as a powerful source of motivation for individuals to move toward overcoming such challenges. This can lead to significant personal growth and resilience.

Implications: Based upon this literature, the authors presented five principles of effective trauma-based pedagogy for educators to consider when interacting with their students. The hope is that these principles can be applied to the classroom in an effort to create 'care experiences' for all students. The five principles are: ensuring safety and wellbeing, establishing routines and structures, developing sustaining positive relationships, empowering youth voice, and promoting student strengths and self-belief. Student 'safety' involves emotional and physical well-being and opportunity for students to acknowledge and identify their feelings without judgment (from self or others). Teachers may not be able to 'heal' trauma of students, however, their interactions should be positive and demonstrate sensitivity, care, and a gentle disposition in properly supporting students. Creating rules, routines and explicitly covering expectations can create a heightened sense of security for students and promote self-regulation in the classroom. Greeting students, using and pronouncing their correct name, communicating at eye level, and providing students voice are all examples that can create a path toward positive relationship with students. Finally, students who have experienced trauma are more likely to have poorer self-confidence and 'disobedient' behaviors. Promoting strengths and acknowledging effort aligns with creating a growth mindset ethos in the classroom, where teachers focus on what students 'have' accomplished rather than laboring or spending too much time on flaws or mistakes. These sample trauma-informed pedagogies can help teachers create more equitable learning opportunities for all students.

Submitted by: Giovanni Bartoli & Paul T. Stuhr, California State University San Marcos

Abstract #4

Lee, J., & Zhang, T. (2019). The impact of adventure education on students' learning outcomes in physical education: A systematic review. *JTRM in Kinesiology an Online Peer-reviewed Research and Practice Journal*. Available at: <https://eric.ed.gov/?id=EJ1216911> (accessed 31 October 2023).

Background: Adventure-based learning (a.k.a. adventure education) continues to be a valid model to use in K-16 education to promote various social and emotional learning outcomes (e.g., community, cooperation, emotional trust, physical trust, and a sense of belonging). Adventure-based learning is a model that emphasizes experiential and hands-on learning in an assortment of activities and can be facilitated in a variety of indoor and outdoor settings. Participants in adventure-based learning programs are encouraged to collaborate, take risks, and overcome obstacles, which can lead to personal growth, the development of social and emotional skills, and a deeper understanding of oneself and others. Although there have been multiple literature reviews involving adventure-based learning, there has not been one where specific attention was paid to student learning outcomes and teacher perspectives in school settings.

Purpose: The aim of this article was to present findings from a systematic review of the literature surrounding adventure-based learning. Specific attention was given to discovering student learning outcomes (e.g., physical, psychological) and a secondary aim was to investigate teacher perspectives. The review included a search of research from 1976 to 2018 on adventure-based learning in physical education.

Methods: The review consisted of several searches through four databases (Academic Search Complete, ERIC, PsycINFO, and SPORTDiscus). The keywords of 'adventure', 'adventure learning', 'adventure education' and 'physical activity', 'physical education' was used to help narrow the search to specific research. The authors used a specific selection process where articles were selected for meeting the following criteria: English peer-reviewed articles, involving adventure-based learning in physical education settings, focused on physical and psychological student learning outcomes, and with school-aged participants. A total of eleven articles were determined to meet this selection criteria to be included in the review for discovering student learning outcomes. The authors also selected five articles that focused on teacher perspectives facilitating adventure-based learning.

Implications: Based upon this review, there do seem to be findings indicating plausible psychological benefits for participants involved in school-based adventure programming. The authors found that adventure-based learning programs were shown to increase self-concept, self-perception, social relationships among peers, motivation, resilience, and sense of belonging among the group. However, the benefits associated with physical outcomes were not entirely clear. This literature review utilized several methodological approaches such as mixed-methods, quantitative, and qualitative studies. With regard to teachers' perspectives, the authors indicated that the five studies reviewed did indicate favorable affinity with the adventure-based learning model. Teachers perceived that adventure-based learning could create conditions for students to have optimal engagement and motivation on instructional tasks. This model was perceived by teachers as being ideal for promoting intrapersonal and interpersonal relationship skills for students. Teachers should consider gaining experience with facilitating adventure-based learning during their training, so as to implement it properly into their curriculum and help further students' physical and psychological development. Based upon this and other similar adventure-based learning reviews, there continues to be growing evidence that this model should be regarded as a practical and viable way to help promote a variety of social and emotional learning outcomes in K-16 settings.

Submitted by: Camille Johnson & Paul T. Stuhr, California State University San Marcos

Abstract #5

Article: Konukman, F., & Haegele, J. A. (2011). Six tips for first-year adapted physical educators. *Journal of Physical Education, Recreation & Dance*, 82(3), 11–56. <https://doi.org/10.1080/07303084.2011.10598591>

Background: There are many different feelings one may have once it is time to step out of the college routine and into the role as a first year adapted physical educator. One may feel excited to put all the lessons, visuals, and games learned into action or one may feel anxious and overwhelmed on where to begin. When stepping into the first-year job role, it is important to trust in yourself and to remember that you are the expert in this field, and no one can tell you otherwise.

Purpose: The purpose of this article is to provide insight and confidence to first year adapted physical education (APE) teachers. In addition, specific strategies may help with all the feelings of unexpectedness and to provide support and knowledge from educators who have been through the same feelings. With their experience, they have a different perspective to offer first year teachers. The tips in this article help APE teachers possess confidence and find ways to stay positive.

Findings: Throughout your first-year teaching, there will be many individuals you meet. Some may thank you for all your service you give to the students and others may not know what APE is. There will be the “day makers” who will offer support and reinstate how important you are in the child’s life, and then, there may be “deal breakers” who make you feel unimportant and undervalued. It is key to be a positive influence and be confident in what we do. Do not let the other differing opinions impact your teaching or well-being. Six tips were provided to first-year APE teachers: (a) Day Makers & Deal Breakers, (b) If it’s Not Broken, Don’t Fix it, (c) Stay Connected, (d) Paraprofessional Power, (e) Let Your Students Teach You, and (f) Enjoy.

Implications: First year teaching comes with excitement, self-growth, trial and error, challenges, failures, and victories. Collaborate with others and learn all the tips and tricks from professionals who have been in your position before. Find like minded people and find the support one needs in getting through the first year teaching.

Submitted by: Nikki Thornburg, Adrienne Alaniz, Anthony Tang, Amanda Young, & Melissa Bittner
CSU, Long Beach



Abstract #6

Article: Furtado, O., Gutierrez, G.L., & Lieberman, L.J. (2018). The outcomes of running a sport camp for children and youth with visual impairments on faculty members' teaching, research, and service activities: a case study. *Sport in Society*, 21(1), 76-90. <http://dx.doi.org/10.1080/17430437.2016.1225851>

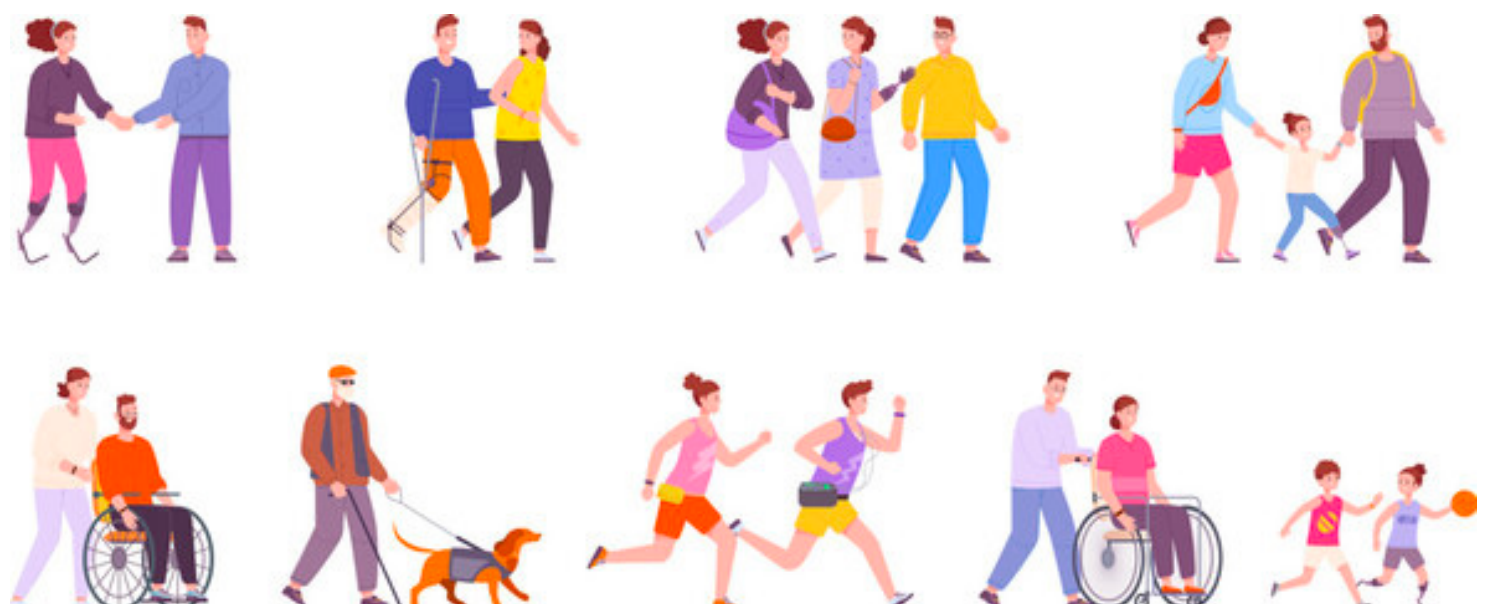
Background: Camp Abilities is a sports camp for children and teenagers who are blind, visually impaired (VI), or deaf-blind. Starting at the College at Brockport, New York, USA, in 1996, Camp Abilities has since expanded to over 29 locations worldwide. Serving 20-55 campers per location with unique programs based on geographical locations, campers are paired one-on-one with a coach to learn, refine, and master skills. Coaches are typically pre-service or graduate students in physical education, special education, or a similar field of study. The mission of Camp Abilities for coaches is to train new coaches in the art of teaching sports and recreation for children and teens with a sensory impairment.

Purpose: This article aims to explore the outcomes on the faculty members' development of teaching, research, and service activities for children with a visual impairment (VI). At the time of this article, there was no research addressing the outcomes of running a sports camp for youth with visual impairment and their impact on coaches. This article aims to provide a segue for further research on the outcomes of running a sports camp for youth with a VI on faculty members.

Findings: This article described the impact of running a sports camp for youth with VI on camp coaches through the identification of themes. Three themes were generated with the first showing that running a sports camp for youth with VI provided professional development opportunities for faculty members through exposing them to the process of starting and managing inclusive physical activities for campers with VI. The second theme revolved around research and camps' paving ways for topics to be developed including publications, giving university students an opportunity to be co-authors to research, and providing possible solutions to improve such camps. The last theme identified that running a sports camp for youth with VI brings disability awareness on the community and creates unique experiences for campers.

Implications: Camp Abilities and similar camps are continuously expanding all over the world and this article makes a note that running such camps have impacts on all involved, but no research prior on this has been conducted to explore those outcomes. Among interviewed faculty members that ran Camp Abilities, this article identified that these events have positive impacts on not only the faculty members involved but also the community it serves. Findings from this study opens the possibilities to research the impact of running sports camps for youth with VI or similar camps for students with disabilities.

Submitted by: Dana Briosos, Albert Morales, Elsie Gutierrez Young, & Melissa Bittner CSU, Long Beach



CAHPERD AWARDS



Name: Lorena Gonzalez Espitia

School/District/SELPA/University: California State University- Chico

How long have you been a CAHPERD member? What benefits do you get from being a member?

I became a CAHPERD member in November 2022. I was introduced to CAHPERD by my professors at Chico State, who have attended conferences with me. Being a member, I am able to network and connect with professionals in Adapted Physical Education who will guide me and prepare me for my career. Moreover, being a CAHPERD member has provided me with scholarship opportunities.

Tell us three things most people don't know about you.

I have a twin sister. I am a first-generation college student who is pursuing a Master's Degree. I don't know how to swim, but I often go jet skiing with my family.

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

Chico State and the APE program/professors have provided many opportunities to help expand my knowledge in the Adapted Physical Education field. Some of these opportunities have consisted of traveling around the world and participating in programs for children and adults with disabilities. The first country I ever traveled to was the United Arab Emirates. On this trip, I collaborated with other peers and CSU Chico staff. We presented a motor assessment tool and strategies/modifications to physical activity specifically for individuals with disabilities to UAE professionals. The second country I traveled to was Italy this past Summer. On this trip, I got to be a part of an Adapted PE internship where I got to partner up with a non-profit organization called GAST Onlus. This organization aims to establish the importance of making physical activity and sports as inclusive as possible for youth and adults with disabilities. On these trips, we also had the privilege to observe the different perspectives and approaches to disability and working with individuals with disabilities in different countries.

What is the greatest challenge you have had to overcome in your pedagogy?

Coming from a low-income family and being a first-generation college student I am very limited and struggle navigating higher education because I don't have anyone in my family to guide me through my educational career. No one in my family has pursued a college education and I have to figure things out on my own. It makes it really harder for me to advocate for myself because I was raised to be very independent from a very young age due to my family not having an educational background. Most importantly, I have learned to value my education and the various opportunities at my disposal.

What is a favorite instructional tip/technique/activity that you've learned?

My favorite instructional tip that I've learned is identifying my students' interests. By knowing their interests, I can use that engagement to link to my lessons and help them realize that their likes or interests can also channel a learning experience.

What is a favorite behavior management tip/technique that you've learned?

My favorite behavior management tip that I have learned is to stay calm and listen to student concerns when managing disruptive behavior. Acknowledging the feelings of the individual first is crucial, as we know that stress and frustration can cause disruptive behaviors. We shouldn't blame students right away. Instead, we should identify what is causing the behavior and what the student needs at the moment.

Awards Continued



What is a favorite assessment tip/technique that you've learned?

My favorite assessment tip that I have learned is asking students open-ended questions and allowing students to reflect on what they have learned. Most of the time students usually answer 'yes' to questions so it makes much more sense to avoid using yes/no questions. Open-ended questions promote critical thinking, reflection, and the exploration of different perspectives with students. It encourages students to think creatively and express their thoughts and ideas.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

I want to give a special shout-out and recognition to my biggest support group at Chico State. For the past year and a half, Dr. Josephine Blagrove, Dr. Layne Case, Dr. Rebecca Lytle, and Marci Pope have all guided and motivated me throughout my coursework at CSU Chico. Not only have they given me the opportunities to grow academically, but also they have provided me with many resources to grow emotionally. Dr. Blagrove and Dr. Case have not only helped me acknowledge what I'm capable of doing but also taught me to advocate for myself when in need and not to doubt myself. Dr. Lytle and Marci have provided me with many hands-on learning experiences with individuals with disabilities in the Chico community as well as in different countries/cities. Also, I wanted to give a special shout-out to Coach Christopher Zepeda from Hartnell Community College in Salinas, California. Coach Z was my Cross Country/Track and Field coach when I attended Hartnell and has always supported my academic goals. While in Hartnell, he helped me obtain a position where I was an aide to an APE specialist. This was the very first time I was exposed to APE in a professional setting. Coach Zepeda is a Chico State Alumni himself and is always willing to provide me with letters of recommendation when I need them, even though I am not his athlete/student anymore. All my mentors have believed in me and always pushed me to succeed even when I felt discouraged in my ability to fulfill a Master's degree. With the knowledge they have instilled in me, I have greater confidence in continuing to pursue higher education and possibly going into a Ph.D. program. These people are the true definition of exemplary. They are passionate, committed, inspiring, and caring. I am truly fortunate to have them in my life. Thanks to their ongoing dedication and encouragement, I wouldn't be where I am today without them.



Awards Continued



Angel City Sports

Non-profit Organization

Tell us three things most people don't know about you.

- 1) We are a Non-Profit Organization in Los Angeles providing FREE year-round adaptive sports programming for children, adults, and veterans with Physical Disabilities and Visual Impairments
- 2) Angel City Sports was founded by the Frech Family after Ezra, the eldest son was born with a limb difference, fast forward to today, Ezra is a Track and Field Paralympian with the World Championship Record in High-jump!
- 3) We invite everyone to join our adaptive sports family - new and elite adaptive athletes, volunteers, coaches, friends, teachers, mentors, etc. Register or learn more at angelcitysports.org!

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

We invite everyone to join our adaptive sports family - new and elite adaptive athletes, volunteers, coaches, friends, teachers, mentors, etc. A huge community of Prosthetists, PT, OT, students and teachers join our community to support adaptive athletes on their journey! Adaptive sports can be healing and we make sure to provide a safe space where everyone can learn and benefit from our community.

What is the greatest challenge you have had to overcome in your pedagogy?

Our main goal is continuing to spread awareness to the world about the power of sport for people with physical disabilities, visual impairments, and beyond. We are driven by inviting new athletes, volunteers, families, and friends possible to the Angel City Games, Courage Weekend, and our Youth Weekend to become a part of the Paralympic Movement.

What is a favorite instructional tip/technique/activity that you've learned?

We invite everyone to join our adaptive sports family - new and elite adaptive athletes, volunteers, coaches, friends, teachers, mentors, etc. A huge community of Prosthetists, PT, OT, students and teachers join our community to support adaptive athletes on their journey! Adaptive sports can be healing and we make sure to provide a safe space where everyone can learn and benefit from our community.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

We would like to give a shoutout to our amazing coaches that believe in our mission on providing year-round adaptive sports competitions, clinics, and programs: Alvin Malave, David Kulla-Mader, Robert Frederickson, Michael Garafola, Ignacio Martinez, Brett Lang, Bill Davis, the Abilities Recovery Center Team, and many more. We would also like to give a huge shoutout to our wonderful Volunteer Leadership Team and event volunteers who provide their consistent support!



Awards Continued



Name: Leslie Kirui

School/District/SELPA/University: Placentia-Yorba Linda Unified School District

How long have you been a CAHPERD member? What benefits do you get from being a member?

I've been a CAHPERD member for about 20 years. I enjoy attending CAHPERD conferences for professional development and connecting with so many other educators.

Tell us three things most people don't know about you.

I enjoy doing small DIY remodeling projects around my home. I love going to concerts and I'm a big San Francisco 49ers football fan.

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

I work with such a great team of APE teachers who are all eager to work together to encourage creativity. We support one another well and are always excited to brainstorm and share new ideas of how to achieve student success.

What is the greatest challenge you have had to overcome in your pedagogy?

I would say a big challenge for me over the last 20 years that I've overcome has been staying up to date with learning technology. The pandemic allowed me so much time to connect and learn from so many educators online. I was able to teach myself so many things that I did not know before from video editing, to different apps, to the many features that Google has to offer.

What is a favorite instructional tip/technique/activity that you've learned?

I think that spending that extra time to build a relationship and connect with every student is a great tip. Don't be afraid to find ways to make them laugh or smile, be funny, be silly. Students will buy in so much easier if you spend that extra time to connect.

What is a favorite assessment tip/technique that you've learned?

Spend the time making assessment kits for all of the most common assessments used. It's easier and faster to grab and go if everything is all in one place.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

I'm still very thankful for my Master teacher 20 years ago, Kris Rote who works in Walnut Valley Unified. She was such a wonderful mentor and I'm very thankful for my student teaching experience with her. It fully prepared me for my own APE job. Also, I consider Heidi Ambrosius a mentor as well. She is so knowledgeable about our APE Guidelines and the law. She is someone I can often turn to with any questions or for help with advocacy for our profession.





CAHPERD Voices

The submission for this edition of CAHPERD Voices comes from Dr. Terry L. Rizzo. Terry is a Professor Emeritus at California State University San Bernardino where he trained future physical education and adapted physical educators for 36 years. Additionally, he served the profession in many ways including as president of CAHPERD (2008-2009). His submission reflects on the past, present, and future directions through the lens of physical education and adapted physical education.

CAHPERD Voices
Terry L. Rizzo
CSU San Bernardino

Overview

Physical education (PE) is an essential part of the public-school curriculum. Its focus is on the development of fundamental motor skills and patterns, physical and motor fitness, skills in aquatics, games, rhythms, and dance, individual, dual and team games. PE teaches students that daily physical activity (PA) and exercise contributes directly to a healthy and active lifestyle across the lifespan. The profession has evolved and now includes adapted physical education (APE) whose emphasis is on students with disabilities. Inclusivity is growing and provides symmetry within the profession in public schools, colleges, and universities.

The Past

Historically PE was affected by societal influences and research. Over a 100 years ago PE in the U.S. mirrored models from the Greeks, Romans and European influences that were linked with fitness development to prepare people for military purposes and building character. The emergence of sport, particularly rugby type football and college athletics, had a profound effect on PE. It did not take long before the excitement of competitive sport - from horse racing and boxing to football, basketball, and baseball – influenced today's PE. While PE continued evolving it was restrictive, especially to students with disabilities.

The Present

The current culture in PE is emerging from social influences and research associated with physical activity and exercise and aligns with educational goals. Today PE promotes physical activity and exercise, but it is more inclusive. PE promotes physical activity across the lifespan for people of all ages and abilities. Public laws and societal influences expect PE teachers to make reasonable accommodations for individuals with diverse abilities, needs and interests. While traditional sports remain steadfast in the school curriculum, PE now includes a varied range of activities like nontraditional games and activities ranging from aquatics to yoga while including individuals with diverse needs. Similarly, APE has progressed since 1950 when it evolved into a specialized subfield in the profession. APE focuses on providing services individualized to meet unique needs of individuals with disabilities. Its mission is to make PE and physical activity accessible and beneficial for all students notwithstanding ability. Noteworthy features of contemporary APE include, but are not limited to, individualized programs with efforts to include individuals with disabilities in PE classes whenever possible and wherever appropriate, with necessary accommodations and modifications.



CAHPERD Voices

The Future

In the future we should expect societal, technological, and educational trends to continue to influence PE and APE. We can assume technology to play a role with ways to provide group and individual performance data in real time. Personalizing lifespan activities and fitness plans may become the norm. Inclusivity will become more integral in PE as colleges and universities start to infuse information about individuals with disabilities throughout the PE teacher education (PETE) program. Infusion can improve PETE programs by making them more relevant. For instance, in 2010, the United States Government Accounting Office estimated that 92% of students with disabilities in grades 1-7 participate in GPE, while 88% of students with disabilities in grades 7-12 participate in GPE. The report and research indicate that PE teachers do not feel prepared to instruct students with disabilities in their classes. Additionally, PE teachers encounter other challenges in schools as they implement inclusion. Challenges include, but are not limited to, a lack of knowledge and experience about teaching students with disabilities, a lack of administrative support, and outdated or inadequate facilities and equipment. The time may come when the entire Kinesiology curriculum infuses information about individuals with disabilities because 24% of the population has a disability.

The future may bring reform and restructuring to PETE programs. Reform may help prepare teachers for the environment they will experience in schools. Inclusion of students with disabilities is here to stay and our mission of promoting lifelong physical activity for a healthy lifestyle must occur. Also, considering the numbers of students with disabilities now in PE classes, transforming PETE programs with an infusion approach about teaching all students, with varying abilities, should occur. Disability rights advocates, along with PE and APE teachers may support infusion in PETE programs. PE teachers may start to collaborate with local communities and organizations to provide lifetime opportunities for physical activity for people of all ages and abilities. Assessment and accountability in PE and APE are bound to happen. We should expect better and more tests to measure student achievement and evaluation of our programs. Our profession should anticipate high-quality research-based evidence that will contribute to effective and efficient teaching behaviors. Assume the future to be dynamic and adaptable and mirror the evolving needs and priorities of society.



CALL FOR PRESENTERS

I am pleased to announce that the 2024 California Association for Health, Physical Education, Recreation and Dance (CAHPERD) conference is scheduled for **February 1-3 2024** at the **Hyatt Regency Orange County**. We are now accepting proposals for the 2024 CAHPERD Conference.

The theme of the 2024 conference is “**Everybody Moves**”. This theme celebrates how we move individually and how we move collectively as a community of educators. No matter your age, ability, ethnicity, sexual orientation or gender identity, we all move. We move differently and yet we all move with one goal in mind, the health and well-being of our students. No matter how big or small, all movement matters. Everybody Moves.

This premier event provides opportunities to bring folks together from various organizations and education agencies to provide access to, and experience of, a range of innovative theories and practices relevant to health, physical education, recreation and dance.

CAHPERD invites presenters to consider submissions on diverse topics and grade levels that may include, but not limited to the following categories:

- **Health Education** (comprehensive sexual health education, mental health education, nutrition education, skills-based health education, and current trends of substance use among youth, including Fentanyl)
- **Physical Activity** (dance, before/after school programming, coaching, sports, recreation, unified sports, adventure education, and athletics)
- **Physical Education** (adapted physical education, standards-based physical education, assessment and grading practices, engagement strategies, inclusion in general physical education, unified physical education and Universal Design for Learning)
- **Diversity, Equity, and Inclusion** (social justice issues, meeting the needs of youth with intersectional identities, LGBTQIA+, trauma-informed education, and critical race studies)
- **Professional Learning** (collaborating with community-based organizations and local health departments, advocacy efforts, methods to highlight programs, the use of technology to enhance curricula, and other engagement strategies across the education sector)

Please click on the link on the CAHPERD website for the Electronic Proposal Form.

Be sure to review the **2024 Guidelines for Presenters** prior to completing the form. Submission of a proposal indicates that you have read and agree to all terms outlined in those guidelines.

More details about the conference will be posted to the CAHPERD website as they become available.





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