



ASAHPERD Journal



FALL 2017 VOLUME 37, NUMBER 2



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ALABAMA STATE ASSOCIATION JOURNAL

ASAPERD

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ABOUT THE COVER:

President Erin Reilly chose this theme for 2017-18 based on Dare Greatly by Brené Brown. *Dare Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead* inspires us to take on tasks, make decisions and think beyond our comfort zones. ASAPERD challenges you to Dare Greatly as you work, play, and live this school year!

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Message from the President Erin Reilly



Being the president of ASAHPERD is such a great honor for me. I am really enjoying working with incredibly sharp and dedicated people on the board, and I am proud to be part of this great profession. I have had the opportunity to interact with leaders from other states, and I have found that what presidents before me have said really is true – our state organization is highly respected. The number of members that we have, and the participation we have at our state conferences is impressive for the size of our state.

One of the issues that ASAHPERD has been working on is trying to ensure that the Alabama plan for federal funding through the ESSA act includes language that recognizes the importance of health and physical education. We have had many members and our Executive Director, Donna Hester, attend town hall meetings, and other meetings at the capitol related to this issue. I was proud to be there when Dr. Hester addressed the Governor and the rest of the State Board of Education to advocate for us all. I went to my first "meet and greet" with my representative in August, when many congressional representatives were home from Washington and meeting with constituents. I knew that one of her issues is military preparedness, so I talked about ESSA from that angle – recruiters and ROTC leaders will tell you that finding recruits who can pass the PT test is a major problem. I encourage you all to take the opportunities to meet with your representatives when you have the chance. We need to all do our part. ASAHPERD provides great resources through conferences and workshops, the journal, the website, social media, and more. I encourage you all to follow ASAHPERD on Facebook and Twitter and share the great things that you are doing. Check out the webpage, and go learn new things and get motivated at conferences and workshops. We can all be strong advocates for our profession where we are and beyond.

Please consider running for an office on the ASAHPERD Board. It is a great opportunity to get involved with other professionals, make new friends, network, and have a voice in the direction that we take. You can do it! Everybody is helpful and will provide guidance to you in your role. I also hope that you will consider honoring deserving colleagues by nominating them for the wonderful awards given by ASAHPERD. You can find more information about this on the website and at the conferences.

Finally, I am so excited that the Fall Conference was such a success! We offered fantastic sessions, and I am particularly excited about the keynote address by Tiffany Higginbotham. She is a physical therapist who believes that health and physical education are essential for children, and she has addressed this with classroom teachers, administrators, and policy makers from around the state. I hope you were fascinated to learn what she had to say to them that is helping them understand the science behind why physical education is so critical now more than ever.

I want to thank the Board of Directors and Council Officers and others who donated such great items for our Silent Auction that netted over \$1200 we will donate to schools in Texas and Florida that were flooded by Hurricanes Harvey and Irma. Thanks to all who donated their time to work during the conference as well.

Have a wonderful holiday season and get ready for a great 2018.

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Mindful Movement: Evidence in a Primary School Physical Education Program

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Introduction

The benefits of different types of meditation can be seen in schools worldwide. Leveté (in Erricker & Erricker, 2001) states that a lasting benefit of meditation is more likely to be present in schools where meditation is built in as part of daily school activities and lessons. Many schools in Europe introduce students to meditation at an early age, including the John Scottus School (Ireland), St. James Independent School for Boys and Girls (London), and the Pluto School (the Netherlands). These schools use Transcendental Meditation to appeal to children from varying faiths and backgrounds. The younger students at St. James School get excited by the opportunity for a few moments of stillness and silence after each activity throughout the school day. Meditation sessions at John Scottus School are voluntary but, according to the principal, ninety percent of students choose to participate.

All student populations, regardless of age and ability, can benefit from regular meditation practice. In addition to increasing concentration, promoting calmness, and helping children regulate their behavior, meditation can help children acknowledge, discuss, and accept their emotions, and can help them find acceptable ways to express their feelings. It can also lead to improved

sleep; better management of thoughts and feelings; the development of self-esteem; and improved relaxation, focus, and concentration (Murray, 2012). The purpose of the study was to assess the effectiveness of a 6 week mindfulness fitness physical activity program on attention, hyperactivity, social skills, and oppositional behavior in students of an early childhood learning center.

Literature Review

Mindfulness is “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat-Zinn, 2003, p. 145). This concept of attentiveness is at the core of many different streams of Buddhist meditation practice and has gained popularity in the West in recent decades (Bachelor, 1994; Fields, 1992). Mindfulness training involves paying attention to sensory experience and focuses on bringing your awareness into the present. It is a directed focus mental practice that may take many forms.

Today, meditation is a commonly used word to describe a wide range of practices. Gina Leveté, in a chapter in *Meditation in Schools* (2001), describes different methods of meditation, including following the breath; connecting to the body; walking meditation; mantra meditation; and visualization. Each meditation method,

and particularly mindfulness, can help individuals achieve deeper levels of clarity, concentration, and relaxation.

Meditation is not a kind of daydreaming in which the mind is allowed to idly play with ideas. It is also not an attempt to “stop thinking,” nor does it require the use of a mantra (a repeated word or phrase). Meditation is “essentially a state of...highly directed concentration” (Fontana & Slack, p. 5.) It is fundamentally an act of training the brain to react to stimuli with calmness and purpose.

Teaching mindfulness meditation to students helps prepare them to accept challenges in life and thrive in challenging situations, both in and out of school. Studies have shown several benefits of training the mind through meditation: physical relaxation, improved concentration, more control over thought processes, increased tranquility, improved mindfulness, enhanced self-understanding, and improvements in creative thinking and memory (Fontana & Slack, 1997). The Waldorf and Montessori educational programs provide educational experiences that allow students engage in acts of deep concentration for long periods of time, mirroring the tenet of mindfulness meditation. For a detailed look at the mindful practices of education in the Montessori approach, see Lillard (2011).

Several different effects of meditation are useful in education. Researchers consider meditation to be a “unique physiological state” that is different from both sleep and wakefulness but shares some of the qualities of each (Fontana & Slack, 1997). Mindfulness meditation teaches the individual to pay attention to the present moment, thereby leading to a

shift in the quality of participation and engagement in the learning process. Considering the different causes of stress for children (Murray, 2012) and wide array of behavioral difficulties exhibited by young students, it may be argued that meditation can be a positive and effective practice in schools.

Mantra meditation is practiced at the Sunrise Primary School, where disruptive children are often referred by the mainstream state primary school. The principal at Sunrise Primary claims that within six weeks of being introduced to meditation, children are able to more easily reach a state of peace and stillness.

Deborah Rozen in her book *Meditating with Children* (1994) writes: “...it didn’t make sense to me that children spend the first twenty years of their lives learning ineffective ways to deal with life, and spend the next twenty years trying to unlearn them if they ever do” (p. 1-2). Teaching children relaxation techniques such as mindfulness can help them remain calmer and more focused when faced with stress throughout their lives, and can provide great benefits in a classroom setting.

Participants

Approval from the Institutional Review Board for Human Subjects at the university was granted. Permission to implement the mindfulness physical fitness activity (MPFA) program as a part of the physical education curriculum was granted by the director of the early childhood learning center. At the time of the study the learning center employed one kindergarten and one first grade teacher, each was administered consent forms prior to conducting the study. Data were collected on students ages 5-

6. There were a total of eleven students enrolled in the early childhood learning center located on the campus of a mid-size historically black university (HBCU); 7 females (64%) with 4 males (36%); African American 100%.

Procedure

After obtaining letters of informed consent, the ADD-H Comprehensive Teacher Rating Scale (ACTeRS) pretest was completed for each student by the kindergarten and first grade teachers during week 1; the MPFA program was administered once a week for 40 minutes each session during weeks 2-5; and the post-test was administered week 6. All students received the MPFA program as a part of the physical education curriculum.

Instrument

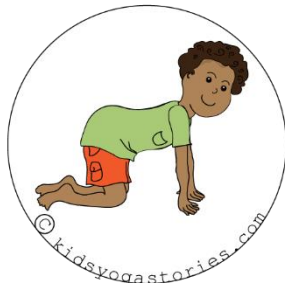
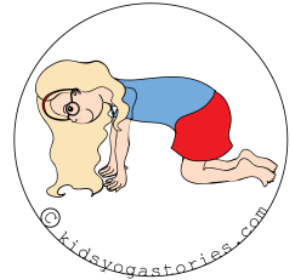
The assessment tool used was the ADD-H Comprehensive Teacher Rating Scale (ACTeRS). The ACTeRS is a screening instrument developed by researchers at the University of Illinois Institute for Child Behavior and Development, and standardized on approximately 4,000 teacher ratings of children in kindergarten through eighth grade. The ACTeRS utilizes a teacher rating form with 24 items and 4 subscales: Attention, Hyperactivity, Social Skills, and Oppositional Behavior. The chief goals of the ACTeRS are (1) assessment of classroom behaviors, (2) diagnosis of ADHD, and (3) evaluation of an individual student's behavior before and after an intervention. This study utilized the ACTeRS with the first and third goals in mind, as these make it an appropriate measure for non-ADHD populations (Ullmann, Sletor, & Sprague, 1984).

Mindful Physical Fitness Curriculum

The MPFA program was implemented during the scheduled physical education time for 4 weeks. The MPFA curriculum was offered for a full class period of 40 minutes once a week during weeks 2-5. The MPFA program included 10 minutes of a reading activity of one of the following age appropriate stories about mindfulness and 30 minutes of physical exercises: *Moody Cow Meditates*, *Moody Cow Learns Compassion*, *Peaceful Piggy Yoga*, and *Sitting Still Like a Frog*.

Physical Exercises

Flexibility, muscular strength/endurance, abdominal strength/endurance, and aerobic cardiovascular endurance are all measured in the Alabama Physical Fitness Assessment. The exercises were each demonstrated by the teacher prior to students being guided to perform the exercise. The teacher monitored the student's performance of the exercise and offered gentle correction if done improperly. Students performed the physical movements in synchronicity with the breath: easy pose, extended child's pose, tabletop pose, extended cat pose, puppy pose, cow pose, locust pose, staff pose, elephant pose, and resting pose.



Gedzyk, E. (Illustrator). (2005). *58 Yoga Poses for Kids*. Retrieved from <https://www.kidsyogastories.com/kids-yoga-poses/>

Results

It was hypothesized that students receiving the mindfulness fitness physical activity program as a part of the physical education curriculum would show an increase in attention and social skills and a reduction in hyperactivity and oppositional behaviors. SPSS paired t-tests were conducted on the pre-test/post-test measures of the ACTeRS subscales of attention, hyperactivity, social skills, and oppositional behavior. Statistically significant results for the attentions subscale in first graders was indicated ($M = 17$) than at baseline ($M = 12$) as indicated by a significant t-test, $t(3) = 3.162$, $p < .05$. Hyperactivity in the first grade students were statistically significantly after exposure to the MFPA program ($M = 16$) than at baseline ($M = 20$) as indicated by a significant t-test, $t(3) = -5.00$, $p < .05$. While the subscales of social skills and oppositional behavior showed non-significant differences. The subscales of hyperactivity, attention, social skills, and oppositional behavior showed a non-significant difference between pre and post- test in kindergarten students.

Discussion

The goal of this study was to examine the impact the MFPA as part of the physical education curriculum would have on elementary school students. Findings suggest that mindfulness activities have varying statistically significant effects on a child's attention skills, social skills, hyperactivity, and oppositional behaviors for the entire population. Data obtained from the MFPA suggest a decrease in attention and an increase in hyperactivity for certain age groups. This implies that the program as it stands has a negative

effect on several behavioral indicators for students.

The findings of this study conflict with prior research evaluating the influence of mindfulness activities on behavior. Mindfulness involves training the brain to react with calmness and purpose. Literature suggests incorporating mindfulness exercises throughout daily school activities has a lasting benefit. When using the appropriate teaching style, all student populations prosper from regular meditation practice, regardless of age or ability (Flook et al., 2010, p. 80). The MFPA was implemented once a week for four weeks. This may have impacted the results, as students were not exposed to the activity often enough to affect behavior.

Limitations of the Study

Limitations in the MFPA were primarily the age of the sample population, and the time restraints of the study. Literature implies mindfulness activities have a positive effect on children over the age of seven. Children observed in this study were 5-6 years old and participated in the study only once a week. Additionally, data presented in MFPA resulted from teacher assessments. Teacher assessment strategies of student behaviors may have been skewed based on instructor familiarity with students and competence of the teacher with the screening instrument. Also, teachers were present for the intervention activities, thus their reports are subject to overly optimistic effects from observation of and participation in mindfulness activities.

Implications/Recommendations for Future Research

The data indicates a need for elementary school aged children to be exposed to activities that aid in the improvement of oppositional behaviors. This may be accomplished through regular exposure to mindfulness activities to include reading and physical activity that train the students to react to oppositional behavior stimuli. Furthermore, it would be necessary for those conducting and assessing any mindfulness in combination with physical fitness to have appropriate knowledge and training in the evaluation tool, as well as mindfulness. Future studies should consider an increase in the time allotted for the intervention to allow for the behaviors of individual students who fall within predetermined ranges on the ACTeRS to be evaluated. Future research should also address the limitations in the present study, as well as address the differences in children in areas where mindful movement is a largely accepted form of discipline and training.

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Life: Where We Have Been and Where We Need to Go

Sandra Sims, Ph.D., University of Alabama at Birmingham

Thirty-five years ago, public school credits changed in Alabama. Before 1982, every student was required to take physical education in every grade (K-12) in Alabama. In 1982, the physical education requirements in high school were reduced from four credits to three credits. In 1986, the credits were reduced to one credit. This is the current rule in Alabama today: students must take physical education in grades K-8 plus a one-credit course in high school.

What happened to that one credit course during the last 35 years? It would be a great story to state that the reduction of credits awakened the secondary teachers to realize that physical education had lost ground in the academic curriculum. Sadly, secondary physical education and physical educators needed to change in order to regain the respect that was lost; however most programs have changed very little. In fact, there have been more legislative attempts to remove the final credit. Even those scary times did not shake up the profession as a whole. However, a group in ASHPERD (Alabama State Association for Health, Physical Education, Recreation and Dance) began to think differently. Saving the one remaining required credit and changing the curriculum was considered important goals for the association.

One goal was to change the perception of high school physical education. The term “physical education” or “P.E.” was viewed poorly by people who have had bad experiences in schools. In fact, many former high school students stated that

their high school physical education experience was a “joke” (Sims, personal communications, 2006-2011). Negative experiences are hard to erase. With the possibility of future legislation or policy changes to reduce physical education further in our state, several physical educators in Alabama got together in 1990 to discuss the possibility of changing the name for the high school course. The conclusion was that the term “L.I.F.E.” would be harder to remove (exempt) from the curriculum. So in 1991, the L.I.F.E. (Lifelong Individualized Fitness Education) program was created and piloted at Jemison High School. Six years later in 1997, the Alabama State Department of Education (ALSDE) adopted L.I.F.E. as the required course for all high school students. The L.I.F.E. course continues to be the required course for graduation credit in Alabama today.

We are now 30 years into the L.I.F.E. course and the state has shown very little progress in improving secondary physical education. Change is very hard for most people. Without a course of study accountability policy, very few schools are offering a quality L.I.F.E. course. Professional development for the L.I.F.E. course was very limited in the first few years. In 1997 and 1998, L.I.F.E. presentations were offered to ASHPERD members. In 2006, the state finally addressed the need for a plan to train teachers across the state. Out of this training, master teachers were identified in each of the regional in-service areas. This training helped but it still did not transform the secondary programs.

During this time, ASHPERD’s

leadership was working to address another barrier to LIFE implementation specifically the issue of exemptions. In 1985, the Alabama State Board of Education passed a resolution that stated:

“No Exception to Required One-Credit Course in Grades 9-12: Until funding is obtained for K-8 physical education teachers at every school within a school system, there will be no exception to the required one-credit course in Grades 9-12” (Alabama State Board of Education Resolution H-1, April 1985).

However, this resolution has not been followed by all school systems. As a result, leaders in ASAPERD took on another goal which was to fight the exemptions issue. After ASAPERD’s initiated advocacy efforts which raised awareness of the issue across the state in 1996, the State Superintendents of Education had to address the non-compliance of the policy. A memo from Ed Richardson, State Superintendent of Education was sent on October 2, 1996 to city and county superintendents. The memo stated:

“I will continue to approve substitutions for the high school unit of physical education for systems that have implemented the K-8 physical education program with certified physical education teachers. Please be reminded that physical education is required daily in K-8 program and there are no substitutions for physical education in those grades” (Richardson, 1996).

After an ASAPERD advocacy

campaign focusing on the State Board of Education, several questions were posed by Bradley Byrne to the State Superintendent to clarify exemptions in Mobile. In a memo dated December 4, 1997, Joe Morton, then Deputy State Superintendent of Education responded to State Board of Education member Bradley Byrne’s question to determine if any exemptions had been granted for Mobile County schools. The answer was no. Then the response included the exemption policy of 1997:

“Requests for exemptions are addressed individually, not as a general one answer fits all situation. When a system has specific needs that are unable to be met under the provisions of the AAC, an exemption for that specific situation for that specific child (those children), under specific conditions is requested” (Morton, 1997).

This exemption policy was carefully followed by leaders in ASAPERD for many years. The list of school exemptions for physical education continued to grow out of control, not only for the high school units but also for K-8 students. In the Spring of 2004, ASAPERD leaders worked with State Senator Rodger Smitherman to find a legislative answer to this growing problem. In May 2004, the Alabama Legislature unanimously passed a Senate Joint Resolution urging the ALSDE and the ASBE (Alabama State Board of Education) to address the problems of allowing students to exempt physical education in schools, as well as address instruction on living healthier lifestyles (S. J. Res. 97, 2004). In July 2004, the ASBE voted to form the Statewide Committee to Review the

State of Health of America's Youth with Particular Emphasis on Alabama's Youth (ALSBE, 2004).

Recommendations from this committee were presented to the ASBE in February 2005 and were approved (ALSBE, February 2005). Two of the recommendations presented to the ASBE addressed eliminating exemptions for physical education. Specifically, one recommendation was to eliminate all exemptions in grades K-8 and the other recommendation was to change the process for granting exemptions in high school. In July 2005, the guidelines for implementation of the recommendations were presented and also approved by the ASBE (ALSBE, July 2005). Implementation for both of these recommendations concerning exemptions went into effect during the 2006-2007 school year.

The story would have a great ending if the above recommendations would have been implemented. However, in some cases it appeared to open the door to others requesting exemptions. ASAHPERD leadership collected exemption data from 1996 to 2012 when the process of publishing exemptions came to an end. Today there is no way to follow the exemption trail other than to ask teachers if exemptions are allowed in their schools. All that work to end exemptions and the problem still exists.

In 2017, ASAHPERD leadership continues to advocate against exemptions. Recently, a group of ASAHPERD members spoke with several ALSDE leaders to voice concerns about a possible change in the current exemption policy for the L.I.F.E. course. The conversation delayed the proposed change to relax the current

policy but no one knows when the issue will come up again.

So where do we go from here? It is time for a new plan for the L.I.F.E. course. The lack of accountability for teaching the required course standards in the L.I.F.E. course of study and the number of exemptions allowed have taken a toll on the high school physical education credit. The L.I.F.E. course is still listed as the one credit course required for graduation. As a college professor who looks for schools to place future professionals, the list is very slim for high school programs offering quality instruction in the L.I.F.E. course.

It is time for a change. Recently, the ALSDE began offering the L.I.F.E. course online through ACCESS. Is this the direction the state should go? There are problems with accountability of an online L.I.F.E. course. It is hard to prove that the student is completing the work, particularly the active portion that includes fitness logs. In reality, the on-ground version is not holding students accountable for the content standards. It is time for a fresh start on the L.I.F.E. course. ALSDE will be writing a new Course of Study for Physical Education in the next two years. It is time to create a course that can change secondary programs.

In the meantime, one state group is committed to reinvigorate the L.I.F.E. course. Healthy Eating Active Living (HEAL) Alabama is working on providing supplemental material for the L.I.F.E. course with ready-made units and handouts that will be used to inspire high school students to live healthy active lives. This is a great start but it is not the only answer.

State leaders need to address the elephant in the room-the physical education programs that are ineffective

with educators who have lost the passion of teaching. Changing the name of a course, changing policies and changing rules will not change a heart that has grown cold. Our state has scary data on the health of our students and citizenry. The time for bold change is here. High school physical education teachers need to step to the front of the line or move out of the way. Time is no longer on our side.

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Comparing Rural University in Alabama Students' Fruit and Vegetable Consumption with American College Health Association - National College Health Assessment

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University of North Alabama Results

Literature Review

Consuming five servings of fruits and vegetables daily decreases mortality, reduces risks of developing chronic diseases, and aids in weight management (Wang, et al., 2014). Healthy Campus 2020 (2012) set a goal to increase the percentage of college students consuming five or more servings of fruit and vegetables a day by ten percent. Currently, the trend is moving in the opposite direction with a 7% decline in the number of college students consuming the recommended five or more servings of fruits and vegetables per day over the last six years (American College Health Association, 2010; American College Health Association, 2016). In the state of Alabama, the percent of the population who consume the recommended number of servings of fruit is 9.5%, which ranks Alabama as the 5th lowest fruit consumers in the United States (Alabama Public Health Data-Trust for America's Health, 2017). Additionally, Alabama is ranked the 10th lowest for vegetable consumption with only 7.1% of the populations consuming the recommended number of vegetable servings per day (Alabama Public Health Data-Trust for America's Health, 2017). The inferior fruit and vegetable consumption in Alabama, in addition to

the decline in college students' consumption, raises concern regarding the overall dietary intake of Alabama college students (ACHA, 2010; ACHA, 2016; Alabama Public Health Data-Trust for America's Health, 2017). Despite these concerning trends only one study on the fruit and vegetable consumption of Alabama college students could be identified (Murashima, M., Hoerr, S. L., Hughes, S. O., Kattelman, K. K., & Phillips, B. W., 2012).

A higher intake of fruits and vegetables is associated with lower BMI (Bertoia et al., 2015). A high BMI can be an indicator of high body fatness and is related to increased risk of chronic disease and mortality (Center for Disease Control and Prevention, 2015). BMI categories include: underweight <18.5 kg/m², healthy weight = 18.5-24.9 kg/m², overweight= 25-29.9 kg/m², and obesity > 30 kg/m² (Center for Disease Control and Prevention, 2015). BMIs indicative of overweight and obesity are a major concern among college students with *American College Health Association-National College Health Assessment* (ACHA-NCHA) spring 2016 (2016) data indicating 36.8% of college students are either overweight or obese. Additionally, obesity in Alabama is a major issue (Center for Disease Control and Prevention, 2016). *The State of*

Obesity: Better Policies for a Healthier America report ranked Alabama second most obese state in the United States (Segal, M. S., Rayburn, J., & Martin, A., 2016). In spite of the Healthy Campus 2020 (2012) goal to increase the number of students at a healthy weight by 10%, the number of college students at a healthy weight has declined by 5.5% over the past six years, with the number of students that are overweight or obese increasing by 13.23% (ACHA, 2010; ACHA, 2016).

Purpose

The purpose of this research project was to evaluate the fruit and vegetable consumption and BMI of students at a Rural University in Alabama (RUA) and compare their consumption with the ACHA-NCHA spring 2016 results.

Methods

This was a cross-sectional study using a convenience sample of college students from an RUA. The study was conducted during the third, fourth, and fifth weeks of the spring 2017 semester.

Participants and Recruitment

The participants were all students enrolled in an RUA. They were recruited during the first two weeks on campus through email invitations and flyers posted around campus. As an incentive, students who completed the survey could register for a chance to win a bookstore gift card. Initially, 506 students were surveyed. Thirty-four surveys were discarded due to incomplete answers, making the final study enrollment 472 students, with a majority of female participants (367 female, 105 male). The participants' ages ranged between 18-54 years, with

a mean age of 20 years old. The race demographics included: 368 white participants (78%), 65 African American participants (14%), and 39 other participants (8%). Ninety-six percent of students were classified as undergraduate, while 4% were graduate students.

Survey Administration

The survey was administered online using Qualtrics, a survey software. It was anonymous and included 12 demographic questions and 10 questions from a validated fruit, vegetable, and fiber screener. The validated screener asked questions regarding the students' weekly fruit, vegetable, and fiber intake (Block et al., 2000). The data from the fruit, vegetable, and fiber screener section of the survey was keyed into an algorithm, which predicted participants' daily fruit and vegetable consumption. The demographic section asked questions regarding the students' age, race, height, weight, sex, academic life, and living arrangements. Self-reported height and weight was used to calculate students' BMI.

Data Analysis Results

The validated fruit, vegetable, and fiber screener data demonstrated that 19.7% of the RUA students consumed five or more servings of fruit and vegetables per day. This level of fruit and vegetable consumption exceeds the national average based on ACHA-NCHA Spring 2016 data (ACHA, 2016) (Table 1). Additionally, only two percent of RUA students reported no consumption of fruit and vegetables daily, which was lower than the national average based on ACHA-NCHA Spring 2016 data (ACHA, 2016)

(Table 1). These same results were seen in both the male and female populations (Table 2, Table 3). The researchers also found that the majority of students from the RUA reported higher than average fruit and vegetable consumption in the three to five servings per day category (Table 1, Table 2, Table 3).

Based on BMIs calculated from self-reported height and weight, RUA students had a higher than average percentage of students in the overweight and obese categories when compared to the ACHA-NACH Spring 2016 data (ACHA, 2016) (Table 4). When studied individually, females had higher BMIs on average than males (Table 5, Table 6).

Table 1 Servings of Fruits and Vegetables for RUA Students versus ACHA-NCHA Data

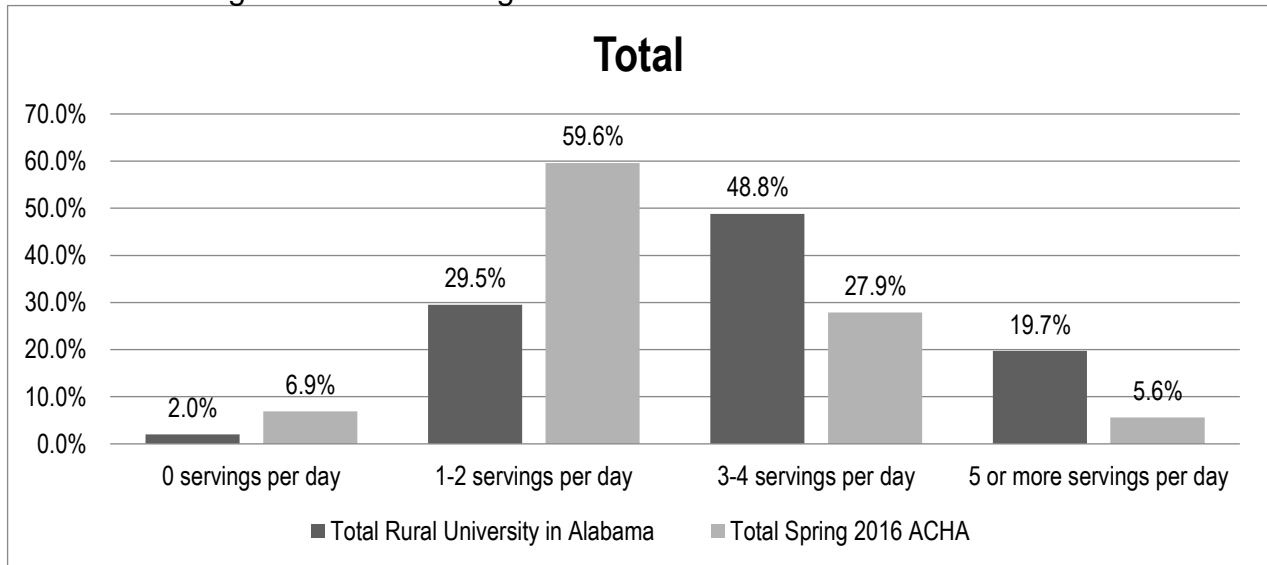


Table 2 Servings of Fruits and Vegetables for RUA Male Students versus ACHA-NCHA Data

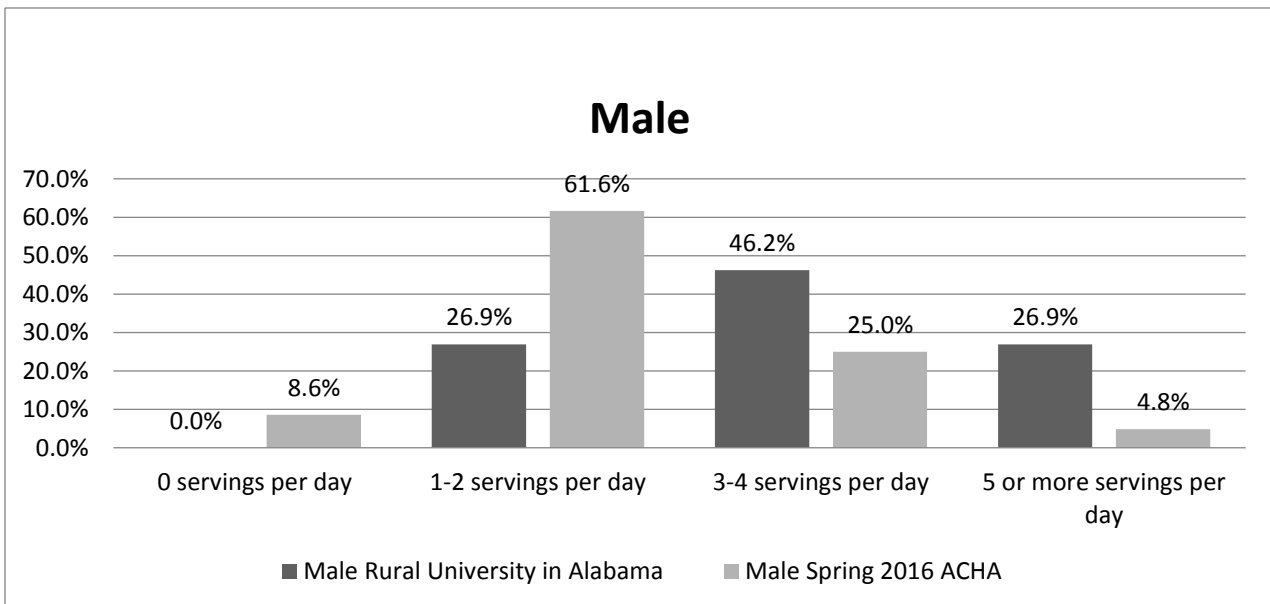


Table 3: Servings of Fruits and Vegetables for RUA Female Students versus ACHA-NCHA Data

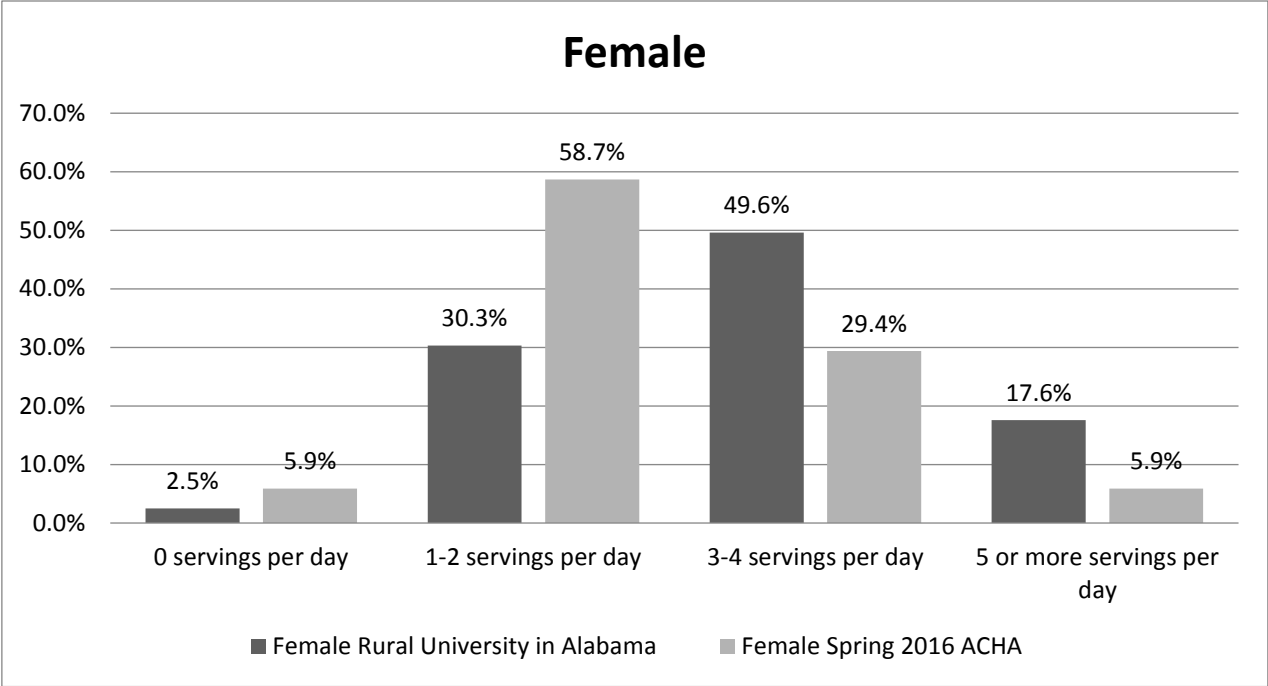


Table 4: Body Mass Index Classification for RUA Students versus ACHA-NCHA Data

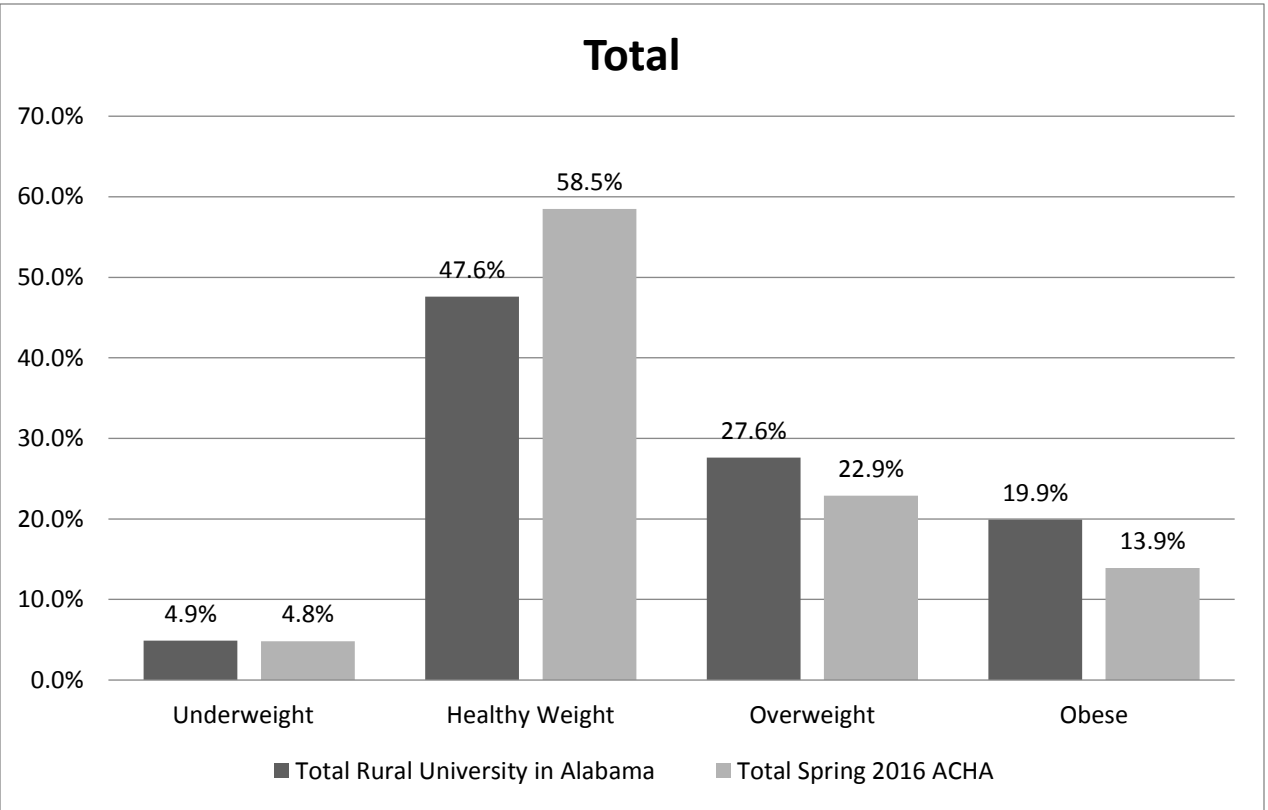


Table 5: Body Mass Index Classification for RUA Male Students versus ACHA-NCHA Data

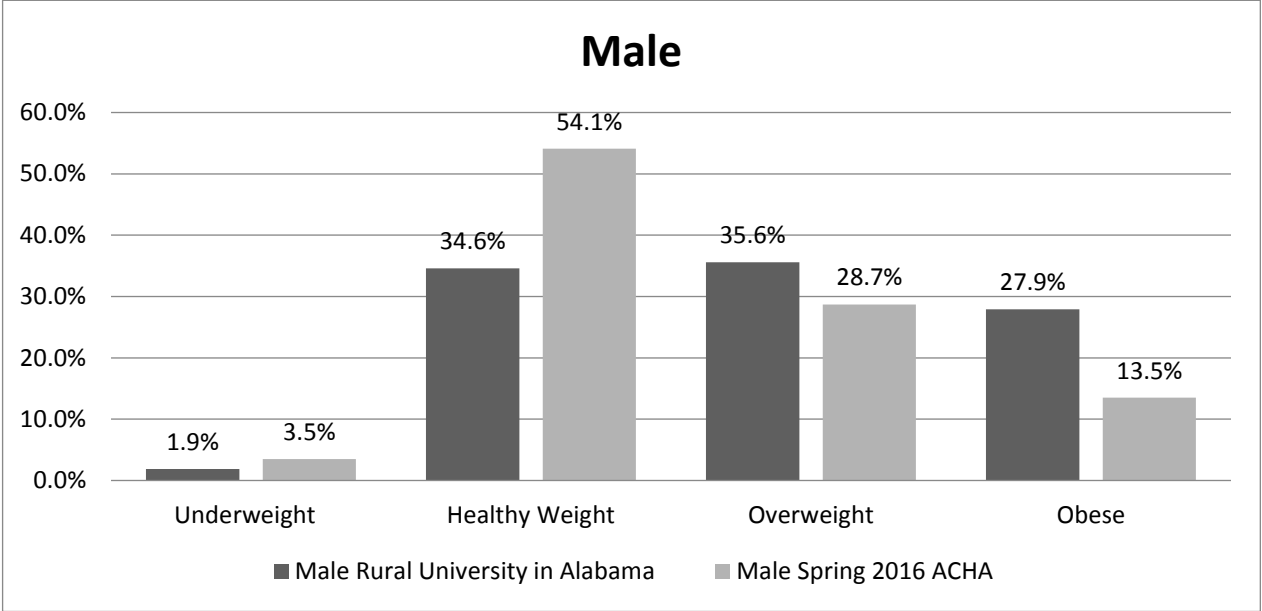
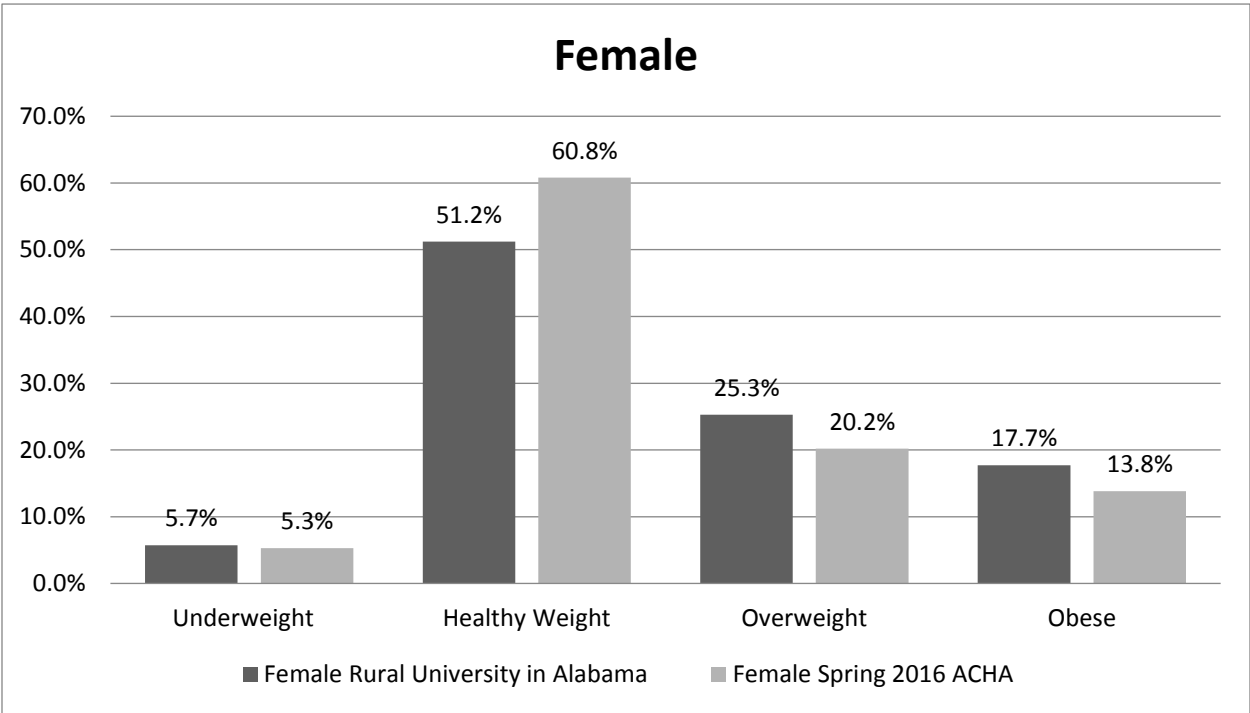


Table 6: Body Mass Index Classification for RUA Female Students versus ACHA-NCHA Data



Discussion

Fruit and vegetable consumption is an important part of our daily diet; however, previous research demonstrates that most college students do not consume an adequate amount of fruits and vegetables per day (ACHA, 2010; ACHA, 2016). For this study, the researchers hypothesized that the RUA students would consume below the national average based on data from the CDC showing that 43.8% of adults in Alabama reported eating less than one serving of vegetables, 24.3% reported less than one serving of fruit, and the results for adolescents in Alabama were 44.4% and 45.7%, respectively (National Center for Chronic Disease Prevention and Health Promotion, 2013).

Research results demonstrated that fruit and vegetable consumption was actually higher than the national average reported by ACHA-NCHA Spring 2016 data (ACHA, 2016). However, as the researchers hypothesized, overall BMIs were higher than the national average as reported by the ACHA-NCHA (2016). Higher than average BMI with higher than average fruit and vegetable intake is counterintuitive. These researchers question whether fruit and vegetable preparation methods are contributing to higher caloric intake in this population. In addition to preparation methods, vegetable choices may also be a factor: according to the Bertoia study, (2015) higher intake of starchy vegetables was associated with weight gain. Closer evaluation of the types of vegetable consumed may further explain the higher BMI with higher fruit and vegetable consumption. An important

step toward meeting both the fruit and vegetable and BMI goals in this RUA population would be nutritional education, possibly through community-based programs (Promoting Healthy Eating and Physical Activity for a Healthier Nation, 2010).

Another study conducted by professors at the University of New York used a large sample of urban college freshman and found similar results with BMIs increasing once students began living on campus and eating at fast food establishments. The difference between this study and the urban college study was that students from the RUA consumed more fruits and vegetables per day yet they also had high BMIs (Yeh et al., 2010). This shows that it is possible the preparation methods and vegetable selection of the RUA students could contribute to higher BMIs, rather than the lack of fruit and vegetable consumption. Learning how certain cooking styles could improve the overall nutritional value of what one is consuming could lead to better weight management (Fabbri, Crosby, 2016). The results of this study warrant further comparisons between the dietary consumption patterns of this RUA population and other standards to determine further potential dietary contributors to the higher BMIs observed.

Conclusion

Comparing the BMI and fruit and vegetable consumption of a cross-section of college students at an RUA with the Spring 2016 ACHA-NCHA (2016) results, researchers found the percentage of overweight and obese students at an RUA exceeded the

national average for college students. However, the fruit and vegetable consumption of the RUA students also exceeded the national average reported by the spring 2016 ACHA-NCHA (2016). The researchers hypothesized that BMI would exceed while fruit and vegetable consumption fell below or equal the national average. Having higher fruit and vegetable consumption with higher BMI levels is a bit perplexing since research demonstrates an inverse relationship between BMI and fruit and vegetable consumption (Heo, 2011 & Azagba, 2012).

Strengths of this study include the use of a validated food screener to assess fruit and vegetable consumption, the high response and completion rate of the surveys and the large sample size (Block, 2000). However, using a sample of convenience and self-reported data is a limitation of this study. Additionally, the study was limited to one geographic location in the state of Alabama and subject ethnic diversity was narrow.

The researchers concluded that, though students at an RUA consume a higher than average amount of fruits and vegetables, they are more overweight and obese than the national average. Future research should focus on the types of fruits and vegetables consumed, cooking methods, and the addition of sauces and dressings in this population. It may be helpful to add a measure of body fat percentage to establish if the reported higher BMIs are attributed to increased lean muscle mass or to a true higher body fat percentage.

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Sport Development: A Moral Perspective

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Introduction

The media attention that sport receives today has allowed the focus of sport to be on winning and “big plays” rather than the process of playing the game and good sportsmanship (Wood, 2014, July 11). Whether the participation level is professional, collegiate, scholastic, or youth, there are life lessons to be taught and reinforced (Camiré & Trudel, 2013; Camiré, Forneris, Trudel, & Bernard, 2011). The professional athletes have, hopefully, been taught these lessons through their participation in various levels of sport; their responsibility is to then help reinforce and teach these same lessons to the current youth. The lower levels of sport, both youth and scholastic, should intentionally emphasize the teaching and reinforcing good sportsmanship, ethical behavior, and life skills; in addition to the development of sport skill techniques and tactics (Harrist & Witt, 2012).

Due to external awards earned by winners and the attention placed on winning (Sullivan, 2015), many people forget that the true purpose of youth and interscholastic sport lies in teaching moral values focusing on positive youth development (Papacharisis, Goudas, Danish, & Theodorakis, 2005). There are many tests inherent in sports that

will continually challenge all involved to build an internal moral compass on which to rely. The remainder of this paper presents five issues in sport that may call into question the moral judgement of players and coaches toward success.

Issue 1: Purposeful Intimidation in Sport

Intimidation has grown into a mainstream issue in sports (Stankovich, 2012). This is seen through sound bites from players during a game to what is heard from coaches, fans, and players on the sidelines. There are arguments in favor of trash talk and its cultural roots (Bravo, 2016) and many against trash talk and its negative effects to those involved (Dixon, 2007). This issue is not one that can be solved overnight or by simple adoption of policy; a systematic introduction of practices is needed to encourage change and breed a positive environment.

In addressing the issue of intimidation in sport, the current culture of what is acceptable in sport must change, with the initial changes coming from coaches. Most sport fans have seen example of coaches using vulgar language, berating their players, and making an overall spectacle of themselves, for example Mike Rice, former Rutgers basketball

coach (The New York Times, 2013, April 3). While coaches may believe these intimidating tactics bring about immediate changes in behavior, one might question if it actually instills a fear of making a mistake into players (Abrams, 2002). Many believe that this negative approach to coaching only fosters a negative atmosphere for the players and results in higher levels of player drop-out and team dysfunction (Goldberg, 2017). Again, one core reason for sports is to teach or reinforce moral values in our youth and this negative approach takes focus away from this goal.

One area that needs to be addressed within the realm of intimidation is purposeful player intimidation. In many cases this takes the form of trash talking and is something that has grown in popularity through the years (Cohn, 2017). In fact, Strand (2014) found that 18% of high school athletes believe that trash talking in sports is acceptable and Strand, Brotherson, and Tracy (in press) found that 51% of college athletes believe that trash talking in sports is an acceptable practice. Again, this becomes an issue of what are the core goals of sport and does this fit into accomplishing those goals? Trash talking is not an easy habit to quit, but building a positive culture from the start is imperative to helping regain focus on the core goals of sport.

There are two approaches to consider when addressing the issue of trash talking. The first must be educating coaches about acceptable appropriate coaching behaviors. When coaches build a culture of positivity and acceptance for all,

trash talking becomes an abnormality. This positive culture will eventually push out negative trash talking through years and practice. A second approach needs to be the adoption of a policy for handling trash talking. This needs to be left up to the individual sports to handle as they contain a myriad of situations unique to each sport. An example of a policy is that if a football player is trash talking an opponent during a game, they will be required to sit for the next series for the first offense, the rest of a quarter for the second, and the remainder of the game for the third offense (Coach A, personal interview). This policy will help build a low tolerance for trash talking in the initial stages of a culture change. If all coaches continue to work toward a positive culture and monitor trash talking during practice, this in-game policy is one that will, hopefully, be obsolete after the first couple of seasons.

While there are instances where intimidation will appear, working to minimize those instances will provide participants with a positive experience. Intimidation is an issue that takes on many different forms, but by building a positive culture and developing policies and practices to support this culture, coaches can bring about meaningful change within sport.

Issue 2: Academic Excellence

Academic excellence is something that can be defined in many ways (Cuseo, n. d). One can define excellence as achieving top marks, another could use the definition of achieving a personal best. The definition used for this

discussion is excellence means achieving one's personal best in any given subject. This definition allows for the individuality of each person.

This issue of academic excellence is one that has a greater impact on all athletes, regardless of talent level, than anything else. While many athletes have dreams of making it to the professional level, the facts are that most high school athletes will not compete in college and even fewer make it to the professional level (National Collegiate Athletic Association, 2017). The low odds of playing professional sports supports the premise that educational excellence must be at the forefront of everyone's athletic program.

At the collegiate level, policies have been implemented to limit the number of hours a coach can spend with his or her players for a specific time period (Athletics Compliance Office, n. d.). With increasing demands by boosters and fans for team success, coaches require more and more practice and preparation by their players, thus reducing time for studying. This added demand, coupled with a tendency for some players to place greater emphasis on their sport participation than their academic education, has led to many student-athletes not completing their degrees (National Collegiate Athletic Association, n. d.a). The academic issue has been addressed by the implementation of eligibility rules that help steer student-athletes in the direction of earning a degree (National Collegiate Athletic Association, n. d.b). These rules have aided the progress of players towards degrees

but has also opened the door to new forms of academic dishonesty.

The issue of academic excellence should be at the forefront of every athletic program (University of Central Florida, n. d.). Building a culture of academic excellence begins with recruiting players with a passion for academics. Recruiting players who first seek an education helps because the drive for education already exists.

One can argue that earning that big professional contract sets a player up for life (Steinberg, 2015, Feb., 9). While this is somewhat true, earning an education can pay dividends for years after a player's athletic career has ended. It is difficult to assess the value of an education as there are no concrete numbers to view initially, but the overall quality of careers after earning a college degree is much higher than those of a high school graduate (Abel & Deitz, 2014). Building a culture of academic excellence takes time and a passion for helping student-athletes create a better life for themselves after athletics. This focus on achievement in academic endeavors as well as athletic endeavors helps to build a strong, moral adult who will strive for their best in all aspects of their life.

Issue 3: Performance Enhancing Drug Use

The performance enhancing drugs (PEDs) issue is the most fluid issue in sports today. Science is finding new ways to detect the use of PEDs (American Chemical Society, 2014) while it also finds new ways to enhance athletic performance (Sharma, 2016). Unfortunately, these

two go hand-in-hand, but maintaining the view of fostering moral adults through sport participation makes the use of PEDs a black-and-white issue. While many athletes seek ways to circumvent rules to gain an advantage (Epstein & Joyner, 2017, Feb. 15), it is the responsibility of coaches and administrators to develop a coherent policy regarding PED use and educate their athletes about the associated dangers.

A first step in combatting the use of PEDs comes in the form of coach and athlete education. Scheduling annual or semi-annual meetings to discuss, educate, and update coaches on the types of PEDs being used as well as the dangers associated with them is a must in order to develop advocates for clean athletes. Once the coaches have been educated, that same message must be delivered to athletes. The information provided to athletes must be conveyed in a manner that can be easily understood along with an explanation of the consequences. Explaining the dangers of PEDs as they pertain to participation eligibility, the possible side effects, and the potential impacts on growth and development is imperative. Knowledge of these dangers helps athletes in making informed decisions when confronted with the use of PEDs.

A second step in combatting the issue of PEDs is the development of a comprehensive policy for testing and consequences. A possible testing policy is one that would test approximately thirty percent of the athletic population on a random basis. All selected athletes

would be tested through a contracted third-party testing agency. A third-party agency would streamline the testing process and ensure no bias or discrimination on the part of the institution. Once the testing policy is established, consequences must be assessed for those who test positive. The consequence structure can be a simple, “two strikes and you’re out” policy. A first positive test would result in a full season suspension of a player. A second positive test would result in a ban from athletics for that athlete. While these consequences seem harsh, they put athletic honesty at the core of one’s values. These harsh consequences also add significant weight to the decision of using PEDs, thus helping deter a player from beginning usage. This implementation must be addressed each year to update policies and continually educate all coaches and players about new drugs and their dangers.

Issue 4: Athletic Integrity

The issue of athletic integrity really comes down to the difference between sportsmanship and gamesmanship. Many individuals engaged in sport talk about the importance of sportsmanship, giving credit to your opponents, and respecting the game; but the term gamesmanship is rarely found in the media. This thought of gamesmanship is the bending or breaking of rules that is common practice in sport (Strand, 2014). For instance, it is against the rules to aid a runner in football by pushing on his back but many teams still do this because the rule is seldom enforced. Although many coaches and players

understand these things happen in sport, they are still a violation of at least the spirit of the rules.

When addressing the thought that breaking game rules is acceptable, one needs to, again, examine the purpose of sport. If coaches are trying to teach or reinforce the values needed to create moral adults, they must teach and reinforce acceptance of the rules. When looking at the above example, even though many people do aid the runner in football, the spirit of the rules is that the runner must gain yardage of his own accord. He must be able to demonstrate his ability against the defenders in front of him. By aiding him in gaining yardage, we are robbing the runner of truly testing his or her abilities against the defenders; likewise, we are also robbing the defenders of testing their ability to stop the runner from gaining yardage. The simple act of aiding that one runner takes away from the experience of the majority of the players on the field.

Athletic integrity is an issue that needs to be addressed at the coaching level first (American Council on Education, 2016). Teaching and instilling in each coach the importance of following the letter and spirit of the rules in something that may take time and concerted effort. Most competitors want to win, but winning the right way must be emphasized. It takes a confident, strong-willed coach who is dedicated to winning and competing the right way to not only discourage breaking the rules, but to emphasize and enforce it on a daily basis. Players, especially young ones who want to win, may have a propensity towards

bending or breaking the rules if they believe they will not get caught.

Discouraging gamesmanship is a difficult challenge because, in many cases, breaking some of the rules is an accepted practice (Branch, 2011, Sept). Players' desire to win along with their undeveloped sense of moral values may lead them to making questionable decisions. It is essential that coaches encourage following both the letter and spirit of the rules.

Issue 5: Gender Equality

Sports today are more inclusive than they ever have been. We are seeing more females participate in youth sports (Rosenwald, 2017, May 17), interscholastic sports (National Federation of State High School Associations, 2017, Sept 6), and collegiate sports (Johnson, 2014) than ever and we are also seeing professional sports leagues (Creech, 2015, June 27) for females that provide further opportunities. While there are more options for female to play sports than ever before, we are still not seeing a surge of females joining the ranks of coaches and administrators (Stark, 2017, Woods, 2016). This issue is one that may or may not be able to change simply due to the possibility of a lack of desire to pursue athletic careers. Although this may be discouraging, it is the responsibility of current athletic professionals to provide as much education and opportunities as possible for women.

To address this issue, leaders must provide opportunities for females to work in athletic departments to gain experience and

discover possible athletic careers. These opportunities can be in the form of internships, practicum experiences, or even simply volunteer opportunities. Providing opportunities and keeping positions available for females will encourage exploration of careers in sports.

Implementing a policy to encourage females to explore careers in athletics may not result in an increased number of females entering the profession, but instead, it is opening the doors to professions that may have been previously overlooked. Building awareness of the gender discrepancy within athletics is the only way in which leaders can work to close the gap. Making sure to consciously create an atmosphere of acceptance and education is important if we are to ever work towards equality within the sports industry.

Summary

The issues described are critical to the continued success of not only sports, but the overall development of society. A key component in correcting these issues is developing a clear, structured method of educating those affected by the issues and creating a culture that is dedicated to the development of moral adults. While none of these issues can be solved overnight, the important thing is that we all take steps forward, working to provide better experiences, while striving to teach moral lessons to the players of today and the future. No one person has all the answers to these big questions, but by clearly defining the purpose of sport, and working together with

administrators, coaches, and others, we can, through sport participation, produce well-rounded, moral adults to help teach future generations.

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ASAHPERD Research Poster Abstracts
Fall Conference November 6, 2017

The Increasing Risk of Preventable Injuries in Youth Sport
DJ Gililand, Samford University, Birmingham, AL

Purpose: The purpose of this literature review was to explore the increasing risk of preventable youth sports injuries. **Methods:** Research guidelines for this review included studies evaluating preventable youth sports injuries. Inclusion criteria were: (1) preventable injuries in youth sport (2) youth sport defined as <18 years of age, (3) peer-reviewed investigations of preventable youth sports injuries. Exclusion criteria were: (1) studies performed outside the United States. **Results:** Increases in the number of children participating in youth sport has risen significantly in the last 20 years. Early sport specialization and year-round participation are the key factors in preventing overuse injuries in youth sports. **Conclusions:** The rise of participation in year-round sport specialization lends itself to fostering preventable injuries in youth sports. Parents, coaches, and administrators must implement prevention strategies for overuse injuries in youth sports.

Promoting Physical Activity through the Transtheoretical Model of Behavioral Change

Colin G. Pennington & Debora Baxter, The University of Alabama, Tuscaloosa, AL

Purpose: The purpose of this article is to explore to what degree the Transtheoretical Model of behavior change is effective in promoting physical activity and maintaining a physically active lifestyle. **Methods:** The components of the Transtheoretical Model will be parsed and analyzed to review their function and role in the Model. In addition, the Model will be reviewed to determine the effectiveness of applying the Transtheoretical Model as an intervention in relationship to increasing physical activity behavior. **Results:** In general, results support the application of TTM for PA behavioral change. Beyond highlighting results of studies applying the Transtheoretical Model, implications and considerations for interventions using the Models are also expressed. **Conclusion:** When acknowledging the multidimensional nature of the model, it is important to demonstrate a good understanding of how the various dimensions relate to one another and recognize how these relationships will influence intervention development.

Congratulations to the 2017 ASAPERD Award Recipients



Honor Award
Sharon Smith
Glen Iris Elementary



Service Award
Nancy Ray
Alabama Dept. of Education



Elementary Physical Education
Rebecca Peterson
Rocky Ridge Elementary



University Physical Education
Sandra Sims
UAB



Middle School Physical Education
Mandi Panter
Lupton Jr. High



Recreation Professional
Allison Tubbs
Lakeshore Foundation



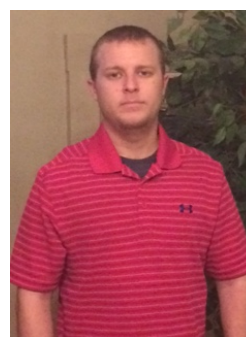
Jump Rope for Heart Coordinator
Leta Hoit
Greystone Elementary



Administrator
Vanessa Scott
Talladega County Schools



Angie Nazaretian Lay Leader
Melinda Bonner
Hoover City Schools



Future Professional
Justin Wiley
UAB



Pathfinder
Sherri Huff
Birmingham City Schools



Coach of the Year
Jeff Cantrell
Birmingham City Schools



Coach of the Year
Carol Rhoden
WJ Christian



Willis J. Baughman Award
Alabama State University

NOMINATE A DESERVING COLLEAGUE FOR AN ASAPERD AWARD

Complete and send to: ASAPERD Awards, PO Box 369, Arley, AL 35541; email: dhester@asahperd.org; postmark by **March 1st**

Nominator: _____ Phone: _____

Email: _____

HONOR AWARD

Must be at least 35 years of age; have made contributions within the fields of HPERD or related fields; must have rendered a minimum of 5 years service to ASAPERD and be a current member; and must be living (no post-mortem awards) and reside in Alabama.

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

DIVISION AWARDS

Must have at least 5 years experience in field of the award for which he/she is nominated and must be an active professional member of ASAPERD. Recipients who meet all the qualifications for the Southern District Award, including being a member of SHAPE America, will be eligible for competition at the District level.

Secondary School Physical Education Teacher of the Year

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

Middle School Physical Education Teacher of the Year

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

Elementary School Physical Education Teacher of the Year

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

College/University Physical Education Teacher of the Year

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

Health Educator of the Year (open to elementary through college/university health educators)

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

Recreation Professional of the Year

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

Dance Educator of the Year (open to elementary through college/university dance instructors – must teach dance 50% or more of teaching time)

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

RECOGNITION AWARDS

Ethnic Minority Award

Current active member of ASAPERD; serve professionally in school, college/university, or community programs a minimum of 5 years prior to nomination; evidence of successful service in any two of three categories- record of increasing involvement of ethnic minorities in ASAPERD, evidence of increasing communication with greater numbers of ethnic minority ASAPERD members, c. record of extending meaningful professional service to ASAPERD ethnic minority membership

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

Outstanding Administrator Award

Must have served in his/her current position at least 3 consecutive years and must have made administrative contributions that have positively effected HPERD programs in his/her school or schools.

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

Angie Nazaretian Lay Leader Award

Must be a non-HPERD professional and have made significant contributions to HPERD programs. Not open to ASAPERD members.

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

ASAPERD Service Award

This award is open to all non-student members of ASAPERD; significant contributions to ASAPERD or the HPERD profession for a minimum 10 years.

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

Athletic Coach of the Year – Circle one: Female Male

Must be presently coaching in a middle/junior/high school in Alabama; have 5 years coaching experience in Alabama; and be an active professional member of ASAPERD

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

Pathfinder Award

Must have made significant contribution to girls and women in sport in Alabama. Open to ASAPERD members and non-members.

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

Jump Rope for Heart Coordinators of the Year

Must be current member of ASAPERD; at least 3 years experience as JRFH event coordinator.

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

Hoops for Heart Coordinators of the Year

Must be current member of ASAPERD; at least 3 years experience as HFH event coordinator.

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

Outstanding Future Professional Award

Full time, first degree undergraduate student in Alabama and member of ASAPERD; positive role model; evidence of professional commitment and growth.

Name: _____
Address: _____ Employment: _____
Phone: _____ Email: _____

**ASAPERD Nomination Form Officers
to be Elected November 2018**

QUALIFICATIONS:

1. Be an active member of ASAPERD (5 years for President-elect; 1 year all other offices)
2. Reside or work in the state of Alabama
3. Have demonstrated leadership in HPERD or coaching
4. Have served on the Board of Directors for at least 1 year (President-elect only).

CHECK THE APPROPRIATE OFFICE

- | | |
|---|--|
| <input type="checkbox"/> President-Elect | <input type="checkbox"/> Chair-elect Athletics Council |
| <input type="checkbox"/> VP Elect Sport & Exercise Science Division | <input type="checkbox"/> Chair-elect Research Council |
| <input type="checkbox"/> VP Elect Health Division | <input type="checkbox"/> Chair-elect Physical Activity Council |
| <input type="checkbox"/> VP Elect Physical Education Division | <input type="checkbox"/> Chair-elect Higher Education Council |
| | <input type="checkbox"/> Chair-elect Adapted Physical Education/Activity Council |
| | <input type="checkbox"/> Chair-elect Elementary Physical Education Council |
| | <input type="checkbox"/> Chair-elect Middle/Secondary Physical Education Council |

District Representative: (Must be employed in district of representation)

- 2 Barbour, Butler, Coffee, Covington, Crenshaw, Dale, Geneva, Henry, Houston, Pike
- 4 Jefferson, Walker
- 6 Bibb, Choctaw, Greene, Hale, Marengo, Perry, Pickens, Sumter, Tuscaloosa
- 8 Blount, Cherokee, Cullman, DeKalb, Etowah, Jackson, Limestone, Madison, Marshall, Morgan

I nominate (name) _____ (county) _____

(address) _____ (phone) _____

(city) _____ (state) _____ (zip) _____

e-mail _____

Nominated by _____

Phone (H) _____ Phone (W) _____

e-mail _____

DEADLINE FOR NOMINATIONS - July 1

Reproduce this form for additional nominations.

Send to: Erin Reilly ereilly@aum.edu

Jump Rope for Heart & Hoops for Heart



Anita Davis and Valerie Yarbrough are your state coordinators for Jump and Hoops! Anita and Valerie teach at Huntington Place Elementary in Tuscaloosa County. ASAPERD is fortunate to have these dedicated professionals take on this role. As state coordinators, Anita and Valerie are the liaisons between ASAPERD and all the local Jump Rope for Heart and Hoops for Heart coordinators in Alabama's schools. Among other responsibilities, they assist in planning sessions for the Fall Conference and Spring Conference and encourage other teachers to conduct events in their schools.

Interested in signing up to hold an event? Contact Anita (acdavis@tcss.net) or Valerie (vyarbrough@tcss.net) for more information. When you complete a Jump Rope for Heart or Hoops for Heart event, you provide future generations with the knowledge and tools they need to stay heart healthy for life. Jump Rope for Heart and Hoops for Heart proceeds go to the American Heart Association to be used for fighting heart disease, providing educational materials and public education about heart disease, the nation's #1 killer. Sign up today and you will receive materials on how to conduct an event. AHA provides many incentives for both the coordinator and the participants who champion this great cause.

In addition, ASAPERD provides coordinator incentives as well such as **reduced membership fees** (\$10 for one coordinator per school event – a savings of \$30), complimentary **lunch** on Monday at the Fall Conference, and an **opportunity to apply for a \$500 grant** for your school. AND, because of your volunteer efforts and the time it takes to complete a quality event, ASAPERD will award to teachers completing a Jump Rope and/or a Hoops for Heart event **6 CEU Hours!**

If you are already a Jump Rope for Heart or Hoops for Heart Coordinator, *THANK YOU!* If not, sign up today. Your students will benefit from the experience and so will you!



Jump Rope for Heart 2017 Coordinator of the Year
Leta Hoit, Greystone Elementary, Hoover City Schools



SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart and Hoops For Heart programs.

Publishing in the ASAPERD Journal

The ASAPERD Journal is looking for articles that communicate theory, research and practice in an ASAPERD (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.

Interested in Reviewing for the Journal?

Would you be interested in making a professional contribution to our organization from the comfort of your own home? Do you enjoy reading the latest research going on in our field? Would you like to be a part of the journal process? If so, please apply to be an ASAPERD journal reviewer TODAY!

Qualifications:

- Must be a current ASAPERD member and maintain ASAPERD membership
- Must have a terminal degree in an ASAPERD field (i.e. health education/health promotion, physical education, adapted physical education, recreation, athletics/coaching, exercise science, etc.)
- Have read and agree to the roles and responsibilities of an ASAPERD Journal Reviewer

If interested access the link for the journal reviewer application [here](#) or contact the journal co-editors at asahperd.journal@gmail.com for more information.

Professional Development Opportunities in 2018



ASAHPERD Spring Conference
Orange Beach, AL
April 20 - 21, 2018



State Department of Education
Summer Workshop
Clanton, AL
June 25 - 26, 2018

Check out the Conference Mobile App for Fall
Conference for Presenter Handouts.
Go to www.asahperd.org/conferences
for details.