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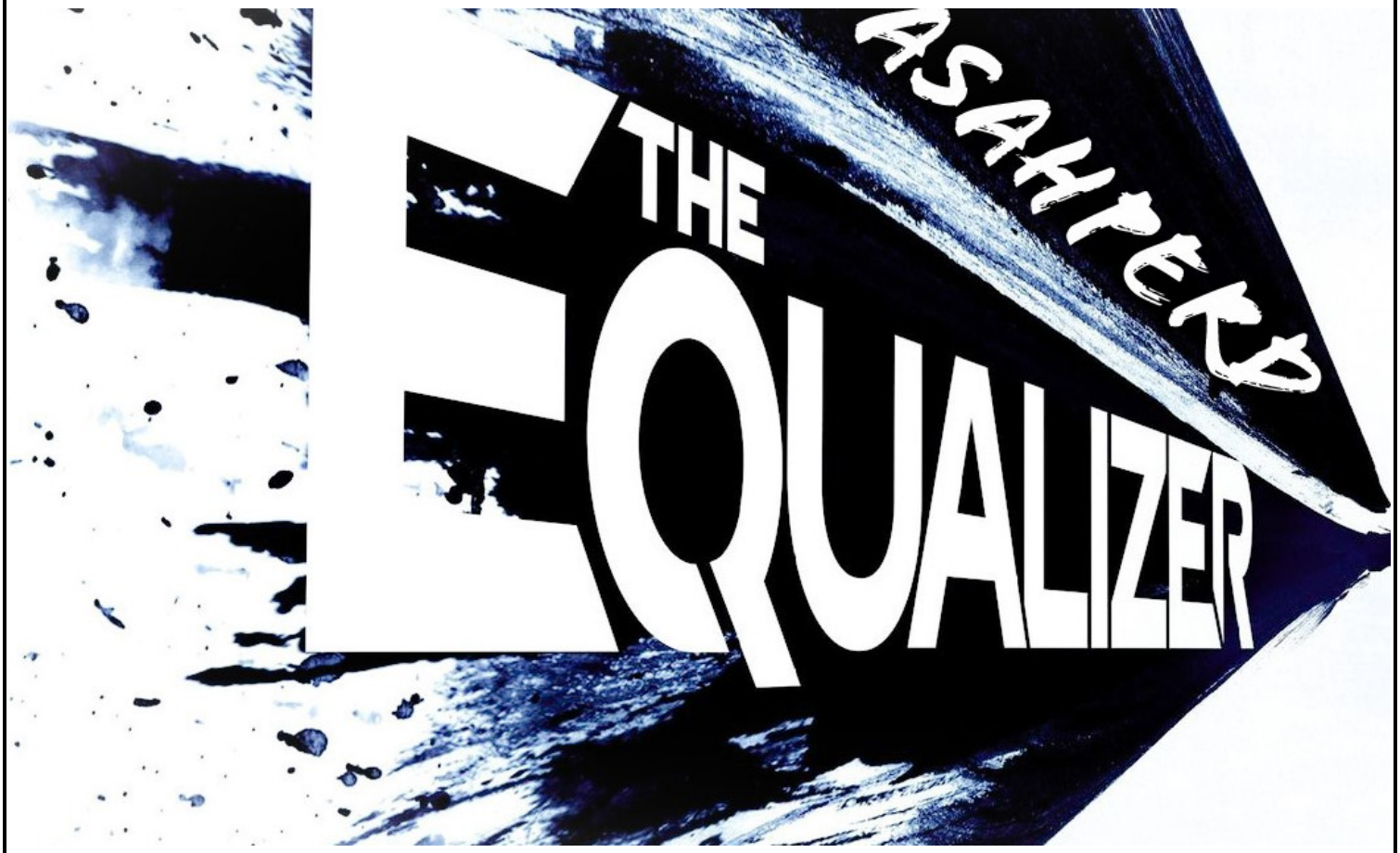

Alabama State Association for Health, Physical Education, Recreation and Dance
ASAHPERD Journal
Spring 2021 Volume 40 No. 3

CONTENT

About the Cover

This year's Presidential theme. Be the Equalizer in your workplace; if there is something you can do to improve the lives of the people around you, do it, without praise or reward. Strive to be of service to people. There are so many in need right now and if you are able to help make their lives better, you should be privileged to do so. Make a renewed commitment to your profession today. Be the Equalizer, be a servant to all your colleagues, students, families, supervisors, and communities

Policy Statement

The *ASAHPERD Journal*, a refereed and blind peer reviewed journal, is the official publication of the Alabama State Association for Health, Physical Education, Recreation and Dance and is published two times annually in the fall and spring. Manuscripts, photos, and news items are invited and should be submitted in accordance with the Author's Guidelines found in this *Journal.* The authors' opinions are their own and do not necessarily reflect the attitude or views of ASAHPERD, its officers, or the editors of the *Journal.*

Message from the President

Derrick Lane, Dauphin Jr. High, Enterprise City Schools

It has been some trying times these past few years, but some memorable ones for all of our health and physical education professionals. We have been challenged in our schools to come up with exceptional lessons and innovative ways to teach our lessons so that our kids wouldn't fall behind. You have ultimately done the best you could to ensure that quality health education and physical education instruction is going on in all of our schools each and every day. Not to mention your continual efforts to ensure that your mental health and your students' mental health is intact. At ASAHPERD we applaud you for all of your hard work and all of your dedication.

As we look forward to the upcoming school year, we know that the challenges are far from over. We know that there are still some difficult times ahead. But the ASAHPERD Executive Committee and all of our Board members and Council officers know that you all will continue to make a difference in the lives of your students. You will keep the true meaning of ASAHPERD and the overall meaning of being "The Equalizer" in your school. Not only have we taken these challenges head on, but we have also embraced our opportunities to continue to teach our students the value of being healthy and being fit for life. Most of our students feel confident in their ability to continue to battle through these uncertain times, because of what our physical education and our health teachers have taught them.

Our parks and recreation departments have continued to stay open to provide services for our communities. Boys' and girls' clubs have remained open to ensure that our students have a reliable after school program to attend. The American Heart Association has found ways to continue to support the needs of our families. NCHPAD has continued to develop meaningful strategies and support for our students with disabilities and their families. And ASAHPERD has continued to advocate for all of these programs to be successful.

Remember to take some time to educate yourself and to grow professionally. You need to take time for self-care and to build a strong mind and body. If you need any resources, please visit ASAHPERD.org website to get ideas of lessons that you can use in your classes. Also look at the recommendations that ASAHPERD is endorsing for this upcoming school year.

Thank you for all you do and all you will continue to do. Keep yourself safe and keep your students safe and remember you will always be The Equalizer in their lives.

Thank You ASAHPERD Journal Editors

With the posting of this issue, *ASAHPERD Journal* Co-Editors Jean Ann Helm Allen and Patrick Shremshock from the University of North Alabama (UNA), are passing the torch! Claire Mowling from the University of Alabama at Birmingham (UAB) will be the new *ASAHPERD Journal* Editor. The ASAHPERD Board of Directors and members thank Jean Ann and Patrick for their service and wish them the best!

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Relative Intensity of a Modified CrossFit® Workout

Angela R. Russell, April Lee, Andria T. Walker
Department of Kinesiology, Auburn University at Montgomery

This paper contains no funding. The study was approved by the university's Institutional Review Board.

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Keywords: CrossFit®, Exercise Intensity, Oxygen Consumption

CrossFit® is a popular strength and conditioning program that makes use of high-intensity cardiovascular and/or resistance exercises grouped together in a "Workout of the Day" (WOD) (Claudino et al., 2018). A typical WOD has a standard weight and number of repetitions for each exercise, sometimes different for men and women (Weiss, 2009). However, CrossFit participants also have the option to "scale" the WOD, or reduce the weight or repetitions of an exercise or exercises to decrease the intensity of the WOD (Weiss, 2009). While participants perceive CrossFit® as difficult or strenuous (Drum et al., 2017) and research has found that CrossFit® can be considered moderate- to high-intensity exercise (Fernández et al., 2015; Kliszczewicz et al., 2015; Shaw et al., 2015), few studies have included female participants and sample sizes are small.

As the body mass of participants may vary widely, but a given WOD or scaled WOD is the same for all participants of a given sex, it is reasonable to speculate that the relative intensity of a WOD may also vary from one participant to the next. Furthermore, as CrossFit® has been linked to a high injury risk (Bergeron et al., 2011; Weisenthal et al., 2014) and controlling the intensity of training is important for injury prevention (Jones, Griffiths, & Mellalieu, 2017), having an understanding of workout intensity could help

individuals regulate their exercise intensity and reduce injury risk. Therefore, the purpose of this study was to determine the relative intensity of a modified version of “Grace,” a popular CrossFit® WOD in both men and women.

Method

Eighteen healthy adults (age 35.1 ± 10.7 years; 10 female, 8 male) with at least one month of CrossFit® experience participated in the study and completed two visits to the lab. The study protocol was approved by the university’s Institutional Review Board and all subjects provided written informed consent prior to participating in the study. On the first visit to the lab, height and weight were measured and body fat percentage (BF%) was assessed using air displacement plethysmography. Participants also had their maximal oxygen consumption ($\dot{V}O_2$ max) measured using the COSMED K5 portable metabolic system during a maximal graded exercise treadmill test.

Between 48 and 72 hours after the first visit, study participants returned to the lab to complete a modified version of the WOD “Grace” while again having their $\dot{V}O_2$ measured using the COSMED K5 portable metabolic system. Although the official “Grace” WOD consists of 30 repetitions of the clean and jerk, the workout used in this study consisted of 30 repetitions of the power clean because the barbell knocked off the facemask used to measure $\dot{V}O_2$ when participants performed the full clean and jerk. Consistent with the original “Grace,” however, a barbell was loaded with 135 lbs for men and with 95 lbs for women to complete the modified WOD. Prior to completing the workout, participants performed the following 10-minute warm-up: 400-meter run, 10 air squats, 5 strict cleans, 5 hang cleans, 5 power cleans, 5 strict press, 5 push press. A 45

lb bar was used as the resistance for all exercises in the warm-up except the 400-meter run and the air squats, during which body weight was used as the resistance.

Percentage of $\dot{V}O_2$ max during the WOD was used to determine intensity of the WOD using both peak $\dot{V}O_2$ (WOD $\dot{V}O_{2PEAK}$) and average $\dot{V}O_2$ during the WOD (WOD $\dot{V}O_{2AVG}$) to determine mean peak intensity (WOD I_{PEAK}) and average workout intensity (WOD I_{AVG}) for participants as a whole and for males and females separately. Workout duration was calculated as time to complete the workout in minutes. One-way analysis of variance was used to determine if there was a difference in relative intensity and duration of the workout between males and females.

Results

Descriptive characteristics of study participants are presented in Table 1. Overall WOD peak intensity was 83.5 ± 13.5 %$\dot{V}O_2$ max, while mean overall average intensity during the workout was 53.7 ± 16.7 %$\dot{V}O_2$ max. Overall mean workout duration was 2.67 ± 1.48 minutes. There was a significant difference between males and females in both peak intensity ($F(1,16) = 5.255$, $p = .036$) and average intensity ($F(1, 16) = 7.647$, $p = .014$), with females having higher peak intensity (89.3 ± 9.12 %$\dot{V}O_2$ max) and average intensity (61.9 ± 16.6 %$\dot{V}O_2$ max) compared to males (peak intensity = 76.2 ± 15.0 %$\dot{V}O_2$ max; average intensity = 43.4 ± 10.1 %$\dot{V}O_2$ max). However, workout duration was not significantly different between males and females ($F(1,16) = 1.861$, $p = .191$). Values for $\dot{V}O_2$ are presented in Table 2 and values for WOD intensity and duration are presented in Table 3.

Table 1
Descriptive Characteristics of Subjects

Variable	Overall	Male	Female
Age (years)	35.1 ± 10.7	32.1 ± 8.7	37.5 ± 11.9
Height (cm)	169.9 ± 11.2	179.8 ± 3.8	162.1 ± 8.2
Weight (kg)	84.6 ± 19.2	94.7 ± 15.0	76.6 ± 19.0
BF%	26.3 ± 10.6	21.6 ± 8.8	30.1 ± 10.8

Table 2
$\dot{V}O_2$

Variable	Overall	Male	Female
$\dot{V}O_2$ max ($ml \cdot kg^{-1} \cdot min^{-1}$)	45.3 ± 8.9	49.7 ± 5.9	41.8 ± 9.6
WOD $\dot{V}O_{2PEAK}$ ($ml \cdot kg^{-1} \cdot min^{-1}$)	37.3 ± 7.7	37.8 ± 8.7	37.0 ± 7.3
WOD $\dot{V}O_{2AVG}$ ($ml \cdot kg^{-1} \cdot min^{-1}$)	24.1 ± 8.5	21.7 ± 6.1	26.1 ± 9.9

Table 3
WOD Intensity and Duration

Variable	Overall	Male	Female
WOD I_{PEAK} (%$\dot{V}O_2$ max)	83.5 ± 13.5	76.2 ± 15.0	89.3 ± 9.1
WOD I_{AVG} (%$\dot{V}O_2$ max)	53.7 ± 16.7	43.4 ± 10.1	61.9 ± 16.6
WOD duration (min)	2.7 ± 1.5	2.1 ± 1.6	3.1 ± 1.3

Conclusions

In agreement with Fernández et al. (2015) and Kliszczewicz et al. (2015), this study found that a CrossFit® WOD, albeit a modified one, could be considered vigorous-intensity exercise, defined by the American College of Sports Medicine as %$\dot{V}O_2$ max between 64-90 (ACSM, 2018), when WOD I_{PEAK} was considered in both men and women. However, when WOD I_{AVG} was examined the modified WOD “Grace” fell into the range of moderate intensity (%$\dot{V}O_2$ max between 46-63) for women and light intensity (%$\dot{V}O_2$ max between 37-45) for men (ACSM, 2018). Furthermore, the relative

intensity was significantly greater in women compared to men in terms of both peak intensity during the WOD and average intensity throughout the WOD.

Of note, all female participants recorded WOD I_{PEAK} in the vigorous-intensity range, while two of the male participants had a WOD I_{PEAK} in the moderate-intensity range. Additionally, only one female participant had a WOD I_{AVG} below the moderate-intensity range, while four female participants had WOD I_{AVG} values in the high-intensity range. In contrast, only two male participants had a WOD I_{AVG} in the moderate-intensity range, while all other male subjects had WOD I_{AVG} values in the light-intensity range. Thus, while the weight prescribed for the WOD was lower for women than for men, the relative intensity of the exercise was actually higher.

Adding to previous findings, this study showed that CrossFit® can be vigorous for both men and women in terms of peak relative intensity, but average relative intensity may fall into the range of moderate for women and light for men. However, because the present WOD was modified to eliminate overhead movement, it is possible that the official WOD “Grace” may result in greater relative intensities than those recorded both for men and women and that the present study underestimated the relative intensity of the workout. Despite this limitation, the present study found that relative intensity during CrossFit® is higher in women than in men. Therefore, it is possible that the weight prescriptions may not fully account for differences in strength typically observed between men and women (Charkoudian & Joyner, 2004), resulting in a higher relative workload for women. Practitioners should take this into consideration to avoid overtraining in female participants.

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Ideas & Tips Corner

The Ideas & Tips Corner features short articles about one specific practical area of interest in physical education, health, recreation, exercise science or dance. Articles contain a brief introduction, followed by practical information, and steps to success that can immediately be implemented in the appropriate environment. The ASAHPERD editorial team encourages members who value the sharing of knowledge to promote positive change in our field to submit a short article for the ideas & tips corner. Submissions should not exceed 1,000 words, use Arial 12pt, and follow APA formatting guidelines. Submissions should be submitted to special topics editor, Claire Mowling at cmowling@uab.edu

Spotlight on Virtual Learning: What's Working for Physical Education Teachers and Professors

Claire Mowling[1], Ginger Aaron-Brush[2] & Sandra Sims[1]

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COVID-19 has forced physical education teachers and professors to quickly provide remote learning for students. A year after COVID-19 teachers and professors have armed themselves with a set of tools to regain control of teaching. According to SHAPE America (2020), students learning at home should receive equitable guidance and activities to meet 60 minutes of moderate-to-vigorous activity daily. Physical education teachers have developed new strategies to meet the suggested 60-minutes and university professors are implementing virtual physical wellness opportunities for their students. Physical and emotional well-being are priceless during remote learning and asalways physical education teachers and professors are upping their game by discovering new ways to deliver authentic remote learning experiences. The purpose of this article is to provide physical education (PE) teachers and higher education (HE)

professors with 8 steps to success that are working during remote learning in teaching physical education.

8 Steps to Success

1. **Enjoyment & Motivation.** A virtual environment looks and feels very different from in person. Teachers should design activities that create enjoyment.

   HE Teacher – Students have enjoyed creating Bitmoji classrooms, adding themes to their teaching such as Star Wars and Spongebob adventures. Energetic lessons have included breakdancing and parkour.

   PE Teacher – One unexpected outcome is that many students, parents, siblings, and caregivers have found it enjoyable to participate in physical education activities together.

2. **Create Accessibility.** It is important to be aware of students that have limited access to computers or those that may have spotty connectivity.

   HE Teacher – Accessibility is critical for the teacher and the students. Providing the best method of instruction will only be possible if we understand and communicate our current technology situation.

   PE Teacher – Make your physical education learning activities accessible by insuring there is an alternative format available for those students.

3. **Communicating Expectations.** Use a variety of verbal and written communication tools and include check for understanding activities.

   HE Teacher – Students should be provided with written expectations for class as well as assignments. Clear instructions will help eliminate many of the questions that students have for assignments.

   PE Teacher – Providing clear expectations is essential and helpful when students and parents hear and see expectations presented in a number of ways.

Additionally, predictability in class structure is important during virtual learning and helps students better understand expectations.

4. **Feeling of Community.** Students need to feel part of the greater school community and feel security from people who care about their wellbeing and their learning.

   HE Teacher – Scheduling breakout meetings for small group discussions can provide the social conversations that many students are missing. Encouraging students to stay connected after class through social media or phone calls may also help.

   PE Teacher – Recreating established school traditions so they can be performed virtually is a way that students can feel connected to their greater school community. This helps students feel less alienated and brings a sense of normalcy to an atypical situation.

5. **Inclusive Activities.** Consider background noises, available space, safety in the home, speed of instructional delivery, descriptions and demonstrations, subtitles, and audible options.

   HE Teacher – Do not assume students will have the basic materials and equipment needed for activities. Plan ahead of time to offer suggestions for materials needed for the lesson.

   PE Teacher – When planning your instruction, consider the needs of all learners. Help students see there are many ways to adapt an activity. This will help them be more successful which will lead to improved confidence and increased engagement. Make sure you demonstrate, use visuals and resources, and give clear, concise instructions.

6. **Take Two Minutes.** Allows teachers to connect with students who may be struggling academically and emotionally and make them feel like they are not alone.

   HE Teacher – After zoom lessons end, try adding 5 minutes to just chat with students about their lives and always be the last one to leave the meeting.

   PE Teacher – When possible, facilitate individual conversations or conferences through Zoom or Google Meet. Flipgrid and Padlet are great options for students and teachers to communicate when a live option isn't possible. Checking in with students can also be as simple as using a Google form.

7. **Frequent and Specific Feedback.** Students need to hear how well they are performing. Similar to traditional feedback general praise is important but doesn't get the job done. It is important to provide consistent evaluative and corrective feedback along with support.

   HE Teacher – Change online assignments to complete/incomplete and take the time to provide specific evaluation and corrective feedback instead of a numerical grade.

   PE Teacher – Virtual learning has created great opportunities to check for cognitive understanding of specific skills rather than focus on physical skill ability. Student reflection, rating scales, and interactive polls are useful for assessment purposes and give teachers the opportunity for individualized feedback.

8. **Everyone Moves.** It is imperative that our students are moving. Physical education teachers should provide a variety of engaging movement opportunities

while university professors can create movement opportunities as part of the lecture or just as a brain break.

HE Teacher – Creating learning activities that involve movement encourage students to move away from their desks. For example, in breakout rooms students may work together to design a balance routine and then assess their performance.

PE Teacher – It is imperative to provide learning activities that are engaging for students. Asking for student feedback can help teachers identify types of activities that are motivating and keeps students physically engaged.

Conclusion

To summarize, teachers are adapting and finding new strategies that work during the pandemic. We are working towards evolving and developing to meet the changing needs. These 8 steps to success are just a few ways we have found that have helped us win. For continued help, visit www.asahperd.org or www.shapeamerica.org.

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In PersonLearning

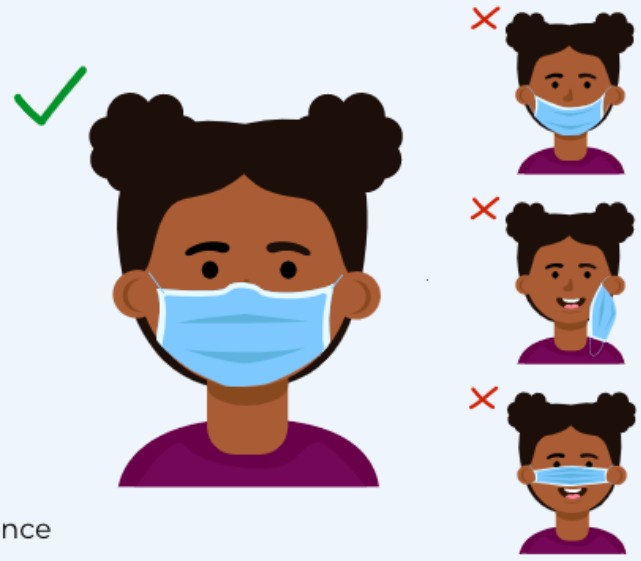
UPDATED RECOMMENDATIONS

Masks

Recommendation

"Due to the circulating and highly contagious Delta variant, CDC recommends universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status."

CDC, August 4, 2021



Resources

- ADPHBacktoSchool Guidance2021-2022
- YourGuide toMasks
- Delta Variant: What WeKnowAboutthe Science

Equipment

Recommendation

Equipment usage is fundamental to a physical education classroom. However, many activities require no equipment (dance, calisthenics, aerobic activities, mindfulness, and others).

•Adjust budgets or purchasing priorities, if possible, to purchase additional equipment to create individual or classroom physical education kits.
•Use equipment that can be disinfected easily (non-porous equipment such as coated balls, synthetic sports balls, vinyl bean bags, plastic/resin striking implements, plastic scooters, plastic/vinyl targets, plastic hula hoops, poly rope handles for parachute use, rubber floor spots/cones, etc.)
•Put away the equipment in a secure area after being disinfected to avoid contamination until you are ready to use it.
•Create learning activities that utilize limited amounts of equipment. If possible, give each student their own piece of equipment.
•Create physical distance equipment bags for each student (beanbag, jump rope, yarn ball, scarves, hoop, etc.) if equipment cannot be sanitized regularly.

Cleaning & Disinfecting

Recommendation

"In general, cleaning once a day is enough to sufficiently remove the virus that may be on surfaces. Disinfecting removes most all remaining germs on surfaces, which further reduces any risk of spreading infection. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, clean AND disinfect the space."

ADPH, July 30th, 2021

Resources

- CDC GuidanceforCleaning and Disinfecting

Teaching Environment

Recommendation

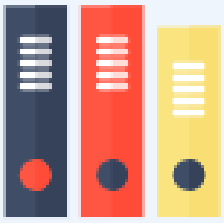
Although physical education is traditionally taught in a gymnasium or outdoor playfield, lessons can be modified for smaller spaces including classrooms if physical distancing can be maintained.

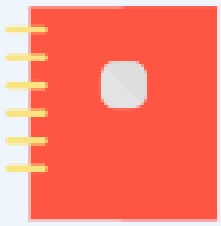
•Utilize all available indoor spaces: gymnasium, fitness lab, weight rooms, multi-purpose room, cafeteria, dance studio, empty classrooms, etc. Space should be organized to allow for physical distancing. A fitness lab/weight room utilizing equipment must establish a protocol for sanitizing equipment after usage.
•Conduct physical education classes outdoors using field space, track, blacktop, etc. whenever possible. Staff should monitor weather conditions to determine the setting and appropriate activity level for a physical education class. Forty to ninety degrees is the recommended temperature for outdoor activities, with wind chill and heat index considered. (Alabama Physical Education Course of Study, 2019)
•If there is more than 1 physical education teacher, it is recommended to divide the physical education class to reduce the number of students in the gymnasium. Utilize outdoor or other indoor spaces mentioned above.

Classroom Protocol

Recommendation

Organizational procedures are fundamental to the effectiveness and efficiency of a physical education class. Procedures must be clearly defined, understood by the students, and managed by the teachers to ensure learning takes place.





- Provide marked designated routes for entrance and exit of class. Consider dismissing students in waves.
- Ensure students use hand sanitizer when entering and leaving the physical education area. (If possible, have students use hand sanitizer anytime they exit their classroom to ensure they have sanitized hands before they come to physical education. If they forgot or did not have time, provide sanitizer as they come into class.)
- Maintain 3-6 ft. distance* between students, teachers, staff, and visitors. Use markers to encourage physical distancing (chalk, paint, tape, poly spots, etc.).
- Establish clear and concise routines and expectations to help students learn the concept of physical distance.
- Use a megaphone or microphone to broadcast instruction due to increased physical distance.
- Prohibit students from using water fountains. Allow students to bring water bottles to physical education class.
- Designate personal space for students' belongings (jackets, water bottles, etc.).
- Remind students to give verbal praise without handshakes, high fives, hugs, or fist bumps. Post visual signs to remind students of physical distance and non-touch praise.
- Post visual signs to remind students of proper handwashing techniques. Eliminate the use of locker rooms.

*According to the CDC, "consistent and correct mask use and three feet (six feet is better) of social distance in classrooms will help students to remain in the classroom, and mitigate the further spread of the COVID-19 virus and prevent outbreaks."

ADPH, July 30th, 2021

Resources

- CDC Printable Posters and Handwashing Information

Students With Disabilities

"Provide accommodations, modifications, and assistance for children and staff with disabilities or special healthcare needs when implementing COVID-19 safety protocols."

CDC, August 5th, 2021

Recommendation

•Work with families to better understand the individual needs of children with disabilities.
•Help provide access for direct service providers (DSPs) (e.g., paraprofessionals, therapists, early intervention specialists, mental health and healthcare consultants, and others). If DSPs who are not fully vaccinated provide services at more than one location, ask whether any of their other service locations have had COVID-19 cases.
•Ensure access to services for students with disabilities when developing cohorts.
•Be aware that physical distancing and wearing masks can be difficult for young children and people with certain disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues.
•For people who are not fully vaccinated and only able to wear masks some of the time for the reasons above, prioritize having them wear masks during times when it is difficult to separate children and/or staff (e.g., while standing in line or during drop off and pick up).
•Consider having staff who are not fully vaccinated wear a clear or cloth mask with a clear panel when interacting with young children, children learning to read, or when interacting with people who rely on reading lips.
•Use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all children adjust to transitions or changes in routines.
•Some students with disabilities might be allergic to Latex and other materials. When purchasing equipment to create individual physical education kits ensure that the equipment is Latex-free.

Inclusive Virtual Learning

15 TIPS FOR SUCCESS

01 CHECK-IN

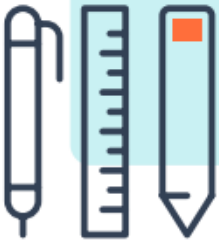
Begin each session by asking the students about their emotional state. Checking in helps to establish a positive attitude towards the activities of the day.*

02 ESTABLISH A ROUTINE

Students perform better when there is a structure and a routine in place.

03 PRIORTIZE FUN

Try to have a positive attitude for the activity that is being conducted. Show positivity and acceptance of the task in hands through your actions. Laughing, cheering, and participating provide encouragement and positive feedback. Create a fun environment by utilizing decorations, allowing students to dress up, or playing music during the activity.



04 PROMOTE VIRTUAL SOCIAL INTERACTION

Let your students connect socially with their peers via video conference or chat during their time together.

05 CREATE SYNCHRONOUS LEARNING OPPORTUNITIES

Use distance learning that happens in real-time as much as possible but record lessons to provide to students who may not have access in real-time.

06 SWITCH IT UP

Consider switching from teacher directed instruction to student-directed instruction approach (e.g., project-based learning or flipped classroom).

07 ENCOURAGE STUDENT/TEACHER ENGAGEMENT

Provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their teachers than shared videos created by other teachers.

08 CONSIDER HAVING EVERYONE MUTED

Consider having everyone muted as they enter your virtual learning classroom. Usually, there is a setting titled “mute upon entry.” This will alleviate any distractions if students enter a few minutes late. To ensure that everyone understands how to use the mute and other functions of virtual platforms consider having “technical difficulties troubleshooting and how to use” slides at the beginning of each class.

09 BE CONSISTENT

Be consistent with your lesson delivery, for example, if you have a “bellringer” at the beginning of each lesson, be sure that does not change.

10 CONSIDER A MEMORANDUM OF UNDERSTANDING

Consider a Memorandum of Understanding between the student and teacher which states the student agrees to maintain required class attendance, follow instructions provided by the teacher, follow strategies and routines provided by the health education teacher, follow classroom rules provided by the teacher and let the teacher know if they are feeling ill.

(Click for a contract example from Cherokee High School, Marlton, NJ)

11 ADAPT

Some students will require adaptations to the activity.
You should provide activities that include adaptations based on the students’ needs.

12 PROVIDE CLEAR DIRECTIONS

Provide clear directions about your expectations for online learning. Be specific about how they need to engage with you and with peers, work alone or with parent oversight, and submit work and complete tasks.

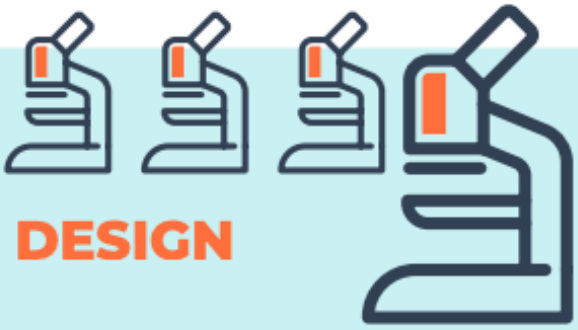
13 EXPECTATIONS

Set reasonable expectations for both learning and communication and ensure that there are multiple ways to communicate (e.g., email and video chats).

14 PLAN AHEAD

Plan for providing compensatory services to prevent disruptions in student learning and have a strategy to effectively implement a student's IEP and/or 504 plan.

15 IMPLEMENT UNIVERSAL DESIGN OF LEARNING



Implement Universal Design of Learning Principles in online special education such as using multiple ways to present content, assess progress, provide feedback, and engage students

ADDITIONAL RESOURCES

- * Google for Education: Check in on emotional well-being during distance learning
- National Center for Learning Disabilities (NCLD): An Educator's Guide to Virtual Learning: 4 Actions to Support Students with Disabilities and Their Families
- National Center on Health Physical Activity and Disability (NCHPAD): Inclusive Virtual Wellness Toolkit

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The ASAHPERD Journal is looking for articles that communicate theory, research and practice in an ASAHPERD (health, physical education, recreation, or dance) discipline. Acceptable topics include teaching techniques; research; Alabama state resources and services; meeting Alabama state or national standards; philosophy; advocacy and policy appropriate for Alabama; and reviews of web resources, books, and audiovisuals.

Manuscripts must meet the most current APA Guidelines, be submitted electronically as a word document in portrait configuration (not landscape), include an abstract, and not exceed 2500 words or 5 pages single-spaced, Arial, 12 font, and fully justified. Headers should be centered, and sub headers left justified. Do not insert any extra blank spaces or special formatting. The current schedule for publication is spring and fall. Acceptance of articles for publication is ongoing. The abstract should be 50 words or less. Please include a cover letter with your credentials (student or faculty and your university affiliation or place of employment) and stating the article is not being considered for publication elsewhere. Contact asahperd.journal@gmail.com for more information.

Pre-professional undergraduate and graduate student submissions must be accompanied by a letter on official University letterhead from a faculty sponsor (even if NOT listed as a co- author) that they have reviewed the paper and vouch that it is in a condition worthy to be submitted to a peer-reviewed journal. We are requesting faculty sign and provide their contact information for an undergraduate or graduate student to ensure that the work is of high quality and was produced as part of a guided experience.

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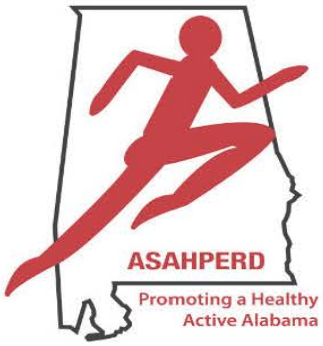

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Watch the ASAHPERD Website for more PD events!

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