INDIANA AHPERD JOURNAL

Volume 37, Number 3 Fall/Convention Issue 2008

ACTIVE BODIES=STRONG MINDS

Get up

Get out

2008

Get active

Indiana AHPERD Journal

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Indiana Association for Health, Physical Education, Recreation, and Dance

Contents

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Message from the President

Get Up and Get Involved

Greetings,

Hope everyone had a terrific and active summer! With the start of a new school year, let's remember the positive influence we can have on the kids. Our actions speak louder than words, so; show your students how activity can be fun and healthy and let's get them "fired up for exercise"!

This year's IAHPERD state convention promises to be one for the books. The new venue will be the Indianapolis Marriott East on 21st. Here are just some of the highlights to look forward to:

1. All sessions are on one floor and easy to get to.
2. Free parking
3. NEW---Student Research Poster Session sponsored by The Higher Education/Research council headed up by Mark Urtel.
4. All three NASPE Teachers of the Year will be making presentations.
5. Jump Rope and Hoops for Heart awards luncheon.
6. Lin Dunn of the Indiana Fever as the Keynote Speaker.
7. NEW---Awards dinner and recognition on Wednesday evening for all of the IAHPERD award winners.

A big thank you to Lisa Hicks, Joyce Lucke, Karen Hatch, Molly Hare, and Kathy Dean for organizing a great convention.

Reminders:

Executive Committee will meet on Tuesday evening. The IAHPERD Board will meet on Wednesday evening and the Leadership Breakfast under the guidance of Molly Hare will be Friday morning.

It's not too late to volunteer for next year's leadership team and committees, just contact Molly Hare. This is a great way to work with fantastic people with just a little time commitment.

Let's look ahead; we will not be having a state convention in November of 2009 since we are hosting the AAHPERD National Convention in March 2010. We will be having one day workshops in all of the different regions in the fall (September, October) of 2009. Drop me a line or phone call with ideas you might have to make these workshops into an outstanding and worthwhile day. Be on the lookout for more information down the road. If you are interested in helping on committees for the national convention, contact Kim Duchane or Marilyn Buck.

This has been a fantastic and rewarding year for me helping to lead IAHPERD. Thanks to all who volunteered their time, energies, and ideas to make IAHPERD a better organization.

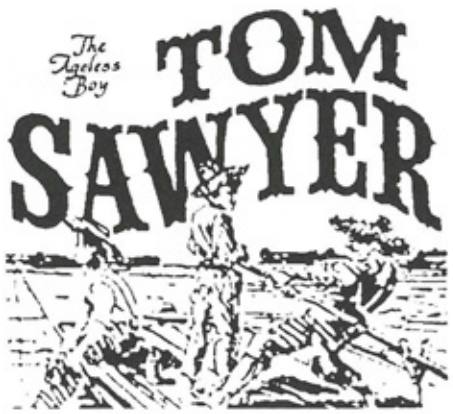
As usual, drop me a line or phone call if you have any ideas to make IAHPERD a better and stronger organization. "My door is always open."

See you all in Indianapolis in November.

Tom Stubbeman
2008 IAHPERD President

State Conference Mark Your Calendar Now Nov. 13 - 14, 2008

NOTIONS From YOUR EDITOR...



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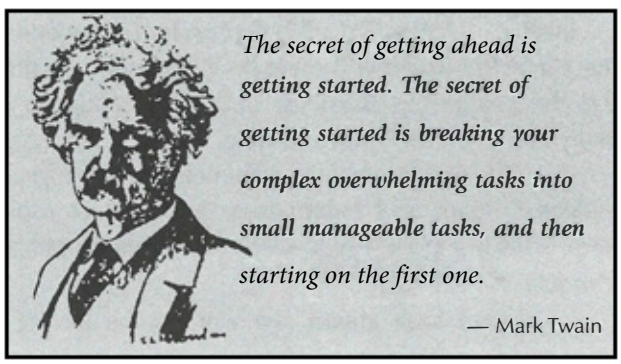
Risk Management In Interscholastic Athletics

By Thomas H. Sawyer, Ed.D. Professor of Physical Education, Professor of Recreation and Sport Management Indiana State University Release Forms Court of Appeals of Indiana Stowers v. Clinton Central School Corporation 855 N.E. 2d , October 26, 2006

On July 31, 2001, Travis was seventeen years old and an incoming junior at Clinton Central High School where he was a member of the football team. Travis had played organized football since the fifth grade and he had played the two previous years on the high school football team under Coach George Gilbert. The morning practice on July 31 began at 7:30 a.m. and ran until 10:00 a.m., followed by a ninety-minute rest period and a twenty-minute team meeting. Afternoon practice ran from 12:00 p.m. until 2:00 p.m.

During morning practice, at approximately 7:50 a.m., Coach Gilbert observed Travis having "dry heaves" during the "crash" portion of practice and Travis stopped his activity for a minute. When he resumed his activity, Coach Gilbert continued to monitor him. After morning practice ended, the offensive line coach, Coach Marvin Boswell, saw Travis vomit. Coach Boswell asked Travis if he felt better and responded that he did. Id. at 817. Coach Boswell also told Travis to make sure he replenished his fluids and Travis agreed to do so. Id. at 818. Another coach, Coach Jamie Bolinger, also saw Travis vomit after the morning practice and asked if he was okay and answered affirmatively. Id. at 758.

During the rest period, Travis ate some lunch and kept it down. He also spent time lying on the floor of the locker room. Right before the team meeting, Coach Boswell saw Travis and asked him how he was feeling. Coach Boswell thought that Travis looked pretty good and had color in his face. Id. at 820. Over the lunch break, the coaches discussed Travis's vomiting and another player's light-headedness and agreed they would watch these players during the afternoon practice. At the team meeting, Coach Gilbert lightheartedly mentioned that Travis had been sick in the morning and asked him if he was okay, to which Travis smiled and responded that he was. Id. at 915. While Coach Parker spoke to Travis, he did not notice any indication that Travis was ill or suffering from any heat-related problems. During the water break, at approximately 1:45 p.m., several players yelled for the coach because Travis had collapsed near the water tree. Daniels and Coach Gilbert assisted Travis in removing his helmet and shoulder pads and in loading him on a golf cart to take him to the locker room. In the locker room, Daniels placed Travis in a cool shower and placed ice



around him. Coach Gilbert called 911 and Travis was taken away by ambulance. Travis lost consciousness in the locker room, which he never regained, and he died around 4:00 a.m. the following day.

Issues of Law:

The court, in this case, dealt with the following issues of law:

1. Was the release form admissible? The release form which was signed by high school student football player and his mother and which gave permission for student to participate in organized athletics and acknowledged that the potential for injuries was inherent and might be a possibility were relevant as to school's defense of incurred risk and therefore, the release form was admissible in wrongful death action brought against school by parents of student who collapsed due to heat related problems after summer football practice and subsequently died. The Court found that the release form was relevant and admissible.

2. Did the release form contain the appropriate information? The release form that was signed by high school student football player and his mother and which gave permission for student to participate in organized athletics and acknowledged that the potential for injuries was inherent did not absolve school of liability for negligent acts if release form did not contain language specifically referring to negligence. The Court indicated that the release form did not absolve the school of liability for negligent acts if release form did not contain language specially referring to negligence.

Risk Management Advise:

1. The athletic administrator should have prepared and distributed annually to all athletes and coaches a written advisory regarding heat emergencies – heat cramps, heat exhaustion, and heat stroke. This advisory should be prepared with the assistance of the team physician and athletic trainer. The advisory should include key signs and symptoms and appropriate first aid measures to be taken by the coaches and/or athletic trainer.

2. The athletic administrator and school board should require all coaches to be currently certified in first aid and C.P.R.. The coaches are typically the first responders to medical emergencies in practices and often during games.

3. The athletic administrator, with the assistance of the school attorney, should develop a release form containing language specifically referring to negligence and inherent risks of injury in each specific sport endeavor. This could be accomplished by the development of a standard release form with an accompanying warning document for each specific sport.

4. The athletic administrator should be knowledgeable about any and all policies and procedures adopted by the state high school activities and athletic association as well as the state department of education regarding specific risks such as heat emergencies and develop specific policies and procedures for the school athletic program to make all personnel aware of the dangers and how to determine unsafe conditions.

Conference Information at www.indiana-ahperd.org

Programming Professional Student Organization's Activities and Events

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Abstract

Programming is a key aspect when developing a co-curricular organization. On college campuses across the country, academic departments have instituted "professional student organizations" (PSO) in an effort to promote professional development, increase networking opportunities, provide opportunities for application, analysis, synthesis, and evaluation, and integrate students into the institution. Yet, participation in PSO activities and events is less than optimal. This paper is the third of three reports and provides study results related to student perceptions about programming PSO activities and events. Suggestions for faculty advisors are provided.

Acknowledgement

The authors gratefully acknowledge the Sport Management Consultant Group for their assistance with this project.

Introduction

Academic institutions aim to educate the whole person. Typically, under the auspices of the student affairs office, a variety of activities are sponsored including new student orientation, residence hall programming, recreational-sports, student governance, Greek like, peer mentoring programs, career and personal counseling, on campus work opportunities, and community service activities. Often, a significant amount of time and effort are invested in the development of organizations and events students will find beneficial.

Academic departments have instituted "professional student organizations" (PSO) in an effort to promote professional development, increase networking opportunities, provide opportunities for application, analysis, synthesis, and evaluation, and integrate students into the institution. Yet, participation in PSO activities and events is less than optimal. The purpose of the study is to assess PSO participation and perceptions of barriers to PSO participation, benefits of PSO participation, and programming PSO activities and events at one Midwestern institution.

Literature Review

There are multiple considerations when developing successful co-curricular organizations. For instance, Hajart, Toscano, Horsley, and Del Re (2007) stressed the importance of specific "central conditions" including cohesion, organization, resourcefulness, and energy. Magolda and Ebben (2006) added five characteristics for success: outlining a clear mission, utilizing a small scale organization, purposeful recruitment, numerous involvement options, and a progressive curriculum. While students will ultimately be responsible for day-to-day administration of the club, an accessible faculty member must be involved in the initiation, development, and maintenance of the club (3). Armstrong (1999, p. 15) argued, "There is immense potential for faculty to serve students as intellectual resources, personal and professional role models, mentors, examples of positive diversity, and cultural connectors." Smith, O'Dell, and Schaumleffel (2002) report co-curricular activities are a bridge. They serve as a means to transition students from a student identity to that of an emerging recreation professional.

Programming is a key aspect when develop-

ing any co-curricular organization. Authors contend the focus should be on meeting students needs (4)(8). In particular, activities and events should complement the curriculum and include opportunities for "hands on" experiences to further develop professional competencies and increase students' ability to achieve higher levels of learning on Bloom's (1956) taxonomy of educational objectives.

Two essential elements for a successful organization are student leadership and "official" club status (8). Co-curricular clubs ought to be comprised of capable and energetic students. Student leaders, with faculty guidance, identify a mission, set realistic goals and objectives, plan programs, promote events, and lead successful activities. "Official" status at the institution enhances credibility while managing logistical details (e.g., financial support and bookkeeping, insurance coverage). Moreover, there are benefits when various clubs collaborate. Not only do collaborative programs maximize resources, they are helpful in fostering connections and building a sense of community (6).

Coulter, Goin, and Gerard (2004) addressed the important functions of extracurricular activity; however, the authors called for more effective orientation to resources. Motivated students simply did not have enough information to become involved. PSO orientation will increase awareness about how to find accessible information (e.g., electronic or traditional bulletin boards) and centralized gathering places (e.g., student union, coffee house).

Methodology

Population and Sample

Undergraduate students majoring in the recreation and sport management department at a Midwestern university were asked to participate in an evaluation study of professional student organization functioning and structure. Cluster sampling was used in the evaluation study. Four classes were randomly selected from the spring 2007 course schedule. All students enrolled in the selected classes and present on the day of data collection were asked to participate in the study (N = 159).

Evaluation Design

Data was collected in February 2007. Data collection, time, and location were provided by the instructor. Teams of graduate students read uniform instructions and answered questions prior to questionnaire distribution. Students completed the surveys independently and placed the completed questionnaire in an envelope at the front of class. Students enrolled in more than one course completed the questionnaire only one time. Students who did not want to participate in the study placed the blank questionnaire in the designated envelope.

Instrumentation

The questionnaire was derived from current literature. Word selection and response scales were selected to reflect research question, enhance consistency, and maximize reliability.

Questions for respondents.

The survey consisted of 26 items. Fourteen program and service questions were divided into five sections addressing PSO participation and perceptions of PSO structure and resources, barriers to PSO participation, benefits of PSO participation, and programming PSO activities and events. Additionally, there were six demographic questions and six open-ended questions requesting feedback on programs and services. This paper focuses on the perceptions of programming PSO activities and events and PSO structure and resources.

Programming club activities and events.

Respondents were asked to indicate their level of agreement with twelve statements related to programming PSO activities on a five point scale (Don't Know = 0, Strongly Disagree = 1, Disagree = 2. Agree = 3, Strongly Agree = 4) (Table 1). An open-ended question asked students to indicate other activities they would like to participate in during the next academic year. Next, respondents were asked to indicate their level of agreement with seventeen statements related to scheduling PSO activities and events on a five point scale (Don't Know = 0, Strongly Disagree = 1, Disagree = 2. Agree = 3, Strongly Agree = 4) (Table 2). Finally, respondents were asked to indicate their preference in methods of notification for club activities and events on a five point scale (Don't Know = 0, Strongly Disagree = 1, Disagree = 2. Agree = 3, Strongly Agree = 4) (Table 3). An open-ended question asked students to indicate other ways students would prefer to have information made available.

Respondents were asked to specify their level of agreement with five statements related to club structure on a five point scale (Don't Know = 0, Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4) (Table 4). Next, respondents were asked to indicate the likelihood of participating in fundraising activities in order to support participation in club activities on a three point scale (Not Likely = 1, Somewhat Likely = 2, Very Likely =3). Finally, participants indicated how much they would be willing to spend for membership dues per semester on a five point scale ($0 = 0, $1-4 = 1, $5-9 =2, $10-14 = 3, $15+ = 4).

Demographics.

The survey requested all participants respond to six demographic questions: gender, race/ethnic back-

ground, class standing, enrolled credit hours, status in the department, and commute time.

Validity and Reliability

Items used in this evaluation study were adapted from the literature. A panel of faculty advisors analyzed the instrument's wording, structure, and appropriateness to determine the content validity. Student workers in the academic department, not enrolled in selected courses, were used in the pilot study to ascertain instrument readability, face validity, and time needed to complete the questionnaire. Minor revisions to grammar and organization were made to the instrument prior to use in the evaluation study.

Statistical Analysis

Descriptive statistics including mean, standard deviation and frequencies were generated for the variables included in the survey. Common themes were identified in the open ended questions through content analysis.

Results

Eighty-nine completed questionnaires were collected (56% response rate). The results are as follows.

Demographics

The survey asked participants to respond to six demographic questions concerning gender, race/ethnic background, academic standing, enrolled credit hours, status in department, and commute time. The majority of surveys were completed by men (64%). Most of the respondents were Caucasian students (83.0%) and African American students (11.4%). Participation was evenly distributed between seniors (29.9%), juniors (34.5%), and sophomores (31.0%). The majority of respondents were enrolled in 15-17 credit hours (69.8%). Participants indicated they were majors (96.6%) and commute 0-14 minutes on a typical day (72.1%).

Programming Club Activities & Events

Participants were asked to respond to twelve items outlining preferred professional student organization activities (Table 1). The top five preferred activities and events include networking with professionals in the field, career exploration, trip to spectator sport event, practical experience through community service, and special events (e.g., holiday party, Super Bowl). These trends are stable across demographic variables. In an open ended question, participants were asked to respond to the following statement, "Are there other activities which you or students you know would like to participate in during the next academic year?" Respondents did not indicate any additional activities.

Table 1

Perception of Preferred Professional Student Organization Activities and Events (N=89)

Item	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
Career exploration	3	1	5	50	28	3.14	0.85
Networking with professionals in the field	2	0	5	49	33	3.25	0.76
Practical experience though community service	2	0	11	52	23	3.07	0.77
Leadership development and decision-making	4	0	8	58	17	2.97	0.84
Seminars with guest speakers from industry	4	2	19	43	20	2.83	0.96
Ongoing social activities (e.g., dinners)	3	1	12	52	20	2.97	0.85
Special events(e.g., holiday party, big game)	3	0	9	52	24	3.07	0.83
Research/scholarship in area of interest	3	1	16	49	19	2.91	0.87
Academic support	2	1	16	56	13	2.88	0.76
Trip to spectator sport event	4	0	7	51	26	3.08	0.89
Trip to tour facility/venue/museum	4	0	9	57	18	2.97	0.85
Trip to state/national professional conference	3	0	15	43	25	3.01	0.89

Participants responded to seventeen scheduling options for PSO activities (Table 2). Respondents indicated a preference for scheduling activities and events bi-weekly or once a month, during a weekday afternoons or weekday evening at a location that was either on campus or within the city limits. These trends are stable across demographic variables.

Table 2

Perception of Scheduling Professional Student Association Activities and Events (N=89)

Item	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
Every week	1	10	46	26	5	2.27	0.78
Every other week	2	2	24	45	13	2.76	0.83
Once a month	4	5	30	39	8	2.49	0.92
A few times a semester	3	13	33	28	9	2.31	0.97
Weekday morning (e.g., 6-8AM)	0	47	37	0	1	1.47	0.57
Weekday mid-day (e.g., 11AM-1PM)	0	32	37	13	2	1.82	0.78
Weekday afternoon (e.g., 3-5PM)	0	16	29	34	8	2.39	0.89
Weekday evening (e.g., 6-8PM)	0	4	17	51	14	2.87	0.73
Weekday late night (e.g., 10PM-12AM)	0	19	42	18	4	2.08	0.80
Weekend morning (e.g., 9-12PM)	0	33	36	11	5	1.86	0.86
Weekend afternoon (e.g., 1-5PM)	0	27	28	26	4	2.08	0.90
Weekend evening (e.g., 6PM-12AM)	0	30	35	15	6	1.97	0.90
On campus	0	0	1	54	32	3.36	0.51
Off campus within city limits	1	12	20	47	5	2.51	0.85
Off campus within 30 miles	2	30	26	23	3	1.94	0.94
Off campus within 75 miles	2	36	25	20	1	1.79	0.88
Off campus within 300 miles	3	37	31	12	1	1.65	0.81

Participants were asked to respond to four items outlining promotion strategies for departmental club activities (Table 3). Results indicate students prefer to have information about departmental club activities and events made available through email distribution list or announcements in class and Blackboard course

website. These trends are stable across demographic variables. In an open ended question, participants were asked to respond to the following statement, "Are there others you prefer to have information made available?" A moderate number of respondents indicated a desire for information on Facebook or MySpace.

Table 3

Perception of Promotion Strategies For Professional Student Organization Activities and Events (N=89)

Item	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
Email distribution list	0	1	3	57	26	3.24	0.57
Academic department homepage	0	4	20	47	16	2.86	0.77
Posted flyers on doors/bulletin board	0	0	15	57	15	3.00	0.59
Announcements in class/blackboard	0	1	7	51	28	3.22	0.64

Survey participants were asked a series of questions regarding their perception of ways participation in club activities would increase (Table 4). The results suggested participants agreed that clear internal rewards for participation, clear external rewards for participation, and academic credit for leadership roles would increase club participation. To a lesser extent, clearly defined purpose/goal and combining separate concentration based clubs into a single PSO were indicated. These trends are stable demographic variables.

Table 4

Perception of How to Increase Professional Student Organization Participation (N= 89)

Item	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
Purpose/goal clearly defined	7	2	11	58	11	2.72	0.99
Combined into single PSO	9	8	33	28	11	2.27	1.12
One hour credit for leadership roles	5	2	5	43	33	3.10	1.02
Clear internal rewards for participation	6	1	5	48	27	3.02	1.02
Clear external rewards for participation	5	1	4	43	35	3.16	0.99

Next, participants indicated their perceived likelihood of planning and participating in fundraising activities to support club activities. 71.9% of respondents indicated they were "somewhat likely" or "very likely" to engage in these activities. This trend is consistent across each of the professional student organizations. The majority of respondents indicated they would be willing to contribute membership dues on a semester basis. Results show 57.3% of students would be willing to pay $1-9 per semester while an additional 21.3% indicated a willingness to spend $10-14. These trends are stable across demographic variables.

Discussion

For a co-curricular organization to be successful, it must focus on meeting student needs. In this case, students indicated a preference for programming related to networking with professionals in the field, career exploration, trip to spectator sport events, practical experience through community service, and special events (e.g., holiday party, Super Bowl). These activities correspond to the previously reported benefits of club participation (Bodey, in press).

A smooth transition to the workplace can be facilitated by activities and events which focus on networking, career exploration, and practical community experience. Such activities complement the curriculum and provide hands on experience to develop professional competencies. The social benefit is maximized through special events and trips to sporting events. Social events which are relatively short in duration seem to better fit student schedules and allow students to interact with a large number of peers. Social events are a critical function for a PSO because they build a professional network and a spirit of collegiality in the next generation of recreation and sport management professionals.

An important consideration when developing a successful co-curricular organization is the options for involvement. Students reported activities should be scheduled bi-weekly or monthly, during weekday afternoon or evenings at a location that was either on campus or within city limits. To some extent, these preferences may reflect time conflicts related to family, work, or other commitments (Bodey, in press) or other barriers such as a lack of transportation.

Efforts to schedule activities and events that are accessible and convenient to students may restrict opportunities in those areas students identified as most desirable. For instance, students reported wanting opportunities to explore careers and network with professionals in the field. Ideally, a program would take place in a sport or recreation agency where students could take a facility tour, observe operations, gain knowledge about problems, issues and trends, learn about career options, and network with professionals. A local program could be devised; but, it may be limited by access to virtual tours as well as the availability and willingness of professionals to travel to campus. Similarly, community service projects and trips to spectator sport events may be limited to the local area. This is not to say events that require travel could not be planned; but, participation should be expected to be less.

Another aspect of scheduling PSO activities

and events is variability. Student leaders ought to consider a way to balance when programs are offered in order to allow different participants to attend. Further, advanced planning and promotion of events gives students an opportunity to make arrangements in their schedules.

If a professional student organization is to be successful, student leaders must seriously consider their strategy to recruit and retain members. Students indicated they want a clearly defined purpose for organizational activities and external rewards for participation. This seems reasonable given students must make decisions about which functions to attend. As a result, programming must be purposeful and result in more than an experience. It must produce some tangible benefit such as gaining professional contact information, completing a resume activity (e.g., earning a certification), earning academic credit for serving in a leadership role, encountering new people, and releasing stress (e.g., participating in intramural sports as a club). Moreover, to recognize sustained, frequent participation in a PSO, faculty can integrate discipline-specific academic honorary fraternity/society induction as a tangible benefit to PSO participation (e.g., Rho Phi Lambda Honorary Professional Recreation, Park, and Leisure Service fraternity). In order to facilitate these types of activities, students indicated a willingness to pay club membership fees. The majority showed readiness to pay up to $15 per semester. There is a corresponding willingness to participate in fundraising activities.

Another important factor in recruitment and retention is the strategies used to transfer information to members of an organization. Coulter, Goin, and Gerard (2004) called for more effective orientation to resources. In this case, students want information provided either electronically (i.e., email distribution list, Blackboard course website announcement, or posting on social networking site) or through in-class announcements. Given the ease and inexpensive nature of online social networking sites, it seems reasonable student leaders could create an online place to be a clearinghouse for club information. Prospective and current members of the organization could gain access details about activities and events, member contact information, etc. Further, students could use the online environment to recruit members to the group or keep those individuals who otherwise cannot attend club functions involved. If faculty advisors are not comfortable with social networking sites, faculty can set up a specific PSO Blackboard course web site to serve the same purpose of providing on-line access to club announcements and opportunities to facilitate communication between PSO leaders and members.

Finally, faculty advisors can facilitate PSO success by doing the following:

- Clearly identify one faculty member to be responsible for advising the PSO to limit confusion among club members and potential club members.
- Have an active faculty advisor who attends PSO meetings and events and has training in student affairs/club advisement.
- Understand that faculty advisors have to lead the club while portraying an atmosphere of student leadership. This is similar to the Boy Scout mantra that Scout troops are boy run but adult led. Similarly, PSO's should be student run but faculty led. Students cannot be left to their devices to have full responsibility for running a PSO that achieves the intended (co-curricular) mission, goals, and objectives.
- Set up a standing 30 minute weekly appointment between the faculty advisor and the PSO president every semester.
- Plan and implement the first two PSO programs each semester to start an active club.
- Train student leaders in leadership and management of an organization through PSO leadership planning retreats. Student leaders need to be taught basic organizational leadership skills, such as establishing agendas, writing minutes, organizing committees, and learning how to use technology (e.g., Blackboard course web site, Doodle meeting scheduler).
- Ensure that 75% of the PSO activities are programs and events and only 25% of PSO activities are business meetings.
- Manage negative group and interpersonal dynamics among students. For example, do not allow PSO's to establish peer policing policies for participation and involvement.
- Increase student participation by working with student leaders to establish a peer mentoring program between seniors and new majors.
- Develop and provide student leaders with resume/portfolio building documents for their involvement and leadership (e.g., certificates of achievement for successfully serving on the board, letters documenting the content of their board service, and professional reference letters).
- Work with departmental faculty to build an expectation of participation into new students through

academic advisement and course requirements in introductory courses.

- Work with department faculty to allow PSO student leaders to make announcements regarding upcoming PSO activities in each departmental class. For example, a student PSO leader may be a senior but might be assigned to attend the first 5 minutes of each class meeting of a 100 or 200 level course to make PSO announcements and to recruit new members.
- Work with Residence Life to establish a departmental majors' floor in a residence hall to build a sense of community and to facilitate academic and social integration.
- Develop a PSO organizational structure that not only includes officers (i.e., President, Vice-President, Secretary, and Treasurer) but also includes a board of representatives to plan club activities. For example, individual board member responsibilities may include: alumni relations and site visits, fundraising, faculty relations, certifications and training, conference trip planning, campus recreation representative, and social activities. Moreover, there can be discipline specific representatives for community recreation, sport management, recreation therapy, outdoor recreation, commercial recreation and tourism, and youth work.
- Work with departmental curriculum committee to develop a way to give 300 or 400 level academic credit for PSO board service. To earn academic credit, faculty advisors must ensure that each officer and board position has a detailed job description and set performance objectives to evaluate a student leader.
- Require officers and board members to have office hours for student member access and communication.

Conclusion

Scholars contend that participation in professional student organizations can be a valuable means to meet academic, professional, and personal needs. While PSOs may provide students with valuable experiences in preparation for their careers, they may also present problems such as unclear goals and rewards, lack of interest, and time conflicts. For clubs to be successful, student leaders must take care to program preferred activities at a time and location that a variety of students can attend. Further, the success in transferring information depends largely on the effective use of preferred channels of communication.

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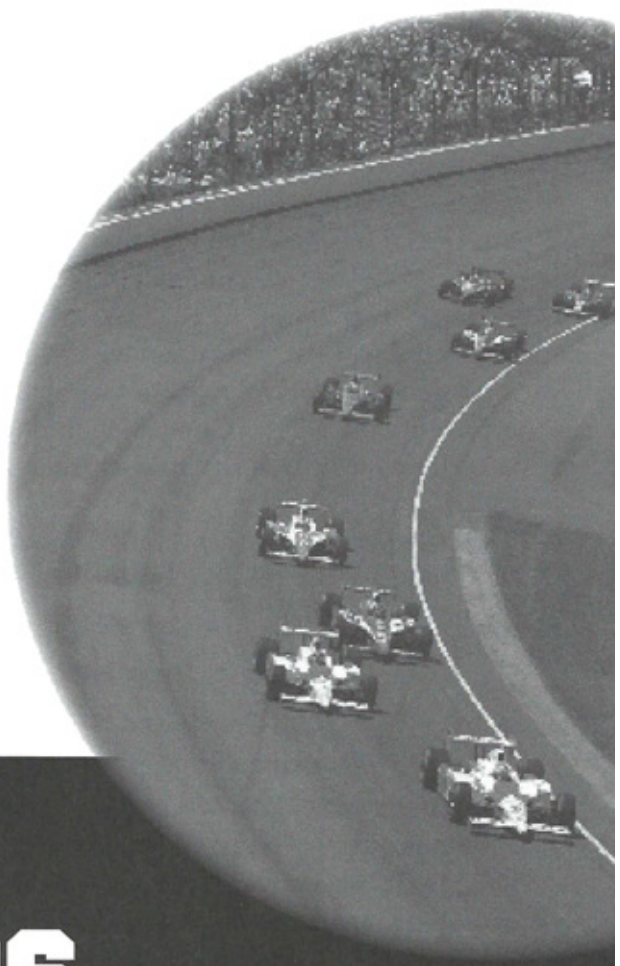

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Strength and Conditioning Facilities Analysis in Indiana High Schools

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Abstract

As the benefits of resistance training have been accepted by athletes, coaches, and the mainstream population, the demand for strength and conditioning facilities (SCFs) has increased. Most school corporations have developed SCFs at the high school level. However, there is a tremendous lack of specific, descriptive, or quantitative research in this area. In order to gather descriptive and comparative information regarding the prevalence, size, equipment, and staffing of SCFs in Indiana high schools, an online survey was conducted with 108 schools participating. Dedicated SCFs were present in 95.4% of the schools. A general trend of greater square footage for larger enrollment schools, according to IHSAA football classification, was identified with class 5A SCFs significantly larger than all other classes (1A–4A). Equipment types reported for these SCFs included: 99.1% free weights, 90.7% selectorized weight machines, 75.9% plate loaded weight machines, and 64.8% cardio machines. Additional information was collected regarding specific pieces of equipment in each of the four categories mentioned above. The SCFs use included athletic teams 99.0%, physical education classes 90.7%, and community member use 24.1%. Staffing of the high school SCFs included a strength coach on the staff of 46.3% of the schools. Both full time and part time SCFs staffing levels demonstrated no significant differences between the five classification levels either in the school year or in the summer. The basic descriptive and comparative data presented in this study provides important information to the sport administrator for the space planning, equipping, and staffing of SCFs in Indiana high schools.

Introduction

During the past thirty to forty years, the popularity of resistance training has increased enormously. Weight lifting facilities of yesteryear were a novelty as most athletes were advised that serious resistance training may hurt their flexibility and athleticism. But, in the 1970's and 1980's, strength coaches began to demonstrate the benefits of resistance training on the field. As a result, researchers became interested in studying the physiological impact of resistance training on the body which led to a further awakening of interest. In 1977, University of Nebraska strength coach Boyd Epley founded the National Strength and Conditioning Association (NSCA). The founding of the NSCA led to the establishment of the strength and conditioning coach at the University level and also led to the construction of strength and conditioning facilities at colleges and universities across the nation (Epley, 1985). Not only has resistance training been acknowledged to enhance muscular strength, power, and endurance in athletes, resistance training has been well documented to benefit the general population as well as clinical populations (Kraemer, Ratamess, & French, 2002). As the benefits of resistance training have been accepted by athletes, coaches, and the mainstream population, the demand for facilities has increased. Many school corporations have developed multi-use strength and conditioning facilities for the secondary levels. Strength and conditioning facilities (SCFs) have become an integral component of high schools for use in physical education, athletics, and community wellness programs. The growing use of these facilities, combined with the key administrative issues of equipping and staffing these facilities, creates a need to better understand these facilities. With 54.6% of schools in this study having developed dedicated SCFs within the last 15 years and with 43.5% of the schools completing renovations in their SCFs within the past five years, ample investment in the SCFs area is evident. The lack of descriptive or quantitative research in the secondary SCFs area demonstrates the need for this study.

Research Questions

The following research questions guided this study of strength and conditioning facilities in Indiana High Schools:

1) What is the prevalence and size of SCFs by class level?

2)What are the types of equipment found in these facilities by class level?

3) How are these facilities used and staffed in each class level?

Methods

A 70-item survey instrument was developed to collect data regarding the SCFs in high schools throughout the state. This survey was developed by the researchers and reviewed by experts in the area of facility design and management and was approved for use via the Institutional Review Board. This survey was formatted for online completion using the InQsit system. An email explaining the study was sent to all athletic directors in the state with a hyperlink to the online survey. The athletic directors were instructed to complete the survey themselves or to forward it to their strength coach if the school had one. In order to improve response rates, a second reminder was emailed two weeks following the initial contact. SPSS version 15.0 was used for all descriptive and ANOVA statistical analyses with a $p < .05$ established for significance.

Results

Of the 407 public and private high schools in the state, a total of 390 had valid email addresses available for the athletic director. Of this pool of possible respondents, a total of 108 valid and complete surveys were returned for a response rate of 27.7%. These results were balanced amongst the five Indiana High School Athletic Association (IHSAA) football enrollment classifications (1A to 5A) with 22.2% class 1A, 20.4% class 2A, 11.1% class 3A, 18.5% class 4A, and 27.8% class 5A. The respondents to the survey included: athletic directors 53.7%, physical education teachers 30.6%, head coaches 30.6%, strength coaches 19.4%, and assistant coaches 15.4%. The cumulative percentage for these categories exceeds 100% due to many respondents filling multiple job roles at their schools.

Facility Size

A total of 95.4% of schools indicated that they had a dedicated SFC with the remaining 4.6% having shared or multipurpose areas. The size of these facilities ranged from a minimum of 100 square feet to a maximum of 16,000 square feet with an overall mean of 2,808 square feet (SD +/- 2414). A comparison of mean square footage by school classification level is summarized in Table 1 and demonstrates that as school enrollment, as indicated by classification

level, increases the SCFs size increases. An ANOVA revealed a significant difference in facility size for the five classifications, F (4, 88) = 12.78, p < .001, and a Tukey post hoc test revealed that the 5A schools mean strength facility size were significantly larger than all other classifications, with no other significant differences between class 1A to 4A.

Table 1

Strength and Conditioning Facility Mean Square Footage

	Combined N = 89	Class 1A N = 22	Class 2A N = 17	Class 3A N = 11	Class 4A N = 16	Class 5A N = 23
Facility Size *(in square feet)*	2808	1459	2074	1536	2945	5155*

* Class 5A significantly greater than all other classes 1A-4A, $F(4, 88) = 12.78, p < .001$

An examination of space allocation by percent between the three space areas (free weights, machine weights, and cardio) with an ANOVA revealed no significant difference of means between any of the five enrollment classes. The mean percentage allocations for the combined enrollment classifications for the three areas are: free weight areas 61.2% of SCF space, machine weight areas 29.5% of SCF space, and cardio areas 9.8% of SCF space.

Free Weights

All but one of the 108 schools surveyed (99.1%) had free weights as a part of their SCFs. Key elements of free weights use in Olympic and power training programs are summarized in a class by class and combined basis in Table 2. The mean values for the number of stations for each of the key Olympic/power lifts (bench, power clean, squat) as well as the total number of Olympic bars and total number of full weight range dumbbell sets for each classification level were compared via ANOVA. Significant differences existed between the classes for bench press stations, F (4, 102) = 7.58, p < .001. A Tukey post hoc test determined that the 5A schools' mean number of bench press stations were significantly larger than each of the other four classifications. Squat Stations also had a significant differences between the enrollment classifications, F (4, 102) = 7.24, p < .001, with post hoc testing revealing class 5A significantly greater than class 1A, 3Aand 4A. For the Power Clean stations, significant differences existed between classes, F (4, 102) = 4.87, p = .001, with post hoc analysis determining class 5A means to be significantly greater than class 1A and 3A. The mean number of Olympic bars available in each school classification was significantly different, F (4, 101) = 10.07, p < .001, with the 5A schools mean number of bars significantly greater than all other classifications, with no other significant differences between classes 1A to 4A. No significant differences were determined for the mean number of dumbbell sets with an overall sample mean of 1.9 complete sets per SCF. The dumbbells types reported included simple plate loaded bars, molded cast iron, and the more expensive rubber coated cast iron. The weight ranges for the low and high dumbbell pairs within the set had no significant difference between the enrollment classifications with a mean low weight of 5.6 pounds and a mean high weight of 92.1 pounds.

Table 2

Free Weight and Strength/Power Lifting Stations and Equipment Mean Comparisons

	Combined N= 107	Class 1A N = 24	Class 2A N = 22	Class 3A N = 12	Class 4A N = 20	Class 5A N = 29
Bench Press Stations	5.4	3.5	5.6	4.3	4.8	7.6*
Squat Stations	5.3	2.9	5.1	3.8	4.3	8.9**
Power Clean Stations	4.5	2.4	3.8	3.0	3.8	7.9***
Olympic Bars	15.3	9.3	12.0	11.2	14.5	24.8*
Dumbbell (DB) Sets	1.9	1.8	1.8	1.8	2.2	2.0
DB Low Weight (in lbs.)	5.6	5.2	5.4	5.4	6.2	6.3
DB High Weight (in lbs.)	92.1	80.7	82.3	87.5	99.4	103.4

Class 5A significantly greater than all other classes 1A-4A, $p \leq .001$
**Class 5A significantly greater than class 1A, 3Aand 4A, $p < .001$
***Class 5A significantly greater than class 1A and 3A, $p < .001$

Selectorized Weight Machines

Selectorized or pin select machines have become a very important and effective tool for many types of fitness training and bodybuilding. Used in conjunction with free weights and cardiovascular workouts, one can achieve goals for strength, weight loss, endurance, and toning. Selectorized weight systems offer a safe workout and an easy way of changing resistance for sets and workout partners. These types of machines work very well in a multi-use facility. Commercial strength equipment manufacturers represented in the data collected included: Body Masters, Cybex, Flex, Hoist, Icarian, Life Fitness, Nautilus, and Paramount. A total of 90.7% of the schools in this sample included selectorized weight machines in their SCF. Table 3 provides a combined and by class summary of equipment type allocation for 18 typical selectorized weight machines. The lat pull down was the most commonly included piece of selectorized equipment in the study schools.

Continued on pg. 14

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Table 3

Selectorized Weight Machine Distribution for Schools with Selectorized Equipment in Combined Class Rank Order of Equipment Prevalence

	Combined N = 95	Class 1A N = 20	Class 2A N = 19	Class 3A N = 9	Class 4A N = 19	Class 5A N = 28
Lat Pull Down	93.7%	80.0%	100%	77.8%	100%	100%
Leg Extension	85.3%	75.0%	94.7%	66.7%	78.9%	96.4%
Leg Curl	80.0%	70.0%	94.7%	55.6%	68.4%	92.9%
Tricep Push Down	66.3%	40.0%	63.2%	55.6%	73.7%	85.7%
Low Row Machine	57.9%	40.0%	63.2%	44.4%	52.6%	75.0%
Leg Press	56.8%	55.0%	57.9%	55.6%	42.1%	67.9%
Pec Dec	52.6%	35.0%	42.1%	55.6%	52.6%	71.4%
Seated Military Raise	52.6%	40.0%	57.9%	55.6%	36.8%	67.9%
Cable Row	51.6%	35.0%	47.4%	44.4%	63.2%	60.7%
Abdominal Crunch	41.1%	40.0%	42.1%	22.2%	15.8%	53.6%
Back Hyper Extension	36.8%	50.0%	31.6%	33.3%	15.8%	46.4%
Abductor	25.3%	25.0%	36.8%	11.1%	21.1%	25.0%
Adductor	24.2%	20.0%	36.8%	11.1%	21.1%	25.0%
Standing Calf	24.2%	10.0%	21.1%	11.1%	21.1%	39.3%
Seated Calf	23.2%	30/0%	21.1%	44.4%	21.1%	14.3%
Seated Lateral Raise	23.2%	5.0%	21.1%	55.6%	15.8%	32.1%
Four Way Hip Machine	20.0%	20.0%	10.5%	11.1%	15.8%	32.1%
Abdominal Rotary Torso	12.6%	10.0%	10.5%	11.1%	5.3%	21.4%

Plate Loaded Machines

Plate loaded equipment is considered convenient to use as the need for coordination is minimal and the amount of resistance can be narrowly defined. There is a real range of users that this kind of machine can serve making it ideal for a multi-use SFC. Plate loaded weight machines were present in 75 .9% of the facilities studied. Typically, the facilities contained plate-loaded leg presses, chest presses, lat pull down machines, and other pieces of equipment typically associated with free-weight and selectorized machines. Hammer Strength was the dominant brand of plate-loaded equipment in the present study. A summary of 17 types of plated loaded machines are compared on a class by class and combined class basis in Table 4. The leg press was the most common piece of plate loaded equipment with 73.4% of the SCFs with plate loaded equipment reporting this machine.

Table 4

Plate Loaded Weight Machine Distribution for Schools with Plate Loaded Equipment in Combined Class Rank Order of Equipment Prevalence

	Combined N = 79	Class 1A N = 18	Class 2A N = 15	Class 3A N = 8	Class 4A N = 15	Class 5A N = 23
Leg Press	73.4%	77.8%	73.3%	87.5%	60.0%	73.9%
Leg Curl	55.7%	66.6%	53.3%	100%	53.3%	34.8%
Leg Extension	53.2%	66.6%	46.7%	75.0%	53.3%	39.1%
Four Way Neck	49.4%	22.2%	73.3%	37.5%	46.7%	60.9%
Military Press	45.6%	38.9%	40.0%	62.5%	46.7%	47.8%
Incline Bench	39.2%	22.2%	40.0%	50.0%	33.3%	52.2%
Flat Bench	38.0%	38.9%	40.0%	62.5%	20.0%	39.1%
Squat	36.7%	27.8%	46.7%	62.5%	13.3%	43.5%
Lat Pull	35.4%	38.9%	20.0%	75.0%	33.3%	30.4%
Seated Calf	30.4%	5.6%	46.7%	37.5%	20.0%	43.5%
Bicep Curl	29.1%	27.8%	26.7%	25.0%	20.0%	39.1%
Tricep Extension	27.8%	22.2%	26.7%	25.0%	26.7%	24.8%
Low Row	25.3%	27.8%	26.7%	12.5%	26.7%	26.1%
Standing Calf	22.8%	11.1%	13.3%	37.5%	20.0%	34.8%
T-Bar Row	17.7%	16.7%	6.7%	25.0%	13.3%	26.1%
Close Grip Bench	15.2%	5.6%	13.3%	25.0%	13.3%	21.7%
Shoulder Shrug	12.7%	0%	13.3%	25.0%	6.7%	21.7%

Cardio Machines

Cardiovascular equipment was very common in the shared facilities (providing physical education and/or community use). Cardiovascular system training equipment was found in 64.8% of the high school facilities. The inclusion of the five most common types of cardio equipment (bikes, treadmills, ellipticals, steppers, and ski machines) is summarized on a class by class and combined basis in Table 5. The bike was the most common piece of cardiovascular equipment in the present study. The elliptical was the second most common piece of cardiovascular equipment. Top brands observed in the facilities in the present study were: Precor, Smooth, and Schwinn.

Table 5

Cardio Equipment Distribution for Schools with Cardio Equipment in Combined Class Ra Order of Equipment Prevalence

	Combined N = 71	Class 1A N = 16	Class 2A N = 14	Class 3A N = 8	Class 4A N = 10	Class 5A N = 23
Exercise Bike	91.5%	87.5%	85.7%	100%	90.0%	95.7%
Elliptical Machine	67.6%	50.0%	71.4%	37.5%	90.0%	78.3%
Treadmill	66.2%	75.0%	64.3%	25.0%	80.0%	69.6%
Stair Machine	45.1%	37.5%	28.6%	12.5%	50.0%	69.6%
Norditrak Ski	2.8%	0%	0%	0%	10%	4.3%

Facility Use and Staffing

The survey included questions to assess the use of the facilities in several aspects. SCFs were used for physical education classes during the school day in 90.7% of the schools. An additional 18.7% of the schools utilized their SCFs for before school or after school for-credit classes. A total of 89.8% of the facilities were operated as coeducational area with both boys and girls working out at the same time. Only one school (0.9%) had a completely separate area exclusively for the football program. Athletic team use of the SCF occurred in 99.0% of the sample with the sports of football (89.8%) boys' basketball (83.3%), boys' track and field (75.0%), girls' track and field (69.4%), and girls' basketball (68.5%) comprising the top 5 of 21 sport programs using the SCFs. A total of 24.1% of the facilities studied were open for community use and of those schools open for community member use, 25.9% charged a user fee.

The staffing of the SCFs included dedicated strength and conditioning coaches at 46.3% of the schools with a general trend of schools with lager enrollments having a greater percentage of dedicated strength coaches. Full time SCFs staffing was compared between the five classes with ANOVA with no significant differences between the means either for during the school year or during the summer. An additional ANOVA compared the part time staffing levels between the enrollment classifications finding no significant differences for the school year and no significant between class differences in the summer. A complete summary of staffing patterns with percentages and mean values for each enrollment classification as well as combined classification results are presented in Table 6. See page 15.

Table 6

Strength and Condition Facility Staffing Summary

	Combined	Class 1A	Class 2A	Class 3A	Class 4A	Class 5A
Dedicated Strength Coach on Staff	46.3%	33.3%	40.9%	41.7%	35.0%	70.0%
Strength Coach Full Time School Employee	83.7%	62.5%	100%	80.0%	100%	80.0%
Strength Coach with Other CoachingDuties	67.3%	71.4%	88.8%	100%	57.1%	52.4%
Mean Full-Time SCF Staff During School Year	1.00	0.70	1.00	1.36	0.75	1.17
Mean Part-Time SCF Staff During School Year Staff	0.74	0.39	0.65	2.09	0.50	0.73
Mean Full-Time SCF Staff During Summer	0.84	0.83	1.16	0.73	0.55	0.90
Mean Part-Time SCF Staff During Summer	0.85	1.39	1.24	0.30	0.74	0.45

Discussion

Trends in SCF size increasing with school enrollment have never been documented in the past. However, this trend is similar to facility size trends for overall activity space (of which SCFs are a subcomponent) in high schools where activity space was directly correlated to school enrollment in New Mexico high schools (Petersen, 1997) and in Indiana high schools (Petersen, 2007). This general trend of space allocation directly being related to school enrollment has also been identified at the collegiate level (Sapora & Kenney, 1961; Strand, 1988; and Walker, 1989). This relationship of school enrollment to SCF size should be further investigated with the addition of direct measurement being obtained for further statistical examination. This type of data could result in research based space recommendations for high school SCFs.

Equipment selection and allocation is an important issue for any strength and conditioning facility (Tharrett, McInnis, & Peterson, 2006.) Defining programmatic objectives is the first step to successfully planning a facility to meet the needs of the target population activity, (Greenwood, 2000). Decisions on the amount of free weight equipment, machines, and cardiovascular equipment are largely determined by the philosophy/priorities of the facilities. This makes it important to have a strength and conditioning professional involved in the planning of the strength and conditioning facility, (Peterson, 1988). Facilities targeted primarily towards athletic use tend to have more free weights, dumbbells, and a few machines. Physical Education/athletic facilities tend to have a mixture of free weights, dumbbells, and machines. Facilities designed to service athletics, physical education and community wellness tend to include a mixture of free weights, machines, and cardiovascular equipment. Advances in technology, like the flat screen television monitor, have made the incorporation of sports performance analysis equipment and entertainment mediums part of the planning process as they embark upon developing or refining existing programs, refurbishing existing facilities, or planning for the expansion or construction of new facilities (Sawyer and Stowe, 2005).

This study found that the exercise bike was the most popular piece of cardio equipment in prevalence ranking for Indiana high schools. Compared to the rating of cardio equipment popularity of Patton (1999) with males giving preference ranking of bikes, treadmills and steppers and females listing ordered preference of treadmills, steppers, and ellipticals, the current study demonstrates a rise in use of the elliptical machine and a downward trend for stepper/stair machines.

The staffing of the SCF included dedicated strength and conditioning coaches at 46.3% of the schools with a general trend of schools with lager enrollments having a greater percentage of dedicated strength coaches. This statistic calls safety into question. Recommended certified staff-to-athlete ratios are based on the age and experience level of the athlete (Armitage-Johnson, 1994). For high school athletes, it is recommended that facilities do not exceed a 1:15 staff-to-athlete ratio (Armitage-Johnson, 1994). With only 46.3% of the schools including dedicated strength and conditioning coaches, how are the schools maintaining a safe environment that includes certified professionals for all users? The trend within the enrollment classes also shows that schools with larger enrollments have a greater percentage of dedicated strength coaches. The study revealed, however, that school size alone does not necessarily fully depict the use of the facility and therefore, traffic flow in the facility cannot always be assumed to be higher in schools with larger enrollments. Because of the many different uses of the SCFs, it is important that traffic flow be monitored and investigated in relation to the presence of dedicated and/or certified professionals. Ideally, a higher number of dedicated strength and conditioning professionals should be used in those schools with greater SCFs traffic flow and use levels (Armitage-Johnson, 1994).

With a total of 24.1% of the SCFs studied open for community use, only 25.9% charged a user fee or membership for facility access. A more specialized study investigating the benefits and drawbacks to charging this fee should be investigated. Additional information regarding pricing structures and uses of these fees should also be considered. For example, in the Northwest region of Indiana, one high school's SCF was actually a community funded and operated facility while another school in the same region owned and operated its own SCF with community

access free of charge. The rationale behind each individual school's policies for the SCF community member use should also be considered from a cost/benefit perspective.

Conclusions and Suggestions for Future Research

The high prevalence of dedicated SCFs in the secondary school level and the accompanied expenditures required for SCFs space, equipment, and staffing demonstrates the need for additional study of high school level SCFs. These are important facilities for the secondary school that provide significant benefits to the user whether athlete, physical education student, or community member. The areas of additional research for secondary level school SCFs should include:

1) An analysis of SCF staffing in relation to direct measures facility use to better analyze supervisory ratios from a safety and risk management perspective.
2) An analysis of SCF staff member trainings and certifications and a comparison of injury/accident rates in relation to levels of professional development of the staff.
3) An analysis of the planning and budgeting processes and policies in place for the maintenance and replacement of SCF equipment, and for SCF community use.
4) An inclusion of site visits for SCF direct measurements and to gather additional information regarding facility/equipment layout for general and ADA accessibility, and for the development of direct measurement-based space planning guidelines.
5) A replication of the present study methodology to other states and regions for comparative purposes.

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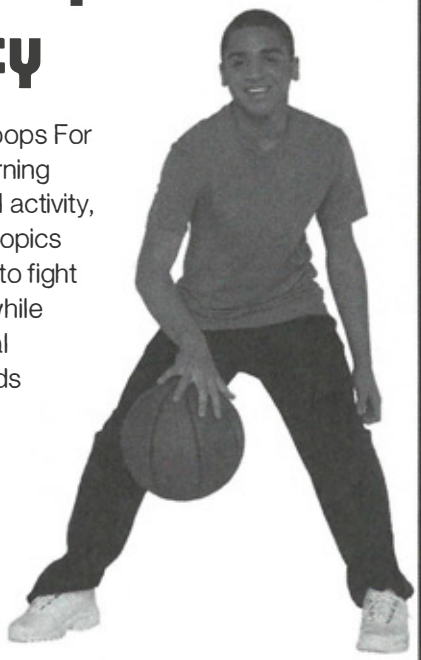
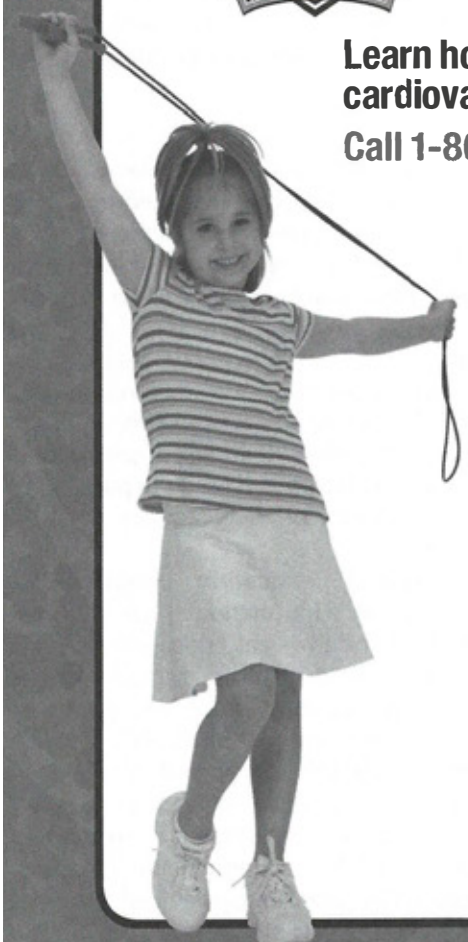
Have Fun...Teach Healthy Habits... Benefit Your Community

Students love the excitement of Jump Rope For Heart and Hoops For Heart events, and schools love knowing that students are learning healthy habits and community values. The benefits of physical activity, healthy eating, and staying away from tobacco are just a few topics that these educational programs cover, all while raising funds to fight heart disease and stroke. Students learn about heart health while learning jump rope or basketball skills, supporting the National Association for Sport and Physical Education (NASPE) Standards of Physical Education.



30th Anniversary JUMP ROPE FOR HEART

HOOPS FOR HEART



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DID YOU KNOW?

- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- On average, American children and adolescents spend nearly 4 hours watching television every day.
- Obesity among our nation's youth has tripled in the last two decades.
- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- Some experts predict that, for the first time in history, because of inactivity and obesity-related illnesses, children's life spans will be shorter than their parents'.
- A number of studies have demonstrated that increased physical activity is linked to better school performance.

American Alliance for Health, Physical Education, Recreation and Dance

American Heart Association
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The Poplar Ends of Youth Physical Activity

By
Josh Wolfe
&
Carla Vidoni
Ball State University

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Abstract

Regular participation in physical activity is the targeted outcome of many federal initiatives. The 1996 Surgeon General's report revealed that physical activity is one of the health indicators that can improve people's lives and reduce risks of diseases. The participation in regular physical activity helps to build and maintain healthy bones and muscles, to reduce the risk of developing obesity and chronic diseases, and to reduce feelings of depression and anxiety.

Introduction

Regular participation in physical activity is the targeted outcome of many federal initiatives. Healthy People 2010 (USDHHS, 2000), for example, targeted its objectives to: (a) increase the proportion of adolescents who engage in vigorous physical activity three or more days per week and more than 20 minutes per session, (b) increase the proportion of the nation's public and private schools that require daily physical education, and (c) increase the proportion of adolescents who spend at least 50 percent of school physical education class time being physically active. The Surgeon General's report (USDHHS, 1996) revealed that physical activity is one of the health indicators that can improve people's lives and reduce risks of diseases. The participation in regular physical activity helps to build and maintain healthy bones and muscles, to reduce the risk of developing obesity and chronic diseases, and to reduce feelings of depression and anxiety. (USDHHS, 2006a)

Schools have the potential to be great contributors in promoting public initiative goals to increase levels of physical activity for children and youth. (Sallis & McKenzie, 1991) One of the reasons is sports and physical activities have been components of the education system since the beginning of the twentieth century. (Buck, Jable, & Floyd, 2004) In addition, it is important to consider that students spend a great portion of their lives engaged in school activities. However, the recommended time required for physical education has not been considered as a national standard (NASPE & AHA, 2006.) The majority of the states require physical education; but, the percentage of time, grade level required, and number of lessons per week, varies tremendously among states and districts (NASPE & AHA, 2006). This situation makes it difficult to follow leading organizations' recommendations for children and youth to participate in 60 or more minutes of physical activity per day. (USDHHS, 2006a)

Although physical education requirements have not been a nation wide mandate, the National Association for Sport and Physical Education (NASPE) has put forth effort to provide teachers, school districts, and states with resources to increase the quality of physical education programs. (Rink, 2007) The six National Content Standards developed by NASPE, for example, promote a physical education program that emphasizes students' development of movement skills, cognition, social interaction, healthy lifestyle, personal responsibility, and enjoyment of physical activity. (NASPE, 2004) These standards claim what a physically educated person should know and be able to do. Despite the public initiatives concern about

children and youth engagement in physical activity and the effort of NASPE to improve the quality of physical education programs, ironically, two challenges have contributed to the increase of an unhealthy lifestyle among children and youth: (a) physical inactivity leads to the prevalence of overweight children and (b) extreme participation in sports leads to the use of performance enhancing drugs.

Physical Inactivity among Children

The first challenge is the prevalence of overweight children. Over the last twenty years, several initiatives have taken particular interest in our nation's health. (Pate, Davis, Robinson, Stone, McKenzie, & Young, 2006) In the past those initiatives focused on the health ramifications of smoking but now, focus on lifestyle trends and weight. The current national programs, Healthy People 2010 (USDHHS, 2000), American Heart Association (Pate et al., 2006), Surgeon General's Call for Action to Prevent and Decrease Overweight and Obesity (USDHHS, 2001), and School Health Policies and Program Study (USDHHS, 2006b) have published alarming prospects about an increase in adults obesity rates over the past 25 years. Results from the 2003-2004 National Health and Nutrition Examination Survey (NHANES) (USDHHS, 2007), which used measured heights and weight, showed that obesity levels among adults aged 20 and over are still high (34%). This percentage is likely to increase because the current situation of children in risk of overweight and obesity is a threat for becoming overweight adults. (Flegal, Tabak, & Ogden, 2006)

Physical activity in schools should be an important intervention to reduce overweight and obesity rates. (Buck, Jable, & Floyd, 2004; Sallis & McKenzie, 1991) Evidence shows that children and youth that successfully participate in physical activity are likely to become future physically active adults. (Okely, Booth, & Patterson, 2001) However, the opportunities to be physically active in the schools are decreasing in previous years. (van der Mars, 2006) Traditionally, students are involved in physical activity during recess and by walking or riding their bikes to school. (Pate et al., 2006) However, the change in society's lifestyle has affected individuals' opportunities to be physically active. (Buck et al., 2004) A fast-paced daily life has justified the bussing and driving to school (Buck et al., 2004). In addition, a large amount of schools are decreasing the time in physical education classes to double time in math and reading. (Burton & VanHeest, 2007) Schools want to maximize students' time in courses that they are tested, and remove from the curriculum courses that are not tested. (King, & Zucker, 2005)

Most recently, studies appear to be interested in finding out just exactly who is to blame. One popular culprit is the No Child Left Behind act, due to its overwhelming challenge to increase academic achievement by narrowing the curriculum in core subjects such as math, reading, and science. (King & Zucker, 2005; van der Mars, 2006). Another culprit to be brought in is television. In 2005, almost one third of all high school students in the state of Indiana spent three or more hours per day watching television. (CDC, 2006) Furthermore, video games, with their addictive nature and violent messages, are at the heart of many studies related to levels of inactivity. (Trost, Kerr, Ward, & Pate, 2001; Trout & Zamora, 2005) Those games, along with computers, are part of a bigger technological society that finds easier ways to live which detracts from physical activity. While on one hand we face the problem of decreasing levels of physical activity and its unintended consequences, the other end of the problem is obsession for enhancing performance.

Extreme Participation for Youth

While many youth are not receiving recommended amounts of exercise, some are taking their participation to the extreme, particularly when it comes to performance enhancing drugs. The history of performance enhancing drugs dates back to the 1930's, where they were developed in a lab for the treatment of a variety of diseases. (Mannie, 2004) But, over the past two decades, performance enhancement seems to have moved to the forefront of all sport-related debates, even for the industry's leading agency, the World Anti-Doping Agency. (WADA Donovan, Egger, Kapernick, & Mendoza, 2002) The total number of athletes at all levels that are using performance enhancing drugs is unknown (Tokish, Kocher, & Hawkins, 2004). Evidence shows that as many as 12% of adolescent males and 2% of adolescent females have admitted to using performance enhancement. (Yesalis & Bahrke, 2000) However, those numbers are believed to have ballooned since the start of the century. (Dawson, 2001) And because supplements are mostly outside the Food and Drug Administration's purview, those who use them might as well be a human lab rat. (Wertheim, 2003) Therefore, it is worth understanding both which drugs adolescents are using and why they are using them.

Current news shows that youth are exploiting all of their resources to get their hands on performance enhancing supplements. The growing industry has made its products available through chain stores, the internet, and in a few cases, coaches have become pitchmen for manufacturers. (Wertheim, 2003) In fact, it is important that athletes are able to rely on their coaching staff for information because the drugs are somewhat sport-specific (Tokish et al., 2004). The most common substances being used include anabolic steroids (testosterone), human growth hormone, amphetamines, creatine, ephedrine, and erythropoietin. Each of these drugs is capable of doing different things, such as stimulate muscle growth or increase the oxygen-carrying capacity of blood. (Tokish et al., 2004) Unfortunately, these drugs have been designed with that specificity in mind. Individuals with serious scientific acumen are behind performance enhancing drugs with a two objectives, producing an effective drug and making it invisible to current testing procedures. (Mannie, 2004)

So what makes performance-enhancement such an appealing option for youth? The obvious is physical improvement, derived from an intrinsic desire to get better (e.g., Dawson, 2001). But this is a desire shared by most athletes, which suggests there may be more to it. There is also an extrinsic force that drives many young people. In

fact, winning can replace internal motives as the primary force in sport when emphasized by parents and coaches (Stewart, 1996) and may have already diminished the fun and health-enhancing potential of sport. (Elliot, 2006) The external pressure can be unbearable when combined with the internal, creating a slippery-slope for a plethora of problems. Research has shown that the use of doping agents probably involves more than a desire to enhance appearance or performance and is linked to alcohol and tobacco use, truancy, and living alone later in life. (Kindlundh, Nyberg, Isacson, & Berglund, 1999)

Unhealthy to Healthy Lifestyle: Hope To Make a Change

Both of these phenomena stand to cause confusion and doubt in keeping our youth healthy. They are in opposition to the NASPE National Content Standards aim for a physically educated person. NASPE and federal initiatives encourage the school system to function as an educational opportunity for youth to acquire a healthy lifestyle but, this situation generates skepticism. Whatever we're doing in our schools from an educational standpoint doesn't appear to be effective. More kids are using steroids and they erroneously believe that the health risks have disappeared (Mannie, 2004). In addition, physical education teachers frequently deal with students' lack of motivation toward physical activity (Buck et al., 2004) which indirectly influence their choice to be inactive outside of school.

More optimistic physical educators realize the benefits of using physical activity and sport settings to teach social and moral values. (Hellison, 2003, Vidoni & Ward, in press) Sport teams can be effective vehicles for promoting health and deterring drug use, especially gender-specific health promotion curricula (Elliot, 2006). Sports heroes can be motivating agents to increase enjoyment and levels of physical activity among youth. However, physical educators need to indicate to the students that, occasionally, sports celebrities have shown the "non-example" to the audience (Sheridan, 2003). Issues of cheating and drug use should be brought to students' attention not as exciting news but as alarming circumstances that put at risk healthy habits and ethical behaviors.

NASPE's National Content Standards are crucial for teachers to develop a physical education curriculum that aims at students' skill development, decision making, healthy lifestyles, and ethical and moral values. Teachers and coaches need to constantly search for resources to help them face the current issues in the field. Initiatives that promote "health-related PE", such as Sports, Play, and Active Recreation for Kids curriculum (SPARK) and Child and Adolescent Trial for cardiovascular Health (CATCH), have provided students with opportunities to enjoy physical activity, to be fit, and to generalize motor and behavioral skills outside of the school setting. (Pate et al., 2006) In addition, Hellison's (2003) Teaching Personal and Social Responsibility model has shown to be an effective humanistic strategy, which its primary premise is the emphasis on personal development, self-expression, and improved interpersonal relationships. (Siedentop, 2003) Besides the aforementioned efforts to build a strong physical education program that meets the reality of children and youth's active lifestyles, it is important to remember that coaches, peers, and parents are role models that can make a difference in youths' lives. (Stewart, 1996)

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State Conference Mark Your Calendar Now Nov. 13 - 14, 2008

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2008 State Conference and Expedition
96th Annual Conference Information

Active Bodies = Strong Minds: Get Up! Get Out! Get Active!

The 96th Annual conference of the Indiana AHPERD will be held in Indianapolis from Thursday, November 13 to Friday November 14, 2008. The conference will be held at Marriott East Hotel and Conference Center. The Opening Plenary Keynote will be given by Mark Fenten, Contributing Editor of *Health Magazine*. Past President, Lisa Hicks (University of Indianapolis) is the Conference Host.

Register
Join us for over 100 session representing all councils during the two-day conference.

Registration fees are the same as 2007! Online and mail-in registration available. The deadline to pre-register is October 11. Everyone who registers will be eligible for a special door prize drawing. Registrations sent via the US Postal Service MUST be postmarked no later than October 11. After this date, you will be assessed the onsite fees.

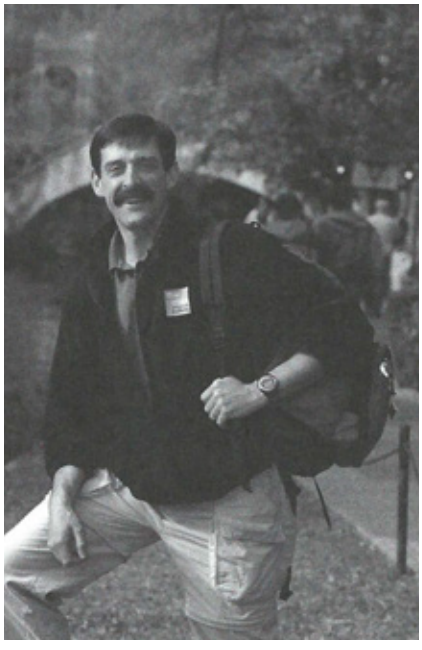
To learn more and to register online, go to www.indiana-ahperd.org.

Registration Bonus
Register for the state conference and you are automatically registered for the Indiana department of Education's Communities Aligned Towards Children's Health CATCH) conference held on Wednesday, November 12 - at the Marriott East!! Come a day early to extend your conference time at no additional cost. Name badges can be picked up at the IAHPERD desk beginning at 8am on Wednesday, November 12 in the conference center atrium.

Welcome and Opening Plenary Keynote
Thursday, November 13 8:30am
Mark Fenton, Contributing Editor, Health Magazine

Fighting the Epidemic No One is Talking About
Although the media and many Americans are talking about the nation's obesity epidemic, Mark Fenton suggests that we are much better off looking at the root causes of chronic disease in our society: physical inactivity and poor nutrition. Unfortunately, efforts to increase physical activity in American children and adults so far have been surprisingly unsuccessful. This informative and entertaining presentation will offer a new look at how we can build more activity into our lives by creating social norms, school and community environments, and even policies that encourage activity as a part of our daily routines. Be prepared to be challenged in how you think about what it's really going to take to get kids moving again!

Meet Mark Fenton



Mark Fenton is host of the former PBS television series America's Walking, a consultant to the University of North Carolina's Pedestrian and Bicycle Information Center, and an instructor in the walkable community workshop series offered by the Washington DC based National Center for Bicycling & Walking. He is a contributing editor to *Health* and *Heart Healthy Living* magazines and has written numerous books, including *Pedometer Walking* (Lyons Press, 2006) and *The Complete Guide to Walking for Health, Weight Loss, and Fitness* (Lyons Press, 2nd edition 2008). Mark is an entertaining, persuasive, and knowledgeable walking advocate, and one the nation's foremost experts on its favorite exercise. The former editor-at large of *Walking* Magazine is also a champion walker: From 1986 to 1990 Mark was a member of the US national racewalking team five times, he represented the United States in several international competitions, and he coached the US team at the 1995 World Championships in Beijing. In addition, while training for the 1984 and 1988 Olympic Trials in the 50-kilometer (31-mile) racewalk-Mark studied biomechanics and exercise physiology at the Olympic Training Center Sports Science Laboratory in Colorado Springs, Colorado. Mark's intrest in the field began with the study of the biomechanics at the Massachusetts Institute of Technology. After earning BS and MS degrees in mechanical engineering, Mark worked as manager of research engineering at Reebok. His work led to numerous publications related to exercise science, human performance, and athletic footwear and materials, while also providing plentiful insight into the health benefits of walking. Currently Mark uses that knowledge as an author, consultant to communities and work sites, and as a speaker and motivator on public health and fitness issues. His instruction spans the spectrum form introductory fitness-walking clinics to coaching elite athletes and from summaries of surveillance data to outlines of the most current methods of physical activity promotion and innovative community design.

New - IAHPERD Awards Banquet

Join us on Wednesday, November 12 at 7:30 pm for what we hope will become a new IAHPERD tradition. The awards banquet promises to be the "it" event of the conference, when members are recognized for their service to the profession, their schools, and to the association. Midwest and National award winners from Indiana will also be recognized. Our speaker will be Dr. Thomas Templin (Purdue University), who will be speaking to Extraordinary People and the Pursuit of Excellence.

We hope you will join us for this new IAHPERD tradition!

Special Ticketed Events

Tickets for lunch and dinner events are for purchase when you register for the conference. You will receive your tickets when you pick up your name badge at the conference. Events include:

- IAHPERD Awards Banquet on November 12. Dinner speaker Dr. Thomas Templin (Purdue University). Tickets are $35 per person.
- Thursday Members Lunch with keynote speaker Kay Mikesky (Factual Fitness). Tickets are $20 per person.
- Friday Members Lunch with keynote speaker Lin Dunn Indiana Fever). Tickets are $25 per person
- JRHH Lunch and Awards on November 13. Tickets are $20 per person. Ticket holders will receive a rebate at the door.
- Council of the Future Professionals Lunch and Awards on November 13 with featured speaker Don Carey (North Vermillion School Corporation). Tickets are $10 per person.
- Lucas Oil Stadium Tour on November 14. Sponsored by the Sports Management Council. Tickets are limited. First come, first serve basis. Tickets are $20 per person.

Featured Session Speakers
Thursday, November 13
Regina Carey (Michigan State University) *Strong Bodies Mean Strong Minds: How to Help Children with Disabilities Find Their Flow* (a 2-hour session)

Mike Tenoschok, NASPE Middle School PE TOY (Mt. Paran School, Georgia) *Disguising Exercise: Getting Kids Fit and Making It Fun AND PE Catch of the Day: Fishing in Middle School Physical Education* (1-hour session each)

Friday, November 14
Deb Walter, NASPE secondary School PE TOY (Rogers Public School District, Arkansas) *Achieving Fitness through Adventure AND Thinking Outside the Box - from the Inside...* (1-hour session each)

Meg Greiner, NASPE Elementary School PE TOY (Independence Elementary, Oregon) *Team Time: Get Your Body, Brian, and School Connected AND Jump N' Jive* (1-hour session)

Allen Craven, School Health Consultant (Genesee Intermediate School District, Michigan) *Sexuality: It's All In The Technique!* (1-hour session)

What Else Can You Do at IAHPERD?
- Exhibitor Exposition: 10am to 4pm on Thursday and 8am to 4pm on Friday
- Inaugural Student Poster display & Competition: Thursday
- Dancing with the Indiana Stars--dance Council Social: Thursday afternoon
- All Conference social: Thursday evening
- Sports Management social: Thursday evening

To learn more and to register online, go to www.indiana-ahperd.org.

Accommodations
The Marriott East Hotel and Conference Center, 7202 East 21st Street, Indianapolis is the conference headquarters. Our new location offers a number of amenities that you asked for! Plenty of free parking. All meeting rooms are on one floor. Easy on/off of the interstate. More meeting space. We think you will enjoy your experience at the Marriott.

The Marriott East is offering a conference rate of $93 per night (plus tax) for single or double occupancy. Room rate will be available for evenings of Wednesday, November 12 through Friday, November 14, 2008. Room tax is 15% (subject to change). A $25 charge for each additional person will be assessed.

When making reservations, ask for the IAHPERD room block. Please indicate the type of room you would like: king or two double beds, as well as number of people who will be staying in the room. Roll-away beds and cribs are available for a small additional fee.

The conference rate is guaranteed until October 10, 2008. The Marriott may honor the conference rate after this date if rooms are available. To guarantee a room and at this rate, make your reservations early. For reservations, conference attendees should call the Marriott Hotels & Resorts reservation line at 800-228-9290, available 24 hours a day, or call the Marriott East directly at 317-
352-1231, Monday through Friday, 8am to 5pm.

Just minutes from downtown Indianapolis, the Indianapolis Marriott East has a comfortable, modern campus atmosphere. The property is surrounded by complimentary parking. Guest rooms are appointed with Marriott's newest bedding package--Revive. Business travelers work efficiently utilizing high speed internet service at well-lit spacious world desks with ergonomic chair. Rooms offer coffee makers with complementary coffee, iron with ironing board, hair dryer and your choice of foam or feather pillows. It is all about making you feel at home. workout regimens are easy to maintain in our fully equipped health club complete with elliptical trainers.

To learn more and to register online, go to www.indiana-ahperd.org

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Registration Form
November 12-14, 2008
Indianapolis Marriott East and Conference Center

ACTIVE BODIES=STRONG MINDS

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Online registration at www.indiana-ahperd.org

Membership is ☐ new in 2008 ☐ renewal in 2008

Membership Type ☐ professional ☐ student

I am a ☐ AAHPERD member ☐ Jump Rope for Heart Coordinator ☐ Hoops for Heart Coordinator

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Preferred Mailing Address City State Zip County

Preferred Email Address Summer Email Address (if different)

School/Company Name School Corporation

Employment Level
☐ Elementary School ☐ Junior High/Middle School ☐ High School ☐ College/University
☐ Community Fitness ☐ Public Health ☐ Recreation/Parks ☐ Business ☐ Student
☐ Other _____

Primary Interests (select up to three)
☐ Health ☐ Physical Education ☐ Recreation ☐ Dance ☐ Adapted Physical Education
☐ Athletic Training ☐ Coaching ☐ Administration ☐ Professional Development
☐ Other _____

Leadership Interest
☐ Advocacy ☐ Committee Member ☐ Conference Member ☐ Grants
☐ Jump Rope for Heart Coordinator ☐ Hoops for Heart Coordinator ☐ Program Council Member
☐ Regional Council Member ☐ Student Leadership ☐ Retiree

Event Package	Professional Member		Professional Non-Member		Student Member		Student Non-Member		Amount
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Spouse/Significant Other NAME:	$50	$50	$50	$50	n/a	n/a	n/a	n/a	
IAHPERD Awards Banquet—Wednesday, November 12	$35	n/a	$35	n/a	$35	n/a	$35	n/a	
Member Keynote Lunch—Thursday, November 13 Kay Mikesky, Functional Fitness	$20	n/a	$20	n/a	$20	n/a	$20	n/a	
JRHH Lunch and Awards—Thursday, November 13 Will be reimbursed when you pick up your box lunch	$20	n/a	$20	n/a	n/a	n/a	n/a	n/a	
CFP Lunch and Awards—Thursday, November 13	n/a	n/a	n/a	n/a	$10	n/a	$10	n/a	
Member Keynote Lunch—Friday, November 14 Lin Dunn, Head Coach of the Indianapolis Fever	$25	n/a	$25	n/a	$25	n/a	$25	n/a	
Lucas Oil Stadium Tour—Friday, November 14	$20	n/a	$20	n/a	$20	n/a	$20	n/a	
PRE-REGISTRATION: POSTMARKED BY OCTOBER 11							TOTAL		

Continued on page 2

Online registrations will not be accepted after midnight October 11, or if mail, must be postmarked October 11. After October 11, those wishing to register for the state conference are asked to register onsite beginning 10:00am on Wednesday, November 12 in the Atrium of the Indianapolis Marriott East.

Cancellations must be made in writing to IAHPERD Executive Director and postmarked no later than November 1. All cancellations are subject to a $10 processing fee. Refunds will be issued 6-8 weeks after the conference. No cancellations will be accepted or refunds issued on requests made after November 1.

Complete and mail form with fees to:
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Inclusion Confusion: Disposition of Future Teachers Toward Students with Disabilities in Physical Education

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Abstract

To effectively teach the diverse population of students enrolled in schools throughout Indiana, the State Department of Education recently revised the standards for colleges and universities in preparing beginning physical education teachers. The investigation examined the disposition of students in an undergraduate physical education teacher education program toward teaching students with disabilities. A total of 174 students from an Indiana college volunteered to participate in the study. A revised Attitude Toward Disabled Persons (ATDP) Scale was used to measure teacher attitude. A one-shot survey design with a series of simple t-tests were used for analysis. Results indicated that the future physical education teachers held a less favorable disposition toward students with disabilities. Gender, previous experience with individuals with disabilities, and academic preparation were factors that affected attitude. It was concluded that teacher education programs might need to implement specific strategies to achieve the goal of effectively educating all students in an inclusive gymnasium.

The world of education is changing! A generation ago, few public schools included children and youth with disabilities. The majority of students receiving a special education are now enrolled in classes in their neighborhood schools. This change from typically segregated classrooms to more inclusive environments has occurred as a result of federal legislation, the Education of All Handicapped Children Act (Public Law 94-142), now reauthorized as the Individuals with Disabilities Education Act (IDEA; Public Law 108-466).

IDEA requires all students, with and without disabilities, to receive physical education and, if necessary, instruction should be adapted to meet an individual's unique learning needs. The law also mandates students with disabilities to be educated in the least restrictive environment possible. This refers to an educational setting in which the student will benefit most from the instruction. In physical education, the most successful environment could range from a totally inclusive classroom to a more individualized adapted setting. The removal of students from the general education environment occurs only if the severity of the disability is such that their education with the use of supplementary aids (e.g., equipment, materials) and services (e.g., support personnel)

cannot be achieved satisfactorily. This has created some confusion in many gymnasiums across Indiana, as physical educators struggle to provide quality education to all students.

Inclusion, the process of educating students with disabilities with their non disabled peers, has become a reality in the majority of school corporations in the Hoosier state. And even if a school corporation has not embraced the concept of "total inclusion" for all subject areas, most students eligible for special education are included in general physical education classes. Physical educators are faced with the reality of providing an appropriate education for children and youth with a variety of abilities. However, many teachers lack the professional preparation to know how to successfully include students with disabilities. They have good intentions, yet they often experience confusion and develop an unfavorable attitude toward these students.

In the past, most physical education teacher education programs have offered only one course in adapted physical education, which seldom prepares future teachers with the knowledge, skill, and disposition necessary to adequately adapt the curriculum for students with disabilities. In addition, some school corporations do not offer in service training to assist physical educators to include all students in their classes. As a result, these teachers have limited knowledge and pedagogical skill to effectively impact the learning of all students in the gym. The purpose of the study was to examine the disposition of students in an undergraduate physical education teacher education program toward teaching students with disabilities. The gender, educational level, previous experience with individuals with disabilities, and academic preparation of these future teachers were analyzed in relation to attitude.

Disposition

Physical education teacher education programs at colleges and universities in Indiana require their students to demonstrate professional behaviors that are essential to the teaching profession and the learning process (Indiana Department of Education, 2007). Refer to Figure 1 for the academic standards. It is no longer acceptable for student teachers just to have knowledge and skills of academic content and pedagogy; they must also have a sound professional disposition for teaching students (Wayda & Lund, 2005). Teacher disposition reflects the attitude, belief, and values that influence actions and relationships in educational settings. The behaviors and instructional decisions of teachers are guided by their personal beliefs and by the limits of their curriculum. This belief system reflects teachers' values and consequently influences the content of the physical education lesson and how it will be taught to students.

Figure 1. Indiana Standards for Teachers of Physical Education

The physical education teacher understands:
Content Knowledge. Physical education content and disciplinary concepts related to the development of physically educated persons with and without disabilities.
Growth and Development. How individuals, with and without disabilities, learn and develop, and provides opportunities that support physical, cognitive, social, and emotional development.
Diverse Learners. How individuals, with or without disabilities, differ in their approaches to learning and creates appropriate instruction adapted to these differences.
Management and Motivation. Individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for individuals with and without disabilities.
Communication. Effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings for students with and without disabilities.
Planning and Instruction. Importance of planning developmentally appropriate instructional units, which are based on relevant and appropriate assessments, to foster the development of a physically educated person, with or without a disability.
Student Assessment. Varied types of assessment for program continuity, appropriate student placement, and the development of the physical, cognitive, social, and emotional domains for students with and without disabilities.
Reflection. Importance of being a reflective practitioner and its contribution to overall professional development and actively seeks opportunities to sustain professional growth.
Technology. Information technology to enhance learning and for personal and professional productivity for students with and without disabilities.
Collaboration. Necessity of fostering collaborative relationships with colleagues, administrators, OTs, PTs, TRs, parents/guardians, and community agencies to support the development of a physically educated person.

Effective teachers possess a moral and professional attitude to students and their learning. Professional educators understand learners in a way that allows them to identify individual student strengths, intelligences, and approaches to learning. This favorable disposition for students, and their abilities and learning styles, is crucial to a teacher's effectiveness in adapting instruction to meet the learning needs of students (Wood, Goc Karp, & Escamilla, 2000).

With the inclusive philosophy that currently permeates our Indiana public schools, there is concern in physical education to the extent to which future teachers will demonstrate a favorable disposition toward teaching students with disabilities in their general education classes (Folsom-Meek, Nearing, & Kalakian,

2000). This concern stems from the belief that such a disposition can have a direct influence on the successful inclusion of students with disabilities into physical education classes. In an effort to discover ways of enhancing the disposition of physical education teachers toward teaching students receiving a special education, researchers have examined the relationship between attitude and a variety of teacher variables (Kozub & Lienert, 2003).

Major teacher-related variables include academic preparation, experience, and perceived competence working with students with disabilities. The attitude of teachers tend to be increasingly more positive if they have additional coursework or inservice training in adapted physical education or special education (Kozub, 2002), previous experience with individuals with disabilities (Hodge & Jansma, 1998), and a higher self-perception of competence in teaching students of varying ability (Hodge, Davis, Woodard, & Sherrill. 2002; Rizzo & Vispoel, 1991).

Other variables related to physical education teachers include gender and age. Research demonstrated that female teachers had more favorable attitude toward teaching students with disabilities than did male teachers (Hutzler, Zach, & Gafni, 2005), but another study (Hodge et al., 2002) revealed no main effect for gender. Significant negative correlations between age and attitude indicated that older physical education teachers had less favorable attitude toward teaching students with disabilities than did their younger counterparts (Duchane & French, 1998).

It is important to stress that some of the aforementioned variables are not under the control of educational institutions. Of greater interest are variables that schools and colleges/universities can influence such as coursework, inservice training, and practical experiences. Studies involving these factors suggest that favorable attitude can be cultivated by providing physical education teachers with appropriate coursework (Kozub, 2002) and positive experiences working with students with disabilities (Hodge & Jansma, 1998).

A review of attitudal research reveals that attitude toward students with disabilities could be improved through adapted physical education coursework and practical field experiences with individuals with disabilities (Kozub & Lienert, 2003). These strategies were also successfully applied in some of the previously cited studies. For example, information strategies and direct contact strategies were applied in the studies by Kozub (2002). Persuasion and vicarious experiences were used by Rizzo and Vispoel (1991).

Method

Participants

Prior to the commencement of the study, permission to use human participants was granted by the Institutional Review Board of the investigators. The investigation used a convenience sample of undergraduate physical education teaching majors (N=174) who were enrolled in an adapted physical education course.

Procedures

Data used in the study were collected on the first day of an undergraduate adapted physical education course over a five year period from 2002 to 2007. Before there were any class experiences, the participants were asked if they wished to participate in the survey about teaching individuals with disabilities. They were assured that participation was voluntary and it would not affect their course evaluation. The Consent Form and the Attitude Toward Disabled Persons (ATDP) Scale (Yuker, Block, & Campbell, 1960) were then distributed to the students who volunteered. The course instructor guided the students through the first section of the survey where they were required to provide information concerning their gender, educational level, previous experience with individuals with disabilities, and specific teaching major. The participants were read the instructions and then directed to complete the ATDP Scale. The instrument was collected immediately after each student finished. Confidentiality was guaranteed even though the surveys were numbered and matched to student identification numbers for data processing purposes. Each survey was coded into the database by the student research assistants.

Instrumentation

The data collection instrument contained two sections—an attitude scale measuring beliefs and a demographic section collecting attribute information. A revised version of the Attitude Toward Disabled Persons (ATDP) Scale was used to quantify the participants' attitude toward people with disabilities. The revision involved using current terminology and person first language as supported in recent federal legislation.

Each of the 20 items on the ATDP Scale are purported to reflect statements suggesting the similarities or differences between individuals with and without disabilities. Respondents were asked to rate their agreement or disagreement with each statement on a 6-point Likert-type scale that ranges from +3 ("I agree very much") to -3 ("I disagree very much"), with no neutral response option. According to Yuker and his colleagues (1960), the sum of the item responses provides meaningful data related to an individual's attitude and personal beliefs. The aggregate scores fall within a range of 0 to 120, with higher scores reflecting a more positive and accepting attitude on the part of the respondent and a perception that individuals with disabilities are more similar to those persons without disabilities.

The ATDP Scale was selected for the study because of ease of administration and it had been carefully studied as an instrument measuring generalized attitude toward people with disabilities (Antonak & Livneh, 1988). Convergent validity was reported by Yuker and Block (1986) with over 50 correlations between the ATDP Scale and other assessment measures of attitude toward individuals with disabilities. Adequate test-retest reliability was reported for the instrument with a median correlation of .83 for intervals of 5 weeks or less and an alpha coefficient of .76 (Yuker & Block, 1986).

The second section of the instrument consisted of demographic data to permit the collection of information on participant gender, year in college, and specific teaching major. In addition, this section allowed participants to indicate the extent of their prior contact with people with disabilities.

Analyses

The research design was a one-shot survey from a single observation (Trochim, 2005). A series of simple t-tests were conducted to determine if significant differences in the mean ATDP scores were found with respect to gender, educational level, experience with individuals with disabilities, and specific teaching major. $P<.05$ was used to define significance. The Statistical Package for the Social Sciences 14.0 (2005) was used for all statistical analyses.

Results

The sample included 123 male (71%) and 51 female (29%) undergraduate students majoring in physical education teacher education. In addition to the demographic data (see Table 1), the means and standard deviations of the ATDP scores were calculated for each of the variables to determine the general agreement or disagreement of the group (see Table 2). The range of the ATDP scores was 0 to 120 (Yuker et al., 1960). Based on the analyses of the current findings, the ATDP scores for this sample ranged from 35 to 111, with a mean of 79.02 ± 12.48. Similar results were reported across 38 studies, which had a mean score of 79.70 (Yuker & Block, 1986). The investigators established ATDP scores ranging from 60 to 120 to indicate a positive attitude, with scores below 60 reflecting a less favorable attitude.

Table 1. Demographic Data of Participants

Variable	*n*	%
Gender		
Male	123	70.6
Female	51	29.3
Age		
18-20 years	76	43.6
21-23 years	87	50.0
Over 24 years	8	4.6
Educational Level		
Freshman	23	13.2
Sophomore	56	32.2
Junior	61	35.1
Senior	29	16.7
Ethnicity		
African American	14	8.1
Asian	2	1.1
Caucasian	151	86.7
Hispanic	7	4.0
Previous Experience with Disabilities		
Classmate	57	32.8
Family Member	26	14.9
Field Experience	29	16.7
More Than 1 Contact	40	22.9
No Experience	19	10.9
Academic Preparation		
Adapted Physical Education Teaching	19	10.9
Physical Education Teaching	155	89.1

Table 2. Attitudinal Scores

Variable	*M**	*SD*
Gender •		
Male	76.59	12.52
Female	84.83	11.29
Educational Level		
Freshman	77.79	12.58
Sophomore	77.90	12.61
Junior	79.41	12.74
Senior	81.58	13.70
Previous Experience with Disabilities •		
Classmate	76.83	11.52
Family Member	83.07	11.54
Field Experience	78.97	12.51
More Than 1 Contact	77.62	12.84
No Experience	74.84	13.21
Academic Preparation •		
Adapted Physical Education Teaching	85.63	13.15
Physical Education Teaching	78.26	12.48

* ATDP scores range from 0-120; • Significantly different (p<.05)

The attitude of the female physical education teaching majors toward individuals with disabilities was significantly ($p < .05$) more positive than that of their male counterparts. The educational level on the attitude toward individuals with disabilities was estimated by comparing the overall attitude of the four groups that were formulated on their year in college. Participants ranged in age from 18 to 30 years ($M = 20.1 \pm 12.6$ years) with the majority (67%) in their second or third year of undergraduate preparation. No significant ($p > .05$) difference in the attitude toward individuals with disabilities was found between the freshmen physical education teaching majors and upperclass teaching majors.

Another key finding was that previous experience with people with disabilities produced a more favorable attitude. Previous experience on the attitude toward these individuals was estimated by comparing the overall attitude of the five groups that were formulated on the amount of contact with individuals with disabilities. Data showed that over 32% of the future teachers had experience with a classmate with a disability, while 15% had previous experience with a family member. Approximately 10% responded they had no experience with individuals with disabilities prior to entering college. The results indicated that physical education teaching majors who had family members with disabilities had significantly ($p < .05$) more positive attitude toward individuals with disabilities than those who had no previous experience with disabilities before college.

The students' specific teaching major on the attitude toward individuals with disabilities was estimated by comparing the overall attitude of physical education teaching majors with students taking additional coursework to be certified as an adapted physical educator. The results indicated that adapted physical education majors had significantly ($p < .05$) more positive attitude toward individuals with disabilities than physical education teaching majors.

Discussion

The purpose of the study was to examine the disposition of students in an undergraduate physical education teacher education program toward teaching students with disabilities. Student teachers displayed positive, although low, attitude toward students receiving a special education. The lower attitude score indicated the participants perceived students with disabilities as different than students without disabilities, thus implying a less favorable attitude toward these students. Female student teachers were more positive than males toward individuals with disabilities. This concurred with the finding that indicated 20% of the studies using the ATDP Scale showed women had more positive attitude than men (Yuker & Block, 1986). In addition, students with previous experience with individuals with disabilities and those majoring in adapted physical education resulted in a more positive attitude toward people with disabilities. The change in attitude toward individuals with disabilities was consistent with the increase in the amount of contact with them. For example, the attitude toward disabilities was more positive in the group who had previous experience with a family member with a disability (83.07 ± 11.54) than that in the no experience group (74.84 ± 13.21). Year in undergraduate training did not have a significant impact on attitude toward teaching students with disabilities. As

shown in Table 2, no differences in the attitude towards individuals with disabilities were evident with an increase in years in college. Based on the findings of the study, the present sample of undergraduate physical education teaching majors appear to hold a low, but positive, attitude toward teaching students with disabilities. The preservice teachers' gender, previous experience with individuals with disabilities, and academic preparation are factors that relate to attitude.

Based on the educational trend toward inclusive education, the Indiana Department of Education (2007) encouraged physical education teacher education faculty to reexamine their practice and evaluate how future professionals might most effectively teach all students, with and without disabilities, in their general education classroom. As education professionals we share a great deal of responsibility for the preparation of tomorrow's teachers who will be working in inclusive settings. It is important for future teachers to receive appropriate coursework in adapting instruction, as well as inservice training and practical experiences with individuals with disabilities, to cultivate a favorable disposition and to decrease the confusion with inclusion.

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Preparing Qualitative studies for Urban Physical Education

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Abstract

Qualitative research is a valid mode of inquiry that can be used to study urban physical education. The present climate of our society has made access to school systems increasingly difficult, thus creating a need to develop effective methods of gaining entry to these environments. This article will discuss concerns and provide strategies that may be helpful for those wishing to embark in qualitative study of urban physical education.

Introduction

Educator John Dewey once wrote that "the fundamental trouble" in education is a "lack of conversation." One remedy for this lack of conversation in physical education is a greater emphasis on qualitative research. Qualitative research involves the studied use and collection of a variety of empirical materials- case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts, that describe routine and problematic moments and meanings in individuals' lives (Denzin & Lincoln, 2005 p.2). Unlike quantitative methodology, which places importance on control, prediction, and the questions of "what", "where", and "when", the routines of qualitative methodology focus on determining the "why" or "how" behind actions that are taking place. Patton (2002, p. 48) explains that qualitative inquiry means "going into the field and systematically examining the real world of programs, organizations, neighborhoods, street corners", thus getting close enough to the people and circumstances there to capture what is happening.

Consequently, the goal of qualitative research is to discover patterns which emerge after close observation, careful documentation, and thoughtful analysis of the research topic (Maykut & Morehouse, 1994). Interviews and questionnaires, observation and participant observation (or fieldwork), documents and texts, and the researcher's thoughts and reactions are generally associated with qualitative work. Denzin and Lincoln (2005) note that qualitative inquiry is a methodology by which "voice" can be given to marginalized groups, thus presenting a means by which to gain different interpretations of events that cannot be shown solely by information reported from quantitative inquiry.

Some of the aforementioned marginalized groups that could benefit from the "voice" provided by qualitative research are found in urban physical education. While urban learners are represented by a wide range of racial, ethnic, linguistic, and socioeconomic backgrounds, minority learners (African, Hispanic, Asian, and Native American children) disproportionately populate urban schools (Cartledge & Lo, 2006). Urban classrooms in the United States have altered significantly as a result of legislation, increases in population, immigration, attitudes, and behaviors. As our cities have become more expansive, the following statistics provide a rationale for research of this type:

- According to the 2004 census, minority learners will make up 24 percent of the school-age population by 2020 and 50 percent by 2050 (U.S. Census Bureau, 2004).
- The high school dropout rate is close to twenty-two percent for Hispanic Americans, and eleven percent for European Americans (National Education Association, 2001).
- The dropout rate among urban youth in large cities as nearly one in every four students (Huston, 2000).
- Urban teachers report that over fifty percent of their students have problems that the typical classroom teacher is unable to help them with (Haberman, 2000).

When examining these statistics, it is evident that public school systems in urban areas are particularly

worthy of discussion. While reform of schools in these areas have been a lightning rod for debate in this country, Resnick (2004) notes that the public school system is an appropriate area for inquiry because it is part of the promise of a free and universal system for all and the demographics of many of these schools reflect a diverse range of people and opinions.

Unfortunately, public school systems at times can become increasingly difficult to gain access to for various reasons, a few of which include: previously unethical research studies, apprehension by school administrators that research disrupts the school environment, safety concerns, and the fear that the information obtained from a research study will threaten confidentiality (Friedman & Orru, 1991; Delamont, 2004). Despite this, the study of urban physical education holds potential information that can be of benefit to the field of education, allowing for the further study of topics such as culturally responsive instruction, classroom management, and access to resources for physical activity (Cothran et al., 1999; Kulinna et al., 2003; Culp, 2006a, 2006b).

Preparing for the study

The first question that is appropriate to ask upon determining whether or not to conduct qualitative research in urban physical education is what the reason for the research is. Perhaps there is a hypothesis that has come to mind that is in need of further exploration. Possibly an assessment instrument to improve instruction for students and teachers in this demographic is in its beginning stages. Conceivably, there could be the need for the collection of additional information for a proposal in hopes of procuring a grant. In truth, the interest in studying urban physical education could be solely a personal one.

Regardless of background and research experience, the last point is an important one to weigh. Of utmost importance for any person embarking in qualitative inquiry in the urban school is the need for awareness and clarity of assumptions, misconceptions and biases regarding the potential experience. Failure to effectively manage these issues can compromise the integrity of the research and impact the account of what is actually observed (Ladkin, 2004).

Design

Similar to a coach preparing a game plan for an opponent, or a teacher preparing a lesson plan for student instruction, there are preexisting variables that need to be accounted for before conducting research. For research purposes, these variables are managed effectively during the design phase of the study. To help ensure success in this area, questions of various complexities need to be developed that are appropriate to what is being researched (Bryman, 2001; Pole & Lampard, 2002). Designing a qualitative urban physical education study also includes a series of simple and complex questions that require answers before further action can take place.

Simple design questions are those which can be thought of in a span of a brief brainstorming session and form the basis of other design considerations to follow. Some questions include: (1) What/Who is the topic of study? (2) Where is this study going to take place? (3) What type of school is going to be studied? (4) Is the study going to be one that involves observation, interviews, surveys, or some combination of the three?

Conversely, *complex design questions* require more thought and attention to specific details of the possible research. These questions may include the following: (1) What current research supports your hypothesis? (2) What are the demographics of the participants that are the focus of this study in terms of age, race, class, gender and background? (3) Will the research require time restraints on teachers and students if permission is granted to conduct the study? (4) What will be required of the participants? (5) Will there be incentives given to participants for their participation in the study? (6) What is the timeframe of the study?

The design process cannot be understated, as it is often the difference between successful and flawed research projects. Considerable time, money and resources invested in the endeavor could be squandered if attention to this detail is neglected. Additionally, the climate of many public school systems may only provide one opportunity to demonstrate to administrators that a competent professional is conducting research that is beneficial, efficient and of minimal disruption to the learning environment.

Gaining permission

It should come as no surprise that gaining permission to conduct research is an important step in the initial research design process- for without permission, there can be no study. How this permission is obtained varies, so the appropriate research department of the school district/system that the research will take place and the corresponding institutional review board (IRB) should be consulted to determine proper protocol for submitting a proposal.

Many places require submission of a research proposal months before the planned study, with guidelines that vary. The proposal at minimum should include a rationale for the study, what is planned for the research, a timetable for the start and end, a statement of risk(s) if any, sample consent forms for teachers, students, and parents, special permissions needed, and a description of who the research will benefit. Co-operation is likely to be easier if these research protocols are included in the proposal (Richie & Lewis, 2003).

A frequently overlooked aspect of the proposal submission process is negotiation. Due to some of the previously mentioned issues in respect to gaining entry into public school systems for research, there may be some areas of the proposal that may need to be either clarified or eliminated. A planned case study of physical education teachers' methods of instruction in a school district, for instance, may be scaled down to merely distributing an open-ended survey regarding their opinions about physical education instruction to teachers in the district.

It is likely that the study could be assigned to a liaison from the district who will observe the methodology of the research. Reasons for these changes may not necessarily

be due to an oversight by the researcher, but could be a result of factors unrelated to the original proposal. The question to answer if faced with this dilemma is what are you as a researcher willing to accept? If the terms given are undesirable, is there another area that the study can take place or is the proposal in need of further revision?

Preparing the foundation for research

Before embarking in data collection, a wise practice would be to conduct an initial pilot study, approved by the IRB and appropriate research department of the school(s) that the study will take place. Pilot studies (or what is known in some academic circles as a "pilot") provide an avenue for the researcher to test experimental procedures with smaller groups or scaled down environments to gain insight on how such findings may generalize in a full study of the same type (Kezar, 2000). The following items are some considerations to keep in mind when designing a pilot study pertaining to urban physical education:

-If paper or electronic surveys are going to be used, they should be designed with open ended questions which allow for the participant to answer them by providing a written response. Closed ended surveys that provide a choice of an answer, whether these answers are numerical or written, are not considered qualitative in nature (Glesne, 2005).

- A general rule according to Mertens (2004) is that surveys for pilot studies should be presented to smaller samples of a group from the same demographic that data will be collected from. Also, in formatting the questionnaire, modify it a bit if necessary to allow room for comments to be written in the pilot version.

-If conducting an observation, the focus of the pilot study should be consistent to what will be studied. For instance, an after school program where participants are involved in sport-related activity, does not compare to a physical education class that is teaching beginning strategies for throwing and catching.

-Observations in urban physical education should take into account the culturally diverse makeup of the persons being observed, regardless if these individuals are teachers, or students (Borich, 2002). A greater understanding of the background of the participants, lends additional insight on why certain actions are taking place.

-There needs to be an understanding between the researcher and the teacher(s) of the class as to where observation will take place, what times these observations will take place, and any artifacts that can be collected (usually these are pictures of the class environment or copies of lesson plans).

-Additionally, just because a school is considered "urban", does not mean that each school is comprised of the same racial, gender, and cultural demographic. With the advent of the internet, many school districts now place online for public viewing population demographics, school awards and other relevant information that can be used to determine the rationale for a study. Before distributing the survey or participating in an observation or interview, the parameters of what "urban" is defined as for the study, needs to be delineated.

The pilot study

While the pilot does not ensure a successful research project, it can highlight areas of the study that may not have been previously considered such as how many questions to include on a survey, how to construct questions in order to obtain valid responses, and determine whether the scope of the study is too broad in context. In regards to observation, Glesne (2005, p.38) advises that the pilot should be used to note how those who are observed respond, and whether field notes can be recorded during observation periods or documented later. Moreover, the researcher needs to be cognizant of the role that they can and should play in addition to that of researcher.

As the pilot is refined, it is advisable to obtain unbiased critiques of the work from those who have had experience conducting research studies to catch possible flaws in the methodology of the study. Finding a mentor during this process can be of assistance in this area. Another issue is obtaining funding. A study that is subsidized may help to offset costs that occur with paper surveys, mailings, and postage.

Other areas of concern relate to the happenings that are certain to take place in a school year. For instance, when do special events take place? When are students required to take mandatory state and national assessment tests? What is offered in the school curriculum for physical education and how may it impact data collection?

In light of all of these points, it is worth mentioning that other strategies of constructing qualitative studies in physical education may surface as the study materializes, depending on the unique characteristics of the setting. Observation in particular differs in physical education, as it involves not only witnessing the actions of students and teachers, but how the physical education environment is managed. The observer must not only navigate through a sea of their own experiences, but also record the routines, motions, noises, strategies and behaviors of the class to determine how these are interrelated.

People of Note

As the study is being planned, there are individuals who either directly or indirectly have an influence on the scope, research access, and information gathered from the qualitative project proposed. These individuals are categorized in this paper into four groups: 1) the lead administrator, 2) the research liaison, 3) secretaries, and 4) participants.

Lead administrator

Lead administrators (often known as the principal) have the responsibility of being aware of every event that is taking place under his or her supervision. It is rare that this person is unaware of research being conducted in the school, although the task of discussing the details of the research project could be delegated to another member of the staff. Regardless of the role, the lead administrator can be an advocate for the study if they are convinced of its merit.

Administrators have intricate knowledge of the schedule for the school, are frequently versed in methods of research, and have the clout to persuade teachers that are hesitant to participate to do so. As mentioned earlier, lead administrators want to see that research methods are sound and that academic learning time is not compromised. If these objectives can be met, there is a fair chance that the research project will meet their approval.

Research liaison

There are two viewpoints of the research liaison. One is that this person serves as a helpful resource who is invaluable in saving time and resources. The other perspective is that the research liaison can be a burden who serves as a potential determent to the research. Good liaisons have familiarity with the school system, academic climate, physical education teachers at the schools, and ideas about previous research studies and their success. Bad liaisons have little information about these things, are difficult to get in touch with, and in some cases are balancing other roles such as athletic director or teacher coordinator. Most of the shortcomings of a bad liaison can be neutralized by a researcher's unwavering commitment to the study.

Secretaries

The role of secretaries in attempting to finalize the qualitative project through administrators should never be diminished. More than just clerical staff, these individuals have additional specific information such as when persons of interest are available during the day, contact information, and best and worse times to call. These minor things that a secretary has knowledge of can save time which could be spent improving other areas of the study.

Participants

Participants are listed as persons of note under this section for obvious reasons. Part of the process of collecting qualitative data underlies the importance of establishing a comfort zone that allows for the most open exchange of information possible. How this comfort zone is created depends on factors such as trust and "logging time", a technique Glesne (2005, p.40) defines as "being around, participating in activities and talking informally with people in order to give them time to develop a connection."

Such a connection is difficult to develop when using survey methods to collect qualitative data, particularly when such surveys are sent to teachers of physical education spread out over a district or school system. As good research techniques will often produce data that can be utilized, insufficient techniques not only produce lackluster information, but can influence other teachers' participation in the study.

Procedures and Data Collection

Once the pilot has been finished and permission to begin the study has been granted, the second tier of work begins which deals with collecting data and carrying out the procedures of the research. Regardless of the methodology used, research must maintain a level of consistency and detail to lessen the chances that the study is compromised (Ritchie & Lewis, 2003). Surveys should all have the same material distributed and be subject to the same collection time. Observations should involve the people who are the target for the study, providing for make-up interviews only if stipulated. Incentives for participation if used must be given equally to all involved in the study.

The researcher must also be aware that qualitative research must be conducted as an ethical practice (Mason, 2002, p. 6). For instance, what is to be done with surveys that come in after the imposed due date? What is the responsibility of the researcher if they witness a teacher compromising the safety of students during an observation? Is information destroyed immediately if a teacher chooses to discontinue participation in the study? As mentioned previously, is the researcher mindful of not attaching their own set of subjectivities and beliefs to the actions being observed or the written responses of questions?

At the completion of the research

When the research is finally completed, there are some decisions that need to be made as to what to do with the data. Many professionals will choose to take the information and use it for the creation of research articles, books, or presentations. Graduate students may decide to use the information for a thesis or dissertation. Others may decide that the findings are a springboard to other studies involving a similar topic. The school system where the research took place may require that a summary of the findings be given to them for their records. In other instances, some may choose to not do anything with the information from the study, deciding that their work was not sufficient enough or too controversial in nature.

Further considerations for the research vary depending on the methodology. If the research is to be destroyed or kept secure, then these actions must take place, as this was agreed upon for the study. All identifiers and threats to confidentiality of participants must be handled in a professional manner, because the failure to do so can be grounds for legal action. In some instances, the researcher also has the choice of "following up" the research if they have placed this provision in the original accepted proposal.

A final touch that is often neglected is the "thank you" note or letter to the persons instrumental in allowing for the study. Given all of the effort spent to make the proposal a reality, a minute detail such as this not only speaks to the professionalism of the investigator, but may also create opportunities for future studies. Qualitative inquiry in urban physical education is a process that if done correctly, can result in worthwhile outcomes for all parties involved and contribute a wealth of knowledge to the field of education.

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Table 1

Reasons for the study of urban physical education

The decline of physical activity and an increase in obesity is an issue across all ethnic groups, but still more of a concern in regards to minorities in urban areas (Mabry, et al., 2003; Trent, et al. 2006).	Brookhart and Rusnak (1993) discussed the successful lessons of exemplary urban teachers, finding that these teachers interviewed planned lessons in great detail and emphasized the establishment of clear objectives and procedures. Also, these teachers had relevant lessons and additions when necessary, used modeling to promote a climate of trust and respect and were knowledgeable, sympathetic and understanding to the problems of urban youth. What then are the characteristics of exemplary urban physical educators?
Prince (2002) notes that students attending urban schools are much more likely to have inexperienced teachers and these teachers are twice as likely to have little or no classroom experience. This is significant when assessing the preparedness of PETE (physical education teacher education) candidates for work in these areas.	Urban physical education should continue to be studied to add to the findings about multicultural education (Sparks & Wayman, 1993; Sparks & Verner, 1995; Stanley, 1995; Chepyator-Thomson, You, & Russell, 2000) student attitudes towards physical education (Tannehill & Zakrajsek; 1993), teacher attitudes toward physical education (Sparks, Butt & Pahnos, 1996), physical educators' value orientations (Ennis & Chen, 1995), diversity training in PETE (Burden et al., 2004) and physical education teacher recruitment (Crase 1988, 1992, 1994; Crase & Walker, 1992; Chepyator-Thomson & King, 1996).
Stephen et al. (1993), and Ryan (2006) point out that curricula in urban school settings is a target of criticism because of the failure to meet the needs of its students and its unresponsiveness to the diversity that is prevalent in our society. In light of this, one question to ask is how well physical education curriculum in these settings meets the needs of students *and* teachers.	Urban education is in need of further research in order to challenge the prevalent image of students in these areas as culturally deprived at risk students, who are destined to be victims of a life of welfare, drug use, and violence (Gaunty-Porter, 2004). While the problems facing urban education are real, each situation is different and the effect physical education has on debunking these images should be a topic of study.

Table 2

Special concerns in urban education that impact physical education programs

Current Issues	Current Issues (cont.)
Urban schools are forced to deal with issues related to race and class, - assimilating immigrants, teaching students whose first language is not standard English, desegregated schools, and the effects of poverty. Those who lead in urban school districts are forced to deal with "racial isolation, ethnic conflict, and economic disparities as they effect academic achievement both in the schools and the city itself" (Cuban 2001, p5).	Jackson (2005) notes that urban schools are plagued by low expectations for student learning, lack of a challenging curriculum, discouraged teachers, wary parents, and inadequate resources. She also adds that those who pressure urban school administrators and teachers to make huge increases in test scores fail to recognize the depth of change that is asked of them.
No Child Left Behind	**Facilities**
With the increased emphasis on test scores and decrease in time for other activities such as music, art, and physical education in part due No Child Left Behind, perhaps it is fair to state that *more*, not *less* physical education is needed for students in these schools. NASPE standard five and six (2004) specifically are of interest for all of our children, but more so for our children in urban schools, because these concepts are ones that have been difficult to emphasize for the reasons discussed above. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	Facilities in urban public school systems are becoming an increasingly important topic of discussion. A 2004 report by the Campaign for Fiscal Equity, spoke to this topic, citing that the substandard facilities that plague urban districts are the result of numerous constraints. Unlike independent school districts, which can levy their own funds, most urban school districts rely on their own government to provide allocations enabling them to operate. Competing with other needs such as transportation, police, and fire departments in overburdened municipalities, urban facilities programs are often underfunded.

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4. Serve as host to greet and direct presenters during the conference.
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