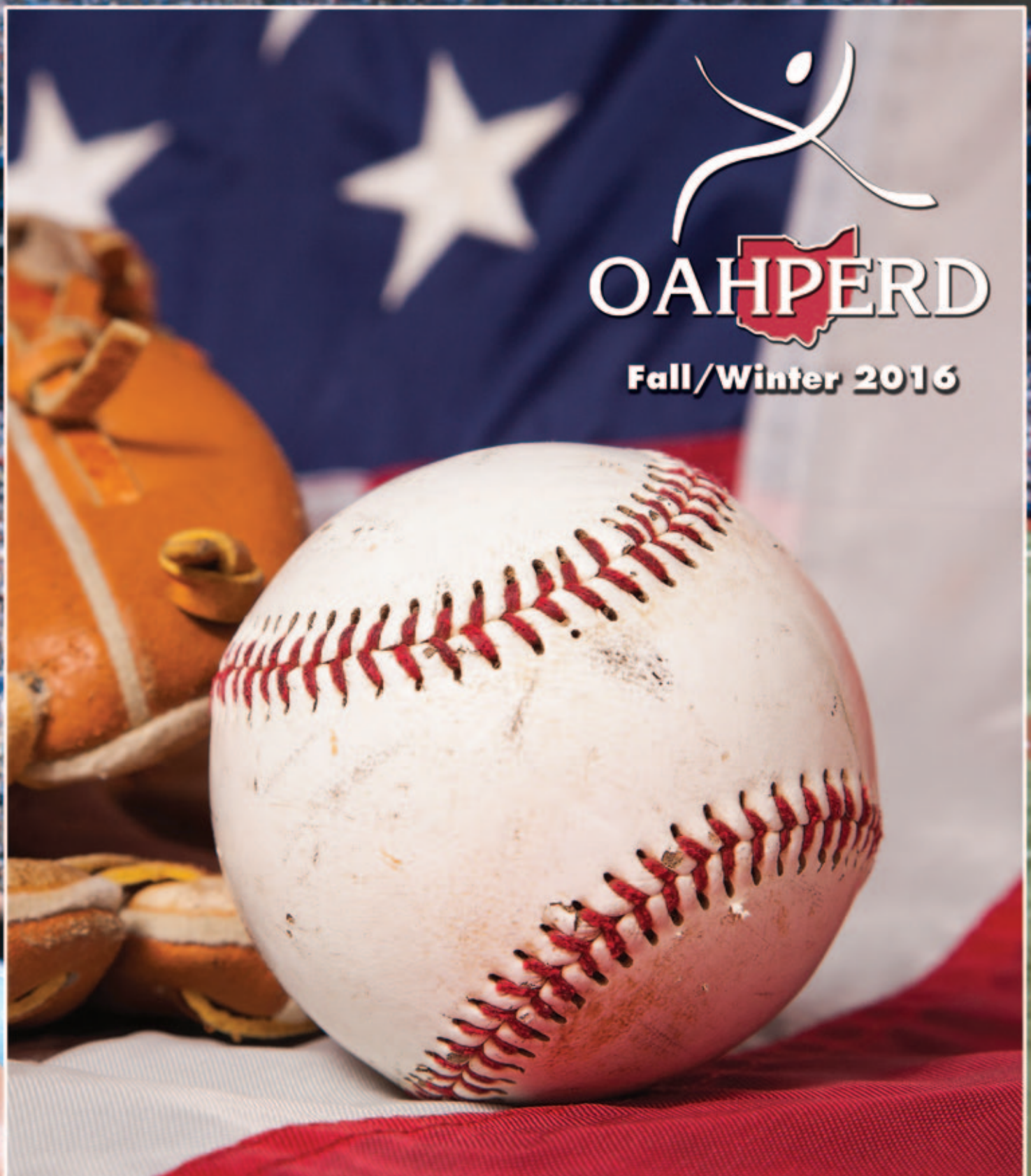
FutureFocus

Ohio Journal of Health, Physical Education, Recreation, and Dance



OAHPERD

Fall/Winter 2016

OAHPERD Leadership

Executive Committee

President
KEVIN LORSON
Wright State University

Immediate Past President
PAM BECHTEL
Bowling Green State University

All-Ohio Representative
SUSAN SUTHERLAND
The Ohio State University

Treasurer
LISA GUNDLER
Fairfield Intermediate School

Secretary
MARY LAVINE
Youngstown State University

Trustees
JAMES COOK
Retired

RUTHIE KUCHAREWSKI
University of Toledo

AL STEPHENS
Toledo Public Schools

Executive Director/Convention and Exhibits Coordinator
LISA KIRR
Columbus

Special Committees

Convention Manager
CAROL FALK
Fairfield Middle School—Retired

Hoops For Heart Liaison
TRACI GRISSOM
Scottish Corners Elementary

Jump Rope For Heart Liaison
SASHA TAYLOR
Bell Creek Intermediate School

Special Appointments

Necrologist
CLAUDIA GRIMES
Akron Public Schools

Parliamentarian
ROBERT STADULIS
Kent State University

Division Chairs

Adult Development & Learning
CINDY ACKLIN
Akron Public Schools

Dance
JENNIFER GORECKI
Kent State University

Health
MEGGAN HARTZOG
Allen County Educational Service Center, Lima

Higher Education
WEIDONG LI
The Ohio State University

Physical Education
PAMELA MALONE
Chagrin Falls Exempted Village Schools

Recreation
HOLLY EICHNER
University of Toledo

Sport Science
DREW FOIT
Collins Western Reserve Schools

Student
JOEL WAITS
The Ohio State University

Whole Child
HEATHER VILVENS
University of Cincinnati

Agency Liaisons

American Heart Association
TIFFANY HEATH
VP, Youth Market, Team West

Ohio Department of Education
RYAN ELDRIDGE
Columbus

Ohio Department of Health
LAURA ROONEY
Columbus

Standing Committee Chairs

Public Relations & Advocacy
STEVE MITCHELL
Kent State University

Awards & Recognition
STACY SLACKFORD BARNES
Aurora City Schools

Constitution & By-Laws
PAMELA BECHTEL
Bowling Green State University

Editorial Board
ROBERT STADULIS
Kent State University

Finance, Investment & Review
LISA GUNDLER
Fairfield Intermediate School

Governance & Nominating
CELIA REGIMBAL
University of Toledo

Social Justice & Diversity
TAKAHIRO SATO
Kent State University

Student Services Liaison
HEATHER BARBOUR
Highland Local Schools

Editorial Advisory Committee

GARRY BOWYER,
Miami University, Middletown

LAURA HOSSLER
Grove Patterson Academy, Toledo

RUTHIE KUCHAREWSKI
University of Toledo

MARY E. LAVINE
Youngstown State University

MICHAEL SHERIDAN
Frazeyburg Intermediate & Elementary Schools

TED SPATKOWSKI
Walsh University

Publication Guidelines

Future Focus is the official biannual publication of the Ohio Association for Health, Physical Education, Recreation and Dance. *Future Focus* is a refereed journal, and manuscripts are blindly reviewed by the writer's peers unless otherwise noted (e.g., columns from OAHPERD officers, continuing special sections such as "Best Practices" and "The Coaching Toolbox"). Manuscript guidelines and submission dates are detailed on the inside back cover. *Future Focus* is published in both print and electronic forms; e-version @ www.OHAHPERD.org.

Change of Address/ Incorrect Address

If you or another member of OAHPERD did not receive a copy of *Future Focus,* or if the address was incorrect, or if you have a change of address, please notify the Executive Director:

Lisa Kirr
Executive Director
17 South High St., Ste. 200
Columbus, OH 43215
P: 614-228-4715
F: 614-221-1989
E: Lisa@assnoffices.com
www.ohahperd.org

Advertising Rates for *Future Focus*

Business card size	$50.00
Quarter-page ad	$75.00
Half-page ad	$125.00
Full-page ad	$225.00

All advertising copy must be high-res PDF format. See inside back cover for deadlines. Make checks payable to OAHPERD.

2016 Vol. XXXVII No. 2

The Ohio Association for Health • Physical Education • Recreation • Dance

CONTENTS

JUMP ROPE FOR HEART SM NEWS HOOPS FOR HEART

SHAPE America Society of Health and Physical Educators — health. moves. minds.

American Heart Association® — life is why™

Refereed Articles

KEEP MOVING

OAHPERD

KEEP MOVING!

for Health, Physical Education, Recreation, and Dance

Design and Production: Marilyn Paselsky

President's Message

Kevin Lorson

In a short seven weeks from today we'll be celebrating another successful OAHPERD convention. The OAHPERD convention signals the end of my first year as OAHPERD President and it has been a very busy first year. I'm looking forward to Convention because it is a time for professional renewal for me. I reconnect with my friends, colleagues, former students and my profession. This year again promises to be a convention that delivers a professional development opportunity that will keep you moving towards meeting your professional goals and OAHPERD's goal of a physically active and healthy Ohio. I'll take some time here to preview the convention and review the last year.

Highlights of the Convention include our Keynote Speaker Sandra Sims who will help you "Finding Joy in the Journey." The Health and Opioid Prevention Education (HOPE) Curriculum designed to address HB 367 will be unveiled in a Thursday session. Sessions will also share the revised Ohio Physical Education Evaluation. I want to thank the Recreation Division Chair Holly Eichner, with Ruthie Kucharewski's aid, for securing a list of excellent presentations including Anne Richard, the Executive Director of *National Council for Therapeutic Recreation Certification* (NCTRC), for a therapeutic recreation track that will provide an opportunity to earn up to 0.65 CEU's. The 2016 Convention will also be the first time OAHPERD will be "moving" to a convention app for our program. I want to thank our Executive Director Lisa Kirr for all of her help and work to make the transition to the app. Remember there will also be two pre-convention workshops: "Move Your Students and

School Using Comprehensive School Physical Activity Programs (CSPAP)" and "Using a Whole Child Approach to Learning and School Success." Special thanks to Carol Falk, the Convention Committee, Lisa Kirr and Sarah Dailey, for the tireless and sometimes thankless work that goes on behind the scenes to produce a successful convention.

Please encourage your administrators to attend the 2016 Convention, as we will again offer a complimentary convention registration for a district administrator with a professional member convention registration. Remember if your administrators attend, they will be more likely to support you attending our convention. Encourage your colleagues to join OAHPERD or to attend the convention by sharing with your colleagues how OAHPERD is a resource to attain the best professional development as well as to develop your professional network of colleagues and supporters. Being an OAHPERD member will help you to be ready and informed for what's next, so you'll be up-to-date and ready to pounce on the opportunities that will exist in our field.

I've challenged OAHPERD to "Keep Moving" and build off the momentum of our previous efforts towards a healthy and physically active Ohio. We have now positioned OAHPERD as the "go-to" organization to keep Ohio's students healthy and physically active. We continue to expand our impact throughout the state thanks to the contributions of our members. OAHPERD is at the table as a member of the Attorney General's Joint Study Committee on Drug Abuse Prevention Education as we try to find solutions to promote drug-free youth. We are at the table in helping to create an opioid abuse prevention curriculum with the development of the HOPE curriculum. OAHPERD is also represented at Ohio's State Health Improvement Plan (SHIP) to help address the population health needs of the state, in particular chronic disease. We are also working with the Health Policy Institute of Ohio (HPIO) to help address the connections between education and health. I've been in many meetings and conversations over the past year and I'm excited and proud when individuals and organizations from around Ohio recognize OAHPERD and the role we can play in helping Ohioans become healthy and physically active. We will use all of these activities to continue to push for health education standards and leverage our role as a key contributor to health and physical activity in Ohio. With this recognition comes the responsibility to deliver. We must take advantage of the opportunity and continue to make a difference in our students' lives, schools and communities.

Steve Mitchell and the Advocacy Committee continue to work towards our advocacy goals of legislation for the development of Ohio's Health Education Standards and to remove the Substitution Waiver and require a high school fitness course in physical education. We continue to advocate at the state meetings for the Every Student Succeeds Act (ESSA) to ensure Ohio's plan creates a focus on the development of the whole child. Advocacy doesn't just happen through the advocacy committee; you must be your own best advocate by delivering a quality program and then be engaged locally to capitalize on opportunities to expand your impact on your school and community.

I know it is early, but remember that June 14, 2017 will be the second OAHPERD Summer Institute at Wright State University. We look forward to a full day of professional development for health education, physical education and a focus on developing the "whole child." The schedule and session speakers will be announced shortly, but leave a place in your calendar to visit Dayton in June.

To close, I would like to thank all of those who have served OAHPERD in the past year. We will be welcoming new Division Chairs and members of the Executive Committee at our December meeting to replace those that have completed their terms. I will try my best to thank each of you at the Convention, but I wanted to use this column to thank you for your time and service to the profession. You did your part to keep OAHPERD moving. I would like to thank Pam Bechtel as her term as Immediate Past-President will come to an end in December. I hope to keep OAHPERD moving down the path you helped to clear. Thank you Pam for your leadership, mentoring and friendship. See all of you at the 2016 Convention!

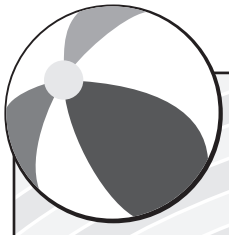
Association News

Lisa Kirr, OAHPERD Executive Director

Have you registered for the OAHPERD State Convention yet? We are gearing up for another fantastic convention at Kalahari Resort in Sandusky. If you have not been to this event in the past, what are you waiting for? It is a great opportunity to meet other professionals, network with colleagues and catch-up with friends. With almost 100 sessions spanning all divisions of Physical Education, Health, Dance, Recreation, Adapted PE, and Recreational Therapy you won't have any trouble finding a session that satisfies your interests. The convention is a great place to enjoy some leisure time as well; the casino night and socials are always a big hit! Rene Bibaud, world-renowned rope jumper, will be teaching several sessions and the exhibit hall is a great place to explore new equipment, programs, and technology. My favorite part of the convention this year is the mobile app; it will be a great way to stay up-to-date with announcements and changes.

My job as your Executive Director is to work with the Board of Directors to make the organization the best it can be. The success of OAHPERD also depends on your support and involvement. If you have any ideas for me or OAHPERD please do not hesitate to email or call me at lisa@assnoffices.com or (614) 228-4715. Let's "Keep Moving" towards a bright future for our organization!

Lisa Kirr, Executive Director



Save the Date:

OAHPERD's One-day Summer Institute
Wednesday, June 14, 2017,
at Wright State in Dayton!

OAHPERD
The Ohio Association for Health, Physical Education, Recreation, and Dance

Editor's Comments

Bob Stadulis

This issue offers our usual columns from OAHPERD President Kevin Lorson and Executive Director Lisa Kirr. Unfortunately Mike Sheridan's next "Coaching Toolbox" effort won't appear until the next issue as he takes a break after 15 articles.

The two blind reviewed refereed articles both have an applied nature. For the physical education teachers and their educators, the Chatoupis article focuses upon some potential teacher behaviors that may reduce student misbehaviors. It combines some observations of teacher behavior, analyzes the behavior based upon theory, and then suggests some corrective actions.

The second refereed article represents a research study, funded by OAHPERD, which has as its focus the concern our country and state has for children and the "obesity epidemic." While the relationship between anxiety and body composition and the associated body image is not surprising, the assertion that affecting any of the three can result in a positive outcome is somewhat novel. Typically our focus is primarily on weight control only.

As usual, I remind convention presenters that you are encouraged to consider developing your presentation into a *Future Focus* article. Remember that the editor and Editorial Board members can help in the preparation of an article that shares with the membership a "best practice" that has been important in your professional experience that can benefit the OAHPERD membership.

A number of Editorial Board members' terms are expiring. If interested in serving on the Editorial Board, which generally involves reviewing 2 to 4 manuscripts a year, contact the *Future Focus* editor at futurefocus.res@gmail.com.

OCA-WPES

Women Leave a Legacy

SCHOLARSHIP

At the 2013 OAHPERD Convention, members of the Women's Physical Education Section of the Ohio College Association donated the remainder of the monies in their treasury to OAHPERD to establish a student scholarship in the organization's honor. The initial donation is being invested and additional donations are being solicited for growth of the scholarship. Once the amount reaches $5,000 a scholarship will be awarded through the Awards and Recognition Committee to a deserving female physical education major.

Make a donation today!

Jump Rope For Heart/ Hoops For Heart 2016 Scholarship Winner

We are pleased to announce **Karli Scaffide** as the 2016 Jump Rope and Hoops For Heart Scholarship winner. In Karli's words: "Jump Rope For Heart has always been a part of my education growing up. As a future professional, I always knew this program was going to be part of my curriculum. During the JRFH event at Aurora, I led my students through a jump rope/fitness circuit and showed the students how long ropes could be used differently. JRFH and HFH are pivotal programs that allow our students to show strength and progress as the weeks go on." She will be receiving her award at the OAHPERD State Convention in December. Congratulations Karli!

2016–2017 Demo Teams

The following are teams that were selected as Ohio Jump or Hoops Demo Teams for 2016–2017. They will be spreading heart health awareness along with inspiration for students to practice their jumping, dribbling and shooting skills around the state during their school assemblies.

Team #1 is HFH and #2–6 are JRFH Teams.

1. **Team:** Whipple Heights Hot Shots from Canton, Ohio
   Coaches: Bob Snyder and Amie Orwick
   bob.snyder@perrylocal.org, amie.orwick@perrylocal.org
   School Phone: 330-478-6177
2. **Team:** Brook Jump Ropers/Brook Intermediate Jump Rope Team from Byesville, Ohio
   Coach: Brenda Duvall
   brenda.duvall@rollinghills.k12.oh.us
   School Phone: 740-685-2526 x5107
3. **Team:** Troy Pop Rocks from Troy, Ohio
   Coach: Josh Oakes
   Oakes-J@troy.k12.oh.us
   School Phone: 937-332-6760
4. **Team:** SCE Sparks from Dublin, Ohio
   Coach: Traci Grissom
   grissom_traci@dublinschools.net
   School Phone: 614-764-5963 x6818
5. **Team:** Spartan Shockers Jump Rope Team from Marion, Ohio
   Coach: Teri Birchfield
   teri.birchfield@pleasantstaff.org
   School Phone: 740-389-4815
6. **Team:** Waterloo High Flyers from Atwater, OH
   Coach: Barbara Rach
   brach@viking.portage.k12.oh.us
   School Phone: 330-947-2153

Sasha Taylor, JRFH Liaison
Traci Grissom, HFH Liaison
Tiffany Heath, VP, Youth Market, Team West

Refereed Article

Behavior Management in Elementary School Settings: Some Strategies for Physical Educators

By Constantine Chatoupis

Behavior management in the classroom is a prerequisite for learning to occur as well as for ensuring a physical education teacher's sanity and well being. Research has shown that in a classroom where misbehavior and disruptions are minimal, time for learning is increased. Therefore, teachers need to learn effective and efficient ways of coping with students' misbehaviors. Not only should teachers minimize inappropriate behaviors but, at the same time, they need to reinforce appropriate behavior through suitable discipline strategies. In this paper various strategies for behavior management in physical education settings are recommended on the basis of the description and interpretation of certain real classroom episodes.

Keywords: physical education, elementary school, discipline, behavior management

According to Gallahue & Cleland (2003) discipline is a way of enabling students to use their time effectively in order to meet learning goals without inhibiting their peers from achieving these same goals. Discipline relates to the organizational and behavioral aspects of physical education (PE); that is, all the non-subject matter functions necessary for students and teachers to exist together during a lesson (Siedentop & Tannehill, 2000).

Discipline problems are common in today's schools and are a major source of strain and fatigue for teachers. Not only do principals give low ratings to teachers who cannot control their classes (Torff & Sessions, 2005), but in cases when these problems are prolonged, they can lead to burnout (Friedman, 2006). Discipline problems arise when a student's behavior impedes his/her peers to learn or the teacher to teach. It is a common belief among teachers that a disciplined class is one of the most important indices of successful teaching. Research has shown that teachers, who can manage time and behavior efficiently, produce high rates of academic learning time; that is, their students are engaged consistently and successfully in tasks related to the class objectives (Downing, 1996; Siedentop & Tannehill, 2000).

In light of the above, it is imperative that teachers learn to develop and apply strategies that do not only reduce inappropriate behaviors but also reinforce behaviors consistent with the objectives of a given educational setting (Lavay, French, & Henderson, 2016). The literature abounds in theoretical models that can aid the teacher in managing students' behavior (e.g., Bos & Vaughn, 1991; Dreikurs, Cassel, & Ferguson, 2004; Glasser, 1986). A model that has been used extensively in PE settings is Hellison's model of *Teaching Personal and Social Responsibility* (TPSR) (Hellison, 2011). TPSR has been recognized by scholars as an alternative approach for discipline problems in public school physical education (Pangrazi, 2001; Rink, 2005).

According to Hellison (2011) the students, in order to be successful individuals in their social environment, have to learn to be responsible for themselves and with others and to incorporate strategies that allow them to exercise control over their lives. The basic premise of the TPSR model is that responsible behavior can be taught to students through the goals or levels that they gradually achieve. The model is organized around the following five levels of responsibility: (a) Respect the rights and feelings of others, (b) Effort, (c) Self-direction, (d) Helping others, and (e) Outside the gym. Hellison (2011) suggests several strategies to achieve these levels (i.e., teacher talk, modeling, reinforcement, reflection time, and student sharing).

Purpose of the Paper

In this paper a number of teaching/learning episodes are presented in which the physical educator faces various discipline problems. All episodes took place at an elementary school during eight school days. The purpose of the paper is to suggest strategies for overcoming these problems. These episodes represent observations made by the author when he taught PE at the elementary school. Each teaching/learning episode is described, then the episode is analyzed and interpreted, and finally, based on the analysis, strategies/techniques for dealing with the discipline problems are suggested. Some of the strategies proposed by the TPSR model were implemented in the approach to managing students' behavior.

We recognize that one's history of experiences, biases, and beliefs influence dramatically one's ability to report accurately what one saw. In other words, there is a tendency to see what we want to see (Siedentop & Tannehill, 2000). Although this tendency may have influenced the reliability of the observations made by the PE teacher, the reader should bear in mind that this is a paper with practical applications and not a piece of data based research in which the reliability of data collection is an important issue. Thus, using strategies (e.g., systematic observation) to ensure the validity and the reliability of the observer's/teacher's ratings may not be vitally important in our case.

In addition, self-recording strategies for producing information have been reported in the literature (Metzler, 1990; Siedentop & Tannehill, 2000). One of them was used by the PE teacher: The lessons were audio-video recorded and then the teacher himself made evaluations of the episodes from the tapes. Video recording classroom events can guard against certain threats to observer reliability (Darst, Zakrajsek, & Mancini, 1989).

Teaching Episodes

Day 1

Observation. Mr. Vellinis[1] is doing a movement education lesson with first graders. Students are given small foam balls and are instructed to disperse in a fairly large area of the gym that is marked with cones and then move around using the ball. The students start practicing and Mr. Vellinis stands two feet away from the activity area to observe them. During the episode he keeps standing at the same spot and frequently gives them mild verbal reprimands like, "Sh-h," "Be quiet," "Stop it," "That's enough," and "Do not talk!" Reprimands are repeated until the end of the episode because students misbehave continuously.

Analysis. Mr. Vellinis is using a common strategy for dealing with misbehavior, known as *verbal reprimand* or *desist* (Kounin, 1970). However, it seems that reprimanding his students is not enough as misbehaviors are repeated. The teacher should use other ways of desisting, apart from verbal reprimands. Mr. Vellinis is also "stuck" in one place to observe the class. This might offer hiding places for the misbehaving students.

Recommendation. A strategy to reduce such behavior problems is keeping one's back to the wall and moving often so as to be able to see the broader picture and be more aware of what is going on (Arbogast & Chandler, 2005) as well as using physical proximity (Markos & Boyce, 1999). For example, circulating in the activity area may make them remain out of trouble. It is easier for the teacher to spot disturbances and prevent them from escalating if he/she moves around. Also, making individual contact with students informs them that the teacher is present and aware of what is going on in the class. This can be accompanied with body language showing control such as folding the arms or tapping a student on the shoulder.

Day 2

Observation. During the demonstration of the set shot in basketball, two fifth graders sit on the basketballs instead of holding them. Mr. Vellinis is saying, "Stop that, will you?" After a while the students repeat that mild misbehavior. In a track and field lesson, third grade students stand next to each other and Mr. Vellinis calls numbers of given students that prompts them to run to the end of the playground. A student goes on someone else's number. The teacher shouts at him, "Come on, now!" However, the student repeats that misbehavior. Mr. Vellinis asks sixth graders to plan in pairs their gymnastics floorwork sequence. While planning, two students are not cooperating. Mr. Vellinis is saying, "That's enough over there."

Analysis. Although the teacher gives mild reprimands to the students, they repeat the inappropriate behaviors. The way the teacher words his reprimand statements is rather vague or non-specific. Students do not know what went wrong or what they should change simply because the teacher did not tell them!

Recommendation. The teacher should set up *routines and rules.* Establishing class routines and rules should be a major teaching focus of the effective teacher (Graham, Holt/Hale, & Parker, 2010; Markos & Boyce, 1999). Research has indicated that establishing routines and rules early in the school year helps teachers to manage

[1] The real name of the teacher has been changed to Vellinis.

and discipline students' behaviors throughout the year (Siedentop & Tannehill, 2000). For example, in the above basketball episode the teacher could have set the following rule, "When I talk, the equipment is on the ground at your feet." He could then ask the student of the routine, "John, when I am talking, where should the basketball be?" Also, rules and routines should let the students know what the expectations of the teacher are as to behavior change. Such rules function as feedback to the students and should be specific and clear: "If you keep sitting on the basketball, you will ruin it" (basketball episode), "John and Mary are in front of you; you need to wait for your turn" (track and field episode), and "You are supposed to work together on your gymnastics sequence" (gymnastics episode). Additionally, the teacher should specify the consequences of exhibiting an inappropriate behavior: "If you ruin the ball, I will assign somebody else to be my helper for today's lesson," "If you cannot wait for your turn, you will not be the next captain of the team." These interaction strategies are also known as *teacher talk* and can be used to highlight teacher's expectations (Hellison, 2011).

Day 3

Observation. Upon entering the gym 25 third graders line up into two rows to get balls from a single container before they practice catching and throwing. Mr. Vellinis stands next to the container and passes out the balls. The traffic lane between the two rows is narrow and, as a result, some students bump into their peers. Waiting for their turn two girls at the end of row A (Martha and Helen) laugh at each other loudly, Jessica teases Maria who is standing at row B, and John pushes Constantine and makes him bump into Peter who is standing in front of Constantine.

Analysis. The way Mr. Vellinis organized his class and planned equipment storage is somehow problematic because he caused confusion. Having several students line up in a single row to collect equipment from a single container causes delays which, in turn, may make student lose their concentration, become distracted, or even misbehave. Behavior problems start when students are idle or off-task for a long time (Graham, 2008; Siedentop & Tannehill, 2000). Also, the traffic lane was too narrow to allow students to move freely and avoid accidents.

> It is imperative that teachers learn to develop and apply strategies that do not only reduce inappropriate behaviors but also reinforce behaviors consistent with the objectives of a given educational setting.

Recommendation. To avoid disruptions and delays the physical educator can set the balls in three to four hula hoops, break the classroom into three or four subgroups and have a student from each group assist in passing out the balls. Also, the traffic lanes should be wider to allow students to move freely and quickly. Setting up a protocol for the class for the distribution and cleaning up of equipment can also be very efficient. Also, making *written or verbal contracts* with students can get them to work on the above goal of distribution and cleaning up of equipment (Hellison, 2011).

Day 4

Observation. One of Mr. Vellinis' sixth grade classes is about to practice archery shooting. The gymnasium is divided into six stations and one shooting task is assigned to each station. Mr. Vellinis tells the students that they have about 30 minutes to work and asks them to use their time efficiently. Also, he tells them that they can choose the order of the tasks and move individually to the stations of their choice. Before practice he hands over criteria sheets that include written and/or pictorial instructions on how to complete the tasks, information on the quantity of the tasks, and space for student's checking off each task when completed. Upon the command, "Begin now!" the learners start practicing the tasks. Mr. Vellinis circulates in the classroom and gives individual feedback. Ten minutes before the end of the session four students, who happen to be archery athletes, finish all six tasks. Mr. Vellinis notices them and asks them to stand aside and wait until the rest of the class completes

all tasks. Instead, these students engage in inappropriate behaviors: Two of them start chasing each other while the other two interfere with their peers who are about to finish their tasks.

Analysis. Those four students finish before the allotted time perhaps because they are talented in archery and the tasks are too easy for them (all four are involved in extra-curricular archery activities). This results in them having to wait until their peers complete all the tasks. This interval time invites them to exhibit disruptive behaviors as they have nothing else to do! Finishing assignments early may lead to boredom or misbehavior by the more talented students (McCaslin et al., 2006).

Recommendation. When students finish earlier than anticipated, the teacher should have "back up" plans (Mosston & Ashworth, 2008). There are two options for Mr. Vellinis: (a) He can give those four students a choice of one or two interval activities that are relevant to archery such as *Noughts and Crosses* (each student takes turns shooting an arrow at the target trying to get 3 in a row just like in the game tic-tac-toe) or the *Balloons* (pin the ends of the balloon to the archery board and then attempt to pop the balloons with the arrows); (b) He can ask them to perform more shoots at each station so as to finish on time or he can have them complete more difficult archery tasks at each station. In both cases the teacher uses *reinforcements* (extra activities or more repetitions, Hellison, 2011) as a strategy to strengthen a specific behavior, that is, participation in archery activities.

Day 5

Observation. Mr. Vellinis instructs his 22 second grade students to overhand-throw 15 times a foam ball to a partner standing 15 feet away. The students start practicing the skill while Mr. Vellinis observes their performance and offers individual feedback. After a while he notices that a few students cannot get the ball to their partners, although they perform the skill of throwing correctly. He approaches these students and encourages them to try harder and to do their best so that the ball can reach their partners' hands. Even after their teacher's encouragement, these students are not able to do what Mr. Vellinis asked. As a result one of them stops practicing, another two start messing around, and a fourth student reverts to his favorite activity: he kicks the ball!

Analysis. Mr. Vellinis asks his students to practice throwing and catching under a condition that imposes a single standard: They are all expected to throw the ball to their partner standing 15 feet away! However, not all students have the ability to succeed in the task. A few of them are not strong enough to get the ball to their partner's hand. Unless students can be successful in the task, time-off task increases and discipline problems develop (Mosston & Ashworth, 2008). In addition, an inappropriate difficulty level of practice tasks has been theorized to be the cause of misbehaviors (Bechtel, Stevens, & Brett, 2012).

Recommendation. To avoid off-task behaviors, Mr. Vellinis can provide his students the opportunity to match the task to their ability level. He can instruct them to choose the distance from which to throw the ball (e.g., 8, 10, or 15 feet). In this way all students can experience success and at the same time disruptive behaviors can be reduced, if not eliminated. This strategy is also known as *challenges* and involves, among other things, game modifications that both include and challenge everybody (Hellison, 2011).

Day 6

Observation. In a problem solving task in which students have to work in pairs, Adam and George do not participate in the task in a manner conducive to learning. Instead, they distract each other by making jokes. Mr. Vellinis gives them an angry look and walks away. During a basketball drill the two students stand in the same row, one in front of the other. Adam starts tickling George who in turn does the same to Adam. Mr. Vellinis gives them a verbal reprimand, "That's enough over there!" While giving instructions to the class for a basketball lesson, George bounces the ball and Adam tries to steal it from him. Mr. Vellinis provides them with a strong reprimand. However, during the next few weeks the two students keep misbehaving.

Analysis. Reprimanding these students discourages them from misbehaving only temporarily. It seems that the two students are easily distracted and they like encouraging such misconduct when they are working together.

Recommendation. The approach here is twofold: The teacher should separate them to take their source of enjoyment away. For example, he can keep them away from each other when demonstrating a skill, give each a new partner when the task demands working in pairs, or put them in different rows when lining up the class. In cases where the pair behaves well, the teacher should encourage them through praise; "Thanks Adam for cooperating with George" or "George, I appreciate that you did not distract Adam while being together." Praising students appropriate behaviors can serve as a motivational tool and reinforce these behaviors (Markos & Boyce, 1999). This process of implementing

responses that result in an increase in behavior is known as *positive reinforcement* (Cooper, Heron, & Heward, 2007; Hellison, 2011).

Day 7

Observation. During a volleyball lesson a fourth grade student is messing around. He doesn't listen to Mr. Vellinis' directions. Instead he does exactly the opposite of the directions.The teacher asks the class to perform an underhand service and the student performs an overhand service. The teacher asks the class to line up and the student doesn't. The teacher asks the class to put the balls in the container and the student kicks the ball or juggles it. Mr. Vellinis decides to reprimand the student by saying "Stop acting silly." However, the student keeps misbehaving and this time the teacher makes him take 10 push-ups!

Analysis. Students often desire teachers' attention and engage in behaviors in order to get the wanted attention (Downing, Keating, & Bennett, 2005). In the above episode, the student seems that he wants to draw the attention of his peers or the teacher. Mr. Vellinis makes the mistake of giving that student the attention that he seeks and as a result the student keeps misbehaving. Also, the teacher uses an extra task (push-ups) as a punishment which may cause the student to view physical activity as drudgery.

Recommendation. When students show off, it is advisable not to give attention to their inappropriate behaviors. These misbehaviors should go unrewarded and only appropriate behaviors should be acknowledged and reinforced whenever exhibited (Lavay et al., 2016). For example, if, apart from disruptive behavior, the aforementioned student had exhibited an accepted pattern of behavior (e.g., following the directions of the teacher and executing a task properly), the teacher could have praised him or even rewarded him for behaving himself. A teacher's *praise* can be a reinforcer if it is *genuine, specific, and appropriate* to the situation (Hellison, 2011).

TABLE • 1

Management behavior strategies
1. Establish class routines and rules at the beginning of the school year.
2. Make sure rules and routines are clear and specific and let the students know what your expectations are as to behavior change.
3. Specify the consequences of exhibiting an inappropriate behavior.
4. Keep your back to the wall, move often, and use physical proximity.
5. Make contracts with students on certain behavioral goals.
6. Make sure your students are not idle or off-task for a long time.
7. Have "back-up" plans when students finish the tasks earlier.
8. Provide students with appropriate difficulty level of practice tasks to make sure they are successful.
9. Reinforce students' appropriate behaviors through praise or rewards.
10. Do not give attention to the inappropriate behaviors of students who tend to show off.
11. Have private conferences with students to remind them of the classroom rules or to find out why they misbehaved.
12. Discuss with students specific types of behavior that interfere with the rights of others (student sharing).

Day 8

Observation. Mario is a low achiever who misbehaves frequently. He is in the habit of entering the class in a noisy fashion or disrupting the class with his messing around. Mr. Vellinis decides either to lower his grade or deny him the opportunity to participate in the school league.

Analysis. Lowering a student's grades or denying him educational opportunities as punishment for misbehavior is likely to alienate him from academic effort or from school itself. Usually such punishments cause resentment in the misbehaving students.

Recommendation. Mr. Vellinis can invite Mario to a private conference to remind him of the classroom rules: "Everybody enters the gym quietly and sensibly and during the lesson each student concentrates on the assigned tasks and respects the others." Such an interaction invites the student to think of his attitude and behavior in relation to the above event and can lead to the *development of conscience* (Hellison, 2011). *Reflection time* can take place during the final minutes of class or practice (Hellison, 2011). Additionally, whenever the student behaves according to the rules, his proper engagement is reinforced through praise or a reward (e.g., "if you can enter the gym appropriately, you can be my helper for the day").

A Final Word

The teaching episodes described above called for certain behavior management strategies, as shown in Table 1. After having reflected on each episode, the PE teacher decided to use the aforementioned strategies to reduce misbehaviors, prevent disruptions, and develop

good behaviors that can be conducive to a learning environment. In addition, the teacher spent around five minutes at the end of each episode to ask students their opinion about what is going on or what ought to happen. Questions like how the class can do a better job of protecting everyone's rights, what the rules should be, or what the consequences should be, can serve as a preventive technique by elevating students' awareness of consequences. This strategy is known as *student sharing* (Hellison, 2011).

The above strategies are not the only ones that can be used to maintain discipline. Every PE teacher should bear in mind that there are no perfect strategies to cope with discipline problems nor can they be applied successfully in all classrooms and school settings. The way behavior problems are approached varies from teacher to teacher and class to class. Also, some discipline problems are due to factors that cannot be controlled by the teacher, such as poor home environment. Therefore, even the most elaborate discipline techniques cannot totally prevent these problems.

The ultimate goal of education is learning. Learning requires that the school environment be a place where students participate in the educational process and are in a responsible relationship with their peers and the subject matter. We know that when teachers are spending an excessive amount of class time managing student behavior, fewer minutes are available for instruction and learning activities (Kulinna, Cothran, & Regualos, 2006). Apart from delivering good instruction and practice, PE teachers need to reflect on behavior management and develop their own discipline strategies if they want their students to achieve gains in learning.

References

Arbogast, G., & Chandler, J. P. (2005). Class management behaviors of effective physical educators. *Strategies, 19,* 7–11.

Bechtel, P. A., Stevens, L. A., & Brett, C. E. (2012). Tips for dealing with behavior management issues. *Strategies, 25,* 30–33.

PE teachers need to reflect on behavior management and develop their own discipline strategies.

Bos, C., & Vaughn, S. (1991). *Strategies for teaching students with learning and behavior problems.* Boston, MA: Allyn and Bacon.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2d ed.). Upper Saddle River, NJ: Pearson.

Darst, P. W., Zakrajsek, D. B., & Mancini, V. H. (1989). *Analyzing physical education and sport instruction.* Champaign IL: Human Kinetics.

Downing, J.H. (1996). Establishing a discipline plan in elementary physical education. *Journal of Physical Education, Recreation, and Dance, 67*(6), 25–30.

Downing, J., Keating, T., & Bennett, C. (2005). Effective reinforcement techniques in elementary physical education: The key to behavior management. *Physical Educator, 62,* 114–122.

Dreikurs, R., Cassel, P., & Ferguson, E. (2004). *Discipline without tears. How to reduce conflict and establish cooperation in the classroom.* Canada: John Wiley & Sons.

Friedman, I. (2006). Classroom management and teacher stress and burn-out. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 925–944). Mahwah, NJ: Erlbaum.

Gallahue, D.L., & Cleland, F. (2003). *Developmental physical education for all children* (4th ed.). Champaign IL: Human Kinetics.

Glasser, W. (1986). *Control theory in the classroom.* New York: Harper and Row.

Graham, G. (2008). *Teaching children physical education. Becoming a master teacher* (3d ed.). Champaign IL: Human Kinetics.

Graham, G., Holt/Hale, S. A., & Parker, M. (2010). *Children moving: A reflective approach to teaching physical education.* New York, NY: McGraw-Hill.

Hellison, D. (2011). *Teaching personal and social responsibility through physical activity* (3d ed.). Champaign, IL: Human Kinetics.

Kulinna, P. H., Cothran, D. J., & Regualos, R. (2006). Teachers' reports of student misbehavior in physical education. *Research Quarterly for Exercise and Sport, 77,* 32–40.

Kounin, J.S. (1970). *Discipline and group management in classrooms.* New York: Holt, Rinehart, and Winston.

Lavay, B.W., French, R., & Henderson, H.L. (2016). *Positive behavior management in physical activity settings* (3d ed.). Champaign, IL: Human Kinetics.

McCaslin, M., Good, T., Nichols, S., Zhang, J., Wiley, C., Bozack, A., … Cuizon-Garcia, R. (2006). Comprehensive school reform: An observational study of teaching in grades 3 through 5. *The Elementary School Journal, 6,* 313–331.

Markos, N. J., & Boyce, B. A. (1999). What is your class management I.Q.? *Strategies, 12,* 20–23.

Metzler, M. (1990). *Instructional supervision for physical education.* Champaign, IL: Human Kinetics.

Mosston, M., & Ashworth, S. (2008). *Teaching physical education.* Retrieved from www.spectrumofteachingstyles.org/ebook

Pangrazi, R. P. (2001). *Dynamic physical education for elementary school children* (13th ed.). Boston: Allyn & Bacon.

Rink, J. (2005). *Teaching physical education for learning* (5th edition). Boston: McGraw-Hill.

Siedentop, D., & Tannehill, D. (2000). *Developing teaching skills in physical education* (4th ed.). Palo Alto, CA: Mayfield Publishing Co.

Torff, B., & Sessions, D. (2005). Principals' perceptions of the causes of teacher ineffectiveness. *Journal of Educational Psychology, 97,* 530–537.

Constantine Chatoupis earned his PhD at the University of Manchester. His main research interests lie in the area of teaching effectiveness and instructional methodology. Among other things, he investigates the effects of disparate teaching methods on elementary school childrens' behavior and achievement in the physical, emotional, and cognitive domains. Currently, he is affiliated with the School of Physical Education and Sport Science, University of Athens, Greece. Address correspondence via e-mail to: cchatoupis@phed.uoa.gr.

Social Physique Anxiety and Body Image of Middle School Youth: A Longitudinal Study[1]

By Mary Jo MacCracken and Robert E. Stadulis

Adolescents confronted with bodily changes and weight control problems may develop a special type of anxiety (called *social physique anxiety* or SPA) related to their body build. The present investigation attempted to determine if SPA, as assessed by the Social Physique Anxiety Scale for Children (SPAS-C: Fender-Scarr, et al., 2003a, 2003b, Stadulis, et al., 2005), persists or changes over age. The current study tries to discern if changes in body composition (Body Mass Index or BMI) from year to year are associated with changes in anxiety. Children's perceptions of their physique (actual) as well as ideal body physique were assessed to determine if changes in ideal body (especially for girls as they advance into adolescence) are also reflected by changes in anxiety. Results indicated that BMI increased consistently for both boys and girls over ages 10 to 14 years. Boys and girls displayed few differences in BMI over the ages studied. Girls evidenced greater social physique anxiety than boys at all ages studied. The youngsters in the obese Centers for Disease Control and Prevention (CDC) BMI category evidenced greater social physique anxiety than youngsters in either the healthy weight or overweight categories. With respect to self-perception of the body, those seeing their ideal body as less large than their current body evidenced higher anxiety than both those whose self-perception and ideal matched as well as those seeing their own body as thinner than the ideal. Partial evidence was found that self-perception of one's body changes similarly with changes in both BMI and social physique anxiety.

Keywords: Body image, physique, social physique anxiety, SPAS

Childhood obesity has reached epidemic proportions (Bell et al., 2011; Ross, Flynn, & Pate, 2016). More American children than ever before have too much body fat. But do those who are obese/overweight view themselves as possessing an ideal physique? If a person does not perceive that s/he has an ideal body composition, is that person's anxiety about her/his physique thus affected? Could it be that although various societal organizations like the Society of Health and Physical Educators (SHAPE America), the Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD), and the CDC express tremendous concern for this "obesity problem," those who are overweight/obese (especially children) may not share the same view? One way to attempt to determine children's level of apprehension is to assess their anxiety concerning their physique. If overweight/obese children are accepting of their physique, does that translate into lower levels of anxiety than what one would expect? The significance of this study is that if we can demonstrate a close association between a child's physique and their SPA, then affecting either body composition and/or anxiety using intervention strategies could aid a change in the other. SPA might be used to effectively identify individuals who are more concerned

[1] This study was funded by an OAHPERD research grant.

about their body composition which might then increase the chances for an improved successful intervention.

Review of Relevant Literature

Over the past 20 years, numerous research investigations have focused upon anxiety experienced relative to one's physical characteristics especially with reference to when others observe their body composition/physique (Davison & McCabe, 2006; Hausenblas, Symons Down, Fleming & Connaughton, 2002; Sands, 2000; Thompson & Chad, 2000, 2002). The development of the Social Physique Anxiety Scale (the SPAS) by Hart, Leary, & Rejeski (1989) has allowed the quantitative assessment of this anxiety type in adults. Over this same time period, a public outcry and growing concern for obesity in children has been evidenced (Bell et al., 2011). It is clear that accompanying the children's obesity epidemic is the potential for the development of higher levels of social physique anxiety in children. High levels of anxiety could be debilitating and even harmful to the child. However, as noted by Hagger and Stevenson (2010, p. 90), "Comparatively little research has examined the developmental trends in the construct (of SPA) across age groups." The majority of SPA research has employed college-aged males and females; relatively few studies assess youngsters. Yet, this is the age period where social comparison and potential concern for body image and self-presentation would seem heightened due to maturation and sometimes dramatic physical change.

While some early attention to adolescents occurred (McAuley & Burman, 1993), there have been few studies to examine social physique anxiety in children and early adolescents until quite recently. These recent efforts to examine SPA in pre-adolescent and adolescent boys and girls have primarily assessed European samples. Niven, Fawkner, Knowles, Henretty and Stephenson (2009) assessed SPA in early adolescent White British girls (M = 11.8 ±0.3 years). Girls in earlier stages of maturation demonstrated lower SPA than girls at the middle or later maturation stages. Maïano et al. (2010) examined the construct validity of the SPAS employing French early adolescent and adolescent samples. A younger group (M = 10.8 ±1.6 years) was employed to develop an easily understandable questionnaire, but SPAs over age groups were not reported.

> Could it be that although various organizations express tremendous concern for this "obesity problem," those who are overweight/obese may not share the same view?

Haggar & Stevenson (2010) studied age and gender differences in SPA and physical self-esteem with UK secondary school students (age range = 11–18 years old) and university students (18–24 years old). With the exception of the 11–12 year-old age group, girls had consistently higher levels of SPA than boys. The 21+ age group evidenced higher SPA than either of the youngest age groups (11–12 and 13–14). A follow-up study (Haggar et al., 2010) with Spanish and Portuguese samples found similar results.

Few studies of SPA with U.S. children and adolescents have been reported in the literature. Predictions concerning anxiety in this population flow from studies of general anxiety. For example, Douglass and Rice (1979), when studying U.S. Grade 5 and 6 students using standardized self-report measures, found that girls had higher general anxiety scores than boys. The few studies concerned with anxiety relative to body composition are also sparse.

One area receiving research attention has been societal and cultural views of body composition which suggest that both gender and ethnicity can effect social physique anxiety in adolescents. With respect to cultural differences, Kingery, Ginsburg, and Alfano (2007), when assessing Black adolescents, found that girls reported significantly more somatic symptoms than boys. The only apparent U.S. study of SPA over age in the literature (Stadulis, Neal-Barnett, MacCracken & Fender-Scarr, 2014) found no differences in SPA between preadolescents 11–14 years-old. Of some interest, when comparing data for a White sample of similar age, Black early adolescent females evidenced somewhat lower social physique anxiety than did the White females. The lower SPA may be interpreted as supporting the hypothesis that Black females are more accepting of a larger physique in early adolescence than their White counterparts. Neumark-Sztainer, et al. (2002) reported that, compared to adult White females,

Black females experience fewer concerns about weight-related issues.

Research Purpose

The goal of the present study was to acquire a greater understanding of the development of social physique anxiety during the middle school age period. Determining how children actually feel about body image in social situations might help adults build strategies to assist children in gaining the confidence to strive for a healthier lifestyle. The literature indicates that there have been no previous longitudinal studies linking anxiety and body composition and virtually no investigation of SPA in American youth. Perhaps knowledge about children's social physique anxiety will help society recognize the extent to which children have negative feelings about their bodies. Knowledge can be a powerful aid to help children develop the confidence they need to begin striving for a healthier lifestyle. If body image and SPA are linked, then changing one might aid a similar change in the other.

Methodology

Participants

Participants were middle school aged boys and girls tested each year from grade 5 through grade 8 (from age 10 to 14 years). These children represented a middle-class, suburban, mostly Caucasian Ohio community[2]. This specific age population was chosen because of the physiological changes and emotional ramifications of hormone changes, peer pressure, and especially social stigmas of body physique take place at this particular age. Testing began in the fall of 2010, initiated at the request of the school principal who was responding to a concern about the obesity epidemic and an Ohio state level request that schools test the BMIs of each student.

Order	Assessed 1st	Assessed 2d	Assessed 3d	Assessed 4th
A	Height-Weight	BIT-C (ideal)	SPAS-C	BIT-C (self)
B	BIT-C (self)	Height-Weight	BIT-C (ideal)	SPAS-C
C	SPAS-C	BIT-C (self)	Height-Weight	BIT-C (ideal)
D	BIT-C (ideal)	SPAS-C	BIT-C (self)	Height-Weight

Order = 25% of participants in each
BIT-C (self) = Body Image Test for Children – Self Perception
BIT-C (ideal) = Body Image Test for Children – Ideal Self Perception
SPAS-C = Social Physique Anxiety Scale for Children

Figure 1. Random order of assessments

Procedures

With student consent, permission of parents/guardians/school officials and approval from the university review board, students from grades 5 through 8 were assessed each year over a four year period. To maximize the longitudinal needs, it was most important to assess as many fifth graders as possible. The study participants completed the Social Physique Anxiety Scale for Children (SPAS-C) and the two Collins (2006) Body Image Tests (BIT-C) of body perception. To assess body composition, height (in inches by stadiometer) and weight (in kilograms by standard scale) were measured and then used to determine body mass index (BMI). These children (N = 618) were placed randomly in one of four testing order groups (A, B, C or D) to control for order effects (see figure 1).

The research assessment team members included the authors and university students who had a desire to gain research experience. The participants assessed were permitted to leave their physical education class and go to the hall/locker room area where they were asked to complete the surveys and have their height and weight measured by an exercise physiologist and/or exercise physiology student. All participants were assigned a code name in order to maintain confidentiality.

Measures

Collins (2006) Body Image Test for Children (BIT-C). The BIT-C helps children identify the body figure most like their own (actual) and the one that depicts their desired (ideal) body build. The seven drawings of male and female youthful figures ranging from thinner to heavier are presented in Figure 2. Respondents were asked to circle the appropriate figure that represented the self perception of their own body composition and also their perception of what the ideal body for them would be. The presentation of two forms (self and ideal) of the BIT-C were separated by at least one of the other assessment items in the battery.

Social Physique Anxiety Scale for Children (SPAS-C). Fender-Scarr et al. (2003a, b) constructed the SPAS-C

[2] While the literature cited indicates some interesting questions concerning race, the scope of the current study focuses upon a convenience sample that was over 95% White. Given the paucity of longitudinal SPA data for U.S. early adolescents, the current sample seemed appropriate start of such a research effort.

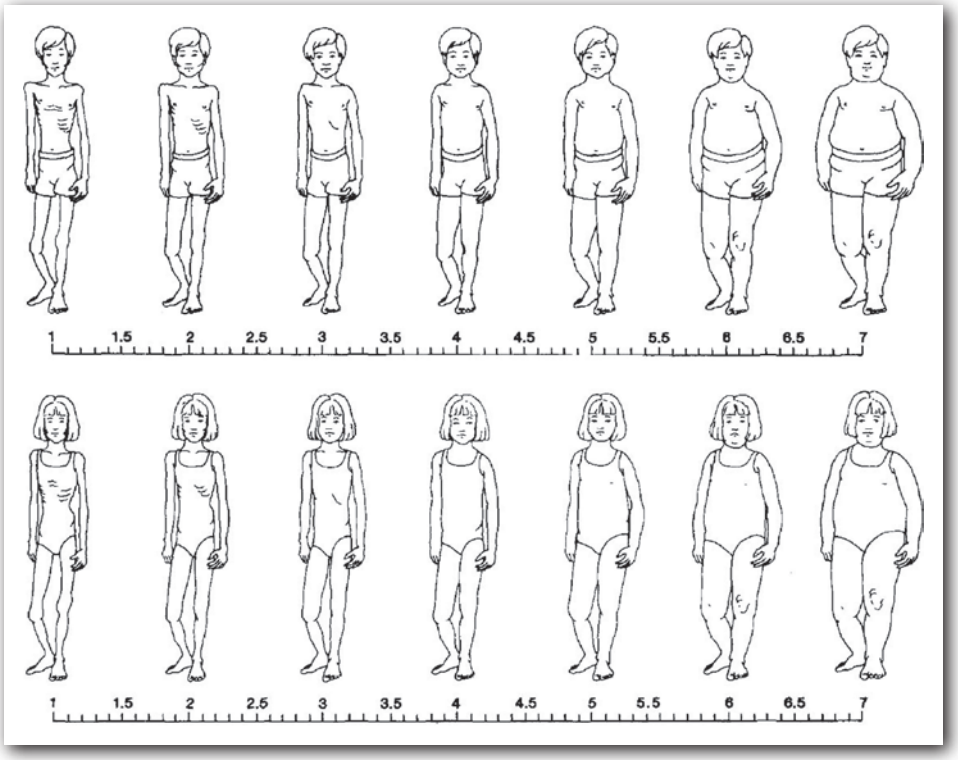


Figure 2. The Collins Body Image Test for Children (BIT-C; Collins 2006)

Research Design

The primary question of the study was to measure SPA over age in the same middle school aged youngsters. In the first year of this study, all 5th, 6th, 7th and 8th grade students who gave consent to participate in the study were assessed for their SPA, body image (self and ideal) and BMI. Ideally these same students, especially the 5th graders, would be assessed in each of the subsequent years. Factors which affected continued participation in the study included families moving and consent withdrawals. Of the 61 5th grade students who were assessed in the study's first year, only 9 were assessed in all four years. Thus taking a full four year longitudinal analysis was not possible. Therefore, two analyses were conducted. A cross-sectional age (10–14 years of age) by gender 5 by 2 MANOVA, with BMI

to measure this special form of anxiety that may develop in adolescent boys and girls (questionnaire presented in Figure 3). Children answer nine questions using a Likert-type scale. The scale has demonstrated validity as well as internal and external reliability with a variety of samples of early adolescents.

Body Mass Index (BMI). Height and weight were assessed in private by same-sex testers using a digital scale (kg) and a stadiometer (inches). BMI were computed via the CDC formulae (CDC, 2011) which adjusts for the person's age and sex. The website also provides a categorization of body composition. These categories are: underweight, healthy weight, overweight and obese. The categories are developed based upon population values for each given age and sex. The CDC website also provides percentile scores for each BMI; these percentiles were not used in the current study.

SPAS-C Self Rating Scale for Children

Questions	NO!	no	In-between	yes	YES!
1. I wish I weren't so worried about my body.					
2. There are times when I am bothered by what other people might be thinking about my weight.					
3. My body makes me nervous when I am with other people.					
4. In front of other people, I feel uncomfortable about my body.					
5. I am comfortable with how my body looks to others.					
6. It would make me uncomfortable to know others were judging my body.					
7. When it comes to my body shape, I am shy.					
8. I usually feel relaxed when it is obvious that others are looking at my body.					
9. When in a bathing suit or wearing short shorts, I often feel nervous about my body build.					

Figure 3. The Social Physique Anxiety Scale for Children (SPAS-C; Fender-Scarr et al., 2003a)

TABLE • 1

Descriptive Statistics for CDC BMI Categories and Social Physique Anxiety

CDC BMI Category	n (%)	Mean SPA*	Standard Deviation	Standard Error	Minimum	Maximum
Healthy Weight	262 (61.2%)	21.82[a]	7.281	.450	9	40
Overweight	88 (20.6%)	23.26[b]	7.258	.774	9	39
Obese	78 (18.2%)	26.22[a, b]	7.505	.850	9	45
Total	428	22.92	7.486	.362	9	45

* Like letters indicate $p \leq .05$

and SPA as the dependent variables, was executed. This MANOVA enabled a larger sample size and increased power as well as allowing comparison to the previous cross-sectional study of SPA in Europe. In addition, BMI categories as an independent variable in a between groups ANOVA was used to assess whether SPA changed systematically as BMI changed.

To examine the age and gender variables longitudinally, given the relatively few participants having more than two adjacent years of assessment, repeated measures MANOVA examined age (4) by gender (2) for adjacent years (2) only. To be included in this longitudinal analysis, the participant's initial assessment had to be followed the next year by a repeated assessment of all four measures. Age in this analysis was the participant's age at the time of the first assessment. Year, as the repeated measures variable, would reflect any change in any of the four measures.

Each individual's scores/responses to BIT-C (self) and BIT-C (ideal) were compared. The difference between the two was determined; a positive score (self perception minus ideal perception) would indicate dissatisfaction with one's body composition desiring, "I want to be thinner," whereas a negative score indicated the ideal score was a larger body. Positive scores were grouped as "Me Larger than Ideal (+1)" and negative scores as a "Me Leaner than Ideal (-1)." If the self ("Me") and ideal matched then a "Me = Ideal" group (0) was assigned. These three body image groups were compared on their BMI and SPA using MANOVA.

Additional longitudinal analysis focused upon those middle school youngsters who evidenced change(s) in either BMI, perceived body image, and/or SPA to determine if the change(s) in one variable was accompanied by a similar change in the other variables. To assess the covariance of changes in each measure, the differences between two adjacent years were computed. Four sets of correlational analyses, one for each two year period, were planned; due to limited sample size for the 13 to 14 years old change, this analysis is not reported. Longitudinal analysis resulted in varying sample sizes due to missing and incomplete questionnaires; this is one of the factors that makes longitudinal research so difficult to accomplish.

Results

Body Composition and Social Physique Anxiety

Table 1 provides the comparison between body composition and SPA. Body composition groups were established using the CDC categories generated from the BMI computation (CDC, 2011): Healthy Weight, Overweight and Obese. Categories were determined based upon the sex and age of the participant. Approximately 60% of the participants were categorized as of "healthy weight" and approximately 20% each as "overweight" or "obese."

A clear pattern of an increase in SPA as BMI increased was evidenced. ANOVA yielded a significant difference between the BMI category groups, $F_{2, 425} = 10.95$; $p \leq .0005$. Post hoc multiple comparisons found that the participants in the obese category had greater SPA than either the overweight or healthy weight youngsters. Although the overweight youth had higher SPA than the healthy weight ones, the difference was not significant.

Age X Gender

Cross-sectional analysis. Presented in Table 2 are the descriptive statistics for body composition (BMI) and social physique anxiety (SPA) for the age and gender groups. Scores represent the initial age of the participant upon entering the study. The overall mean BMI was just over 21 for both males and females. BMI increased consistently over age for both genders with the 14-year-olds having significantly ($p < .05$) higher BMI than the younger ages. No significant difference ($p = .30$) in BMI between boys and girls was evidenced. SPA varied somewhat, but not significantly

(p = .27), between the ages. A strong difference ($p \leq .0004$) overall was obtained between genders; post hoc testing found girls evidencing higher SPA (but still moderate) at every age than the boys (who were low moderate overall in anxiety).

Within-Subject analysis. The repeated measures MANOVA for those participants (N = 131) who were assessed in adjacent years (1st year and 2d year) for age and gender mostly matched the results of the cross-sectional analysis. BMI increased significantly for both genders (p = .007) but girls had a higher BMI than boys in both years (p = .003). Girls also had higher SPA than boys at all ages (p = .016). There was an interaction between gender and age (p = .043). However, due to inadequate sample size, post hoc analysis did not yield a clear pattern of change from the first year to the second that was different for each gender.

Body Image Perception

The majority of these adolescents perceived themselves as matching their ideal (60%). Those youth perceiving their body composition as above the ideal for them (24%) had higher mean BMIs (see Table 3) than either the match group or the group where the ideal was greater (16%) than the self (p < .0005). Those perceiving their own body as larger than the ideal (≤1.00) had higher SPA (see Table 4) than those with

TABLE • 2

Descriptive Statistics for Age X Gender for BMI and SPA

Measure	Gender	Age	Mean	Std. Deviation	n
BMI	Male	10.0	18.73	3.28	87
		11.0	20.62	3.82	76
		12.0	22.08	4.95	62
		13.0	22.59	5.74	60
		14.0	23.11	5.16	26
		Total	**20.97**	**4.73**	**311**
	Female	10.0	19.73	4.25	91
		11.0	21.05	6.07	65
		12.0	21.16	4.15	49
		13.0	23.62	6.43	48
		14.0	24.14	5.41	10
		Total	**21.20**	**5.38**	**263**
	Combined	10.0	19.25	3.83	178
		11.0	20.81	4.97	141
		12.0	21.67	4.62	111
		13.0	23.05	6.05	108
		14.0	23.39	5.17	36
		Total	**21.08**	**5.03**	**574**
SPAS1	Male	10.0	19.93	6.34	87
		11.0	21.76	6.97	76
		12.0	22.74	7.88	62
		13.0	21.60	7.12	60
		14.0	21.31	7.19	26
		Total	**21.38**	**7.07**	**311**
	Female	10.0	25.52	7.56	91
		11.0	26.35	6.92	65
		12.0	24.37	7.73	49
		13.0	23.75	6.90	48
		14.0	28.50	5.34	10
		Total	**25.30**	**7.29**	**263**
	Total	10.0	22.79	7.51	178
		11.0	23.88	7.30	141
		12.0	23.46	7.82	111
		13.0	22.56	7.07	108
		14.0	23.31	7.41	36
		Total	**23.17**	**7.43**	**574**

TABLE • 3

Self-Perception of Body Composition and BMI

Me/Ideal Match	Mean BMI	SD	n
Me, Leaner than Ideal	17.6873[a]	2.73120	51
Me & Ideal, Match	19.8718[a]	3.71482	188
Me, Larger than Ideal	23.2937[a]	4.57430	75
Overall	20.3344	4.21330	314

F (2,308) = 36.24; p < .0005; like letters post hoc p < .05

TABLE • 4

Self Perception of Body Composition and SPA

Me/Ideal Match	Mean SPA	SD	n
Me, Leaner than Ideal	22.5660[a]	6.91016	53
Me & Ideal, Match	21.7105[b]	7.24590	190
Me, Larger than Ideal	25.7237[a, b]	7.83088	76
Overall	22.8088	7.49913	319

F (2,308) = 10.69; p < .0005; like letters post hoc p < .05

TABLE • 5

Changes in each measure between consecutive years 10 to 13: Descriptive Statistics

	Mean	Std. Deviation	*n*
BMI Difference Δ age 10–11	1.1344	2.12970	64
SPAS Difference Δ age 10–11	–2.2917	6.78324	72
Difference in Self-Perception Δ age 10–11	–.0694	.90890	72
BMI Difference Δ age 11–12	.8960	5.14341	50
SPAS Difference Δ age 11–12	–.6667	9.42006	48
Difference in Self-Perception Δ age 11–12	.0150	1.05995	50
BMI Difference Δ age 12–13	.9581	1.84423	31
SPAS Difference Δ age 12–13	1.7917	8.25664	24
Difference in Self-Perception Δ age 13–12	.4355	.82403	31

a match between ideal and self, as well those who perceived their body composition as leaner than the ideal (≤–1.00).

Analysis of Year to Year Change

Descriptive Statistics. Table 5 presents the mean change between each two year period for BMI, SPA and perception of self (ME). The change in BMI within each participant increased for each two-year period. SPA, on the other hand, was inconsistent, with lower anxiety from ages 10 to 11 years and also 11 to 12 years. However, the within subject change from 12 to 13 years was an increased SPA. Self-perception of body image changed on average little over the first two age spans; a more marked change of almost an increase of a half unit on the 7 point scale was evidenced from 12 to 13 years-old.

Correlational analysis. Four significant correlations were obtained within two-year age change; all were positive (see Table 6). For the 11 to 12 year-old age group, changes in both BMI and SPA were both positively and significantly related to the perception of self.

TABLE • 6

Significant correlations between two year change in each measure

Variable Pair	Age	*r*	*n*	*p*
SPA-BI	10–11	.300	71	.012
SPA-BI	11–12	.354	48	.014
BMI-BI	11–12	.425	48	.002
BMI-SPA	11–12	.278	48	.055

The positive correlations indicated that the changes in self-perception of their body were accompanied by similar changes in BMI and SPA, whether the change was an increase or decrease. The 10 to 11 year-old age change also indicated a positive relationship between self-perception and SPA. Low sample sizes prevented adequate assessment of the relationships at the older ages.

Summary of Findings

1. The obese CDC BMI category evidenced greater social physique anxiety than youngsters in either the healthy weight or overweight categories.
2. BMI increased consistently for both boys and girls over ages 10 to 14 years.
3. Girls and boys for the most part had similar BMIs at each age but girls began to show higher BMIs than boys longitudinally.
4. At every age, girls evidenced greater social physique anxiety than boys.
5. Both boys and girls demonstrated an association between their self-perception of their body and the ideal body for their age and sex in relation to anxiety. Those seeing their ideal body as less large evidenced higher anxiety than those whose self-perception and ideal matched and those seeing their own body as thinner than the ideal.
6. As body composition changed from one year to the next for 10 to 12-year-olds, self-perception of one's body and social physique anxiety changed similarly.

Discussion

Accompanying the children's obesity epidemic is the potential for the development of higher levels of social physique anxiety. The results of this longitudinal study of American youth in a Mid-Western, U.S. suburban middle school seem to indicate that girls especially may be in jeopardy of higher levels of anxiety that continue to be manifested into early adulthood. With a larger body comes higher levels of anxiety. These levels appear as early as age 10 and persist.

Parents, teachers and other responsible adults should be aware that no matter the age, middle-class, suburban, white, larger-sized, adolescent girls may be especially vulnerable. The anxiety may be debilitating and even harmful especially if bullying

and teasing is ignored. Teachers, coaches and recreation professionals should be sensitive to the potential negative reactions of larger youngsters when asked to participate in activities that require limited clothing such as wearing a bathing suit.

Girls (and boys) are certainly more apt to thrive when interventions concentrate on building self-esteem, encouraging exercise, and instructing about a healthier lifestyle. Children might be more accepting of their own physique if parents/educators taught youth that each person has the power within to alleviate negative feelings.

To address the problem of adolescents being overweight and also demonstrating elevated levels of social physique anxiety, one ought to focus upon **both** weight and anxiety. The findings suggest a reciprocal relationship, that is, as body composition changes so does one's anxiety. Most focus on the weight issue and develop intervention strategies to aid weight reduction via better nutrition, exercise, etc. Less frequent is the focus on anxiety reduction. Future research should determine if devising interventions that help reduce social physique anxiety, if successful, promote better body composition. Having less anxiety about one's body could promote exercise in that one is more willing to be seen in a bathing suit and swim or wear exercise attire when being involved in physical activity. Attacking each component in the relationship between body image and social physique anxiety might be one potential aid in reducing the obesity epidemic in our society.

References

Bell, J., Rogers, V.W., Dietz, W.H., Ogden, C. L., Schuler, C. & Popovic, T. (2011). CDC grand rounds: Childhood obesity in the US. *Morbidity & Mortality Weekly Report, 60*(2), 42–46.

Center for Disease Control and Prevention (CDC). (2011, September 13). *About BMI for children/teens.* From http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi /about_childrens_bmi.html

Collins, M. (2006). Body figure perceptions and preferences among preadolescent children. *The International Journal of Eating Disorders, 10,* 199–208.

Davison, T.E. & McCabe, M.P. (2006). Adolescent body image and psychosocial functioning. *Journal of Social Psychology, 146*(1), 15–30.

Douglas, J. D., & Rice, K. M. (1979) Sex differences in children's anxiety and defensiveness measures. *Developmental Psychology, 15*(2), 223–224.

Fender-Scarr, L., MacCracken, M. J., Stadulis, R. E., Caine, N., Gandee, R., Maddox, K., Schoffman, G., & Buckenmeyer, P. (2003a). A children's version of the Social Physique Anxiety Scale, *Research Quarterly for Exercise and Sport, 74* (1-Supplement), A–25.

Fender-Scarr, L., MacCracken, M. J., Stadulis, R. E., Neal-Barnett, A., Gandee, R., Newman, D., Schoffman, G., Sullivan, B., & Silas-Butler, J. (2003b). Validation of the Social Physique Anxiety Scale-Children's Form (SPAS-C) with an African-American pre-adolescent female sample. *Proceedings of the Association for the Advancement of Applied Sport Psychology annual meeting* (p. 19), Philadelphia, PA.

Hagger, M.S. & Stevenson, A. (2010). Social physique anxiety and physical self-esteem: Gender and age effects. *Psychology and Health, 25*(1), 89–110.

Hagger, M.S., Stevenson, A., Chatzisarantis, N.L.D., Gaspar, P.M.P., Ferreira, J.P.L., & Rave, J.M.G. (2010). Physical self-concept and social physique anxiety: Invariance across culture, gender and age. *Stress and Health, 26*(4), 304–329.

Hart, E. A., Leary, M. R., & Rejeski, W. J. (1989). The measurement of social physique anxiety. *Journal of Sport and Exercise Psychology, 11,* 94–104.

Hausenblas, H.A., Symons Down, D., Fleming, D.S. & Connaughton, D.P. (2002). Body image in middle school children. *Eating and Weight Disorders,* 7(3), 244–248.

Kingery, J. N., Ginsburg, G. S., & Alfano, C. A. (2007) Somatic symptoms and anxiety among African American adolescents. *Journal of Black Psychology, 33,* 363-378. DOI: 10.1177/0095798407307041

Maïano, C., Morin A.J.S., Eklund, R.C., Monthuy-Blanc, J., Garbarino, J.M. & Stephan, Y. (2010). Construct validity of the Social Physique Anxiety Scale in a French adolescent sample. *Journal of Personality Assessment, 92*(1), 53–62.

McAuley, E. & Burman, G. (1993). Social Physique Anxiety Scale: Construct validity in adolescent females. *Medicine and Science in Sport and Exercise, 25,* 1049–1053.

Neumark-Sztainer, D., Croll, J., Story, M., Hannan, P. J., French, S. A., & Perry, C. (2002) Ethnic/racial differences in weight-related concerns and behaviors among adolescent females and males: Findings from Project EAT. *Journal of Psychosomatic Research, 53*(5), 963–974. DOI: 10.1016/S0022-3999(02)00486-5

Niven, A., Fawkner, S., Knowles, A-M., Henretty, J., & Stephenson, C. (2009). Social physique anxiety and physical activity in early adolescent girls: The influence of maturation and physical activity motives. *Journal of Sports Sciences, 27*(3), 299–305.

Ross, S., Flynn, J., & Pate, R. (2016). What is really causing the obesity epidemic? A review of reviews in children and adults. *Journal of Sports Sciences, 34*(12), 1148–1154.

Sands, R. (2000). Reconceptualization of body image and drive for thinness. *International Journal of Eating Disorders, 28*(4), 397–407.

Stadulis, R. E., MacCracken, M. J., Fender-Scarr, L., Neal-Barnett, A., Gandee, R., Newman, D., Schoffman, G., & Silas-Butler, J. (2005). Psychometric properties of the children's version of the Social Physique Anxiety Scale (SPAS-C). *Conference Proceedings of the 11th World Congress of Sport Psychology, Sydney, Australia.*

Stadulis, R. E., Neal-Barnett, A., MacCracken, M. J., & Fender-Scarr, L. (2014). Social physique anxiety in early adolescent Black females. *Comprehensive Psychology, 3:* Article 12.

Thompson, A.M. & Chad, K.E. (2000). The relationship of pubertal status to body image, social physique anxiety, preoccupation with weight and nutritional status in young females. *Canadian Journal of Public Health, 91*(3), 207–211.

Thompson, A.M. & Chad, K.E. (2002). The relationship of social physique anxiety to risk for developing eating disorder in young females. *Adolescent Health, 31*(2), 183–189.

Mary J. MacCracken, Ph.D., is a professor in the School of Sport Science & Wellness Education at The University of Akron. She serves as Executive Director of P.A.C.E. (Physical Activity/Tennis & Character-Health-Nutrition Education), a program for at-risk Akron, OH children.

Robert E. Stadulis, Ed.D., is emeritus professor of Exercise, Leisure & Sport at Kent State University. He serves as the research design and analyses consultant to the Program for Research on Anxiety Disorders among African Americans (PRADAA), Department of Psychological Sciences, Kent State University. He also serves as chair of the OAHPERD Editorial Committee and editor of Future Focus.

Did you ever play with a kaleidoscope as a child, creating colorful new patterns with each turn?

Now you can be part of a kaleidoscope of ideas at the **2017 SHAPE America National Convention & Expo** in Boston.

Each day . . . each session . . . each interaction will bring you something new:

- New ideas from innovators in the profession
- New skills to use in your classroom immediately
- New ways to motivate and empower your students
- New connections with like-minded colleagues
- New funding ideas to support your program

Ready to change your patterns? ***Join us in Boston!***

SHAPE America® Boston 2017
national convention & expo

March 14–18

Save the Date!

shapeamerica.org/convention
#SHAPEBoston

50 MILLION STRONG by 2029

SHAPE America is committed to empowering all children to lead healthy and active lives through effective health and physical education programs.

SHAPE America®
50 MILLION STRONG 2029™

OAHPERD Budget 2016-2017

May 1st to April 30th

INCOME

	Budget
Membership	**$ 37,800**
Professional 1 yr (inc OEA) @ $ 50	$ 25,000
Professional 2 yr @ $ 95	$ 1,000
Professional 3 yr @ $ 140	$ 1,200
Corporate @ $ 550	$ 3,300
Student @ $ 25	$ 1,200
Senior Student @ $ 40	$ 100
Institutional Student @ $ 20	$ 2,000
Retired @ $ 25	$ 100
Institutional @ $ 200	$ 2,600
Jr. membership w/SHAPE America	$ 0
Library Serials	$ 100
First Time Professional Member @ $ 35	$ 1,200
SHAPE America—Incentives/Rebates	**$ 0**
AHA Jump Rope For Heart/Hoops For Heart	**$ 91,000**
Convention	**$ 69,500**
Income	$ 500
Exhibits	$ 6,000
Sponsors	$ 0
Registration	$ 63,000
Preconference Workshops	$ 0
Workshops	$ 0
Other	**$ 6950**
Advertising	$ 0
Other Income	$ 0
Unrealized Gains/Losses	$ 0
Dividends	$ 5,000
Interest Income	$ 50
Royalties	$ 0
Transfer from Reserves	$ 0
Scholarship Donations	$ 1,500
OCA-WPES Award Funds	$ 200
Coordinated School Health Div.	$ 0
Fundraising	$ 0
Unrestricted Donations	$ 200
Grants	$ 0
Sub-total	**$ 205,250**
Meetings Income	**$ 0**
Investments/Reserves	$ 0
Investments	$ 0
Scholarship Fund	$ 0
Other	$ 0
Sub-total	**$ 0**
Total Income	**$ 205,250**

EXPENSES

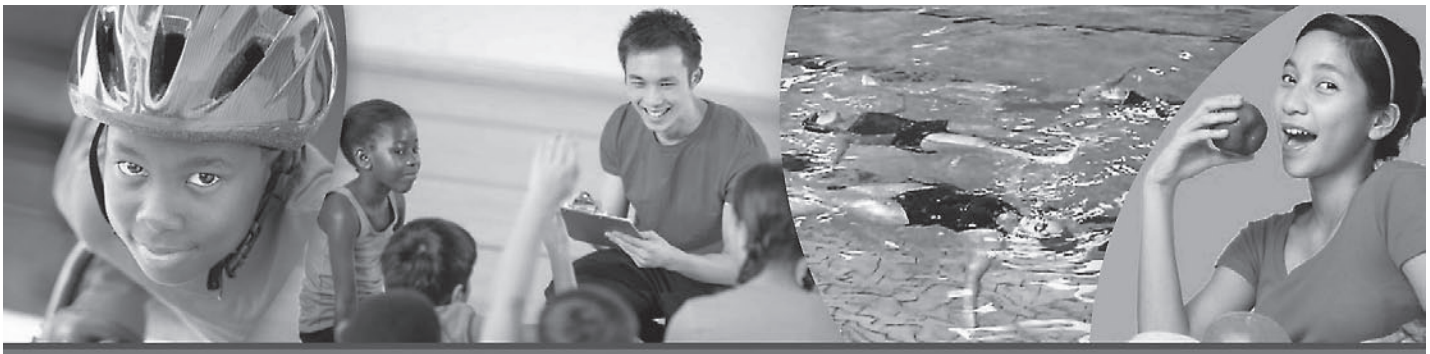
	Budget
Operating Expenses	**$ 82050**
President	$ 2,000
Past President	$ 0
President Elect	$ 0
All Ohio Representative	$ 2,000
Executive Director	$ 45,800
Treasurer	$ 1,500
Recording Secretary	$ 1,500
Future Focus Editor	$ 15,250
Newsline	$ 6,000
AHA Co-ordinator	$ 7,900
Historian/Archivist	$ 0
Trustee	$ 100
Member Services Coordinator	$ 0
Divisions	**$ 2,400**
Dance	$ 100
Higher Education	$ 100
Adult Development & Learning	$ 100
Necrology	$ 100
Health	$ 100
Physical Education	$ 100
Recreation	$ 100
Sports Sciences	$ 100
Student Division	$ 0
Stipend	$ 0
Travel	$ 1,500
Printing	$ 0
Postage	$ 0
Telephone	$ 0
Supplies	$ 0
Miscellaneous	$ 0
Coordinated School Health	$ 100
Committees	**$ 10,100**
Memorial Scholarship	$ 4,000
Honors & Awards	$ 600
Grants and Research	$ 3,000
Legal Affairs	$ 0
Public Relations	$ 2,500
All Other Committees	$ 0

EXPENSES

	Budget
Conferences/Workshops	**$6,200**
Spring Leadership	$0
Convention/Start-up expense	$0
Workshops	$500
SHAPE America Delegates	$0
Ohio Student Leadership Conference	$3,500
Other	$0
Refunds	$0
SHAPE Midwest Student Leaders	$2,200
Executive Committee/Board	**$15,000**
Mileage	$8,500
Other	$1,000
Board Meetings	$5,500
Other Communications	**$3,950**
General Printing	$1,800
General Postage	$500
General Telephone	$650
Supplies	$1,000
Miscellaneous	$0
Investments/Reserves	**$0**
Investments	$0
Scholarship Fund	$0
Other	$0
Miscellaneous & Special Requests	**$16,500**
Web Page	$4,800
IRS Tax Preparation	$800
Ohio Attorney General fee	$200
Insurance Liability	$1,100
Insurance Bonding	$0
Bank Charges	$100
Teacher of Year Travel	$0
Advocacy	$6,000
Physical Best	$0
Stategic Planning	$0
Miscellaneous	$100
Verisign/Paypal	$0
Credit Card Service fee	$2,200
Technology	$600
Ohio Gold	$600
BHSA	$0
Prior Year Expense	$0

EXPENSES

	Budget
Convention	**$64,750**
SHAPE America Rep Exp	$500
Audio Visual	$1,700
Speaker Expense	$1,000
Entertainment	$4,500
Staff Expense	$1,000
Facility	$7,000
Supplies	$5,500
Exhibits	$5,000
Gifts	$500
Meals/Breaks	$22,000
Miscellaneous	$50
Transportation	$0
Committee	$3,200
Postage/Shipping	$50
Printing	$6,800
Stipends	$1,000
Convention CD	$0
Convention Social	$4,000
AHA Social	$450
Convention Committee (inactive)	$0
Preconvention Workshop	$500
Total Expenses	**$200,950**
Net Income	**$4,300**
2% to Reserves	**$4,105**
Convention Only	
Corporate Memberships (Exhibitors)	$3,300
Income	$0
Exhibits	$6,000
Sponsors	$0
Registration	$63,000
Preconference	$0
Total	**$72,300**
Convention Net	**$7,550**
Expected Registration to Collect	**$0**
Expected Net	**$0**



Back to School

SHAPE America SOCIETY OF HEALTH AND PHYSICAL EDUCATORS®
health. moves. minds.

Help Us Reach 50 Million Strong

50 Million Strong by 2029 is SHAPE America's national initiative to ensure that all of America's students have the skills, knowledge and confidence to enjoy healthy, meaningful physical activity.

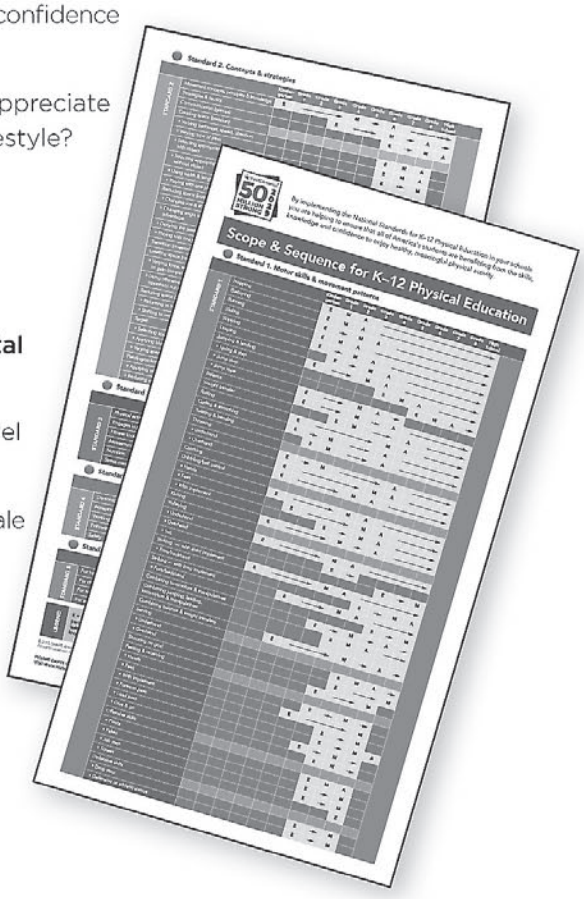
How do we plan to get today's youth to understand and appreciate the importance of living a physically active and healthy lifestyle?

One student at a time.

Say "Count Me In" today!

Show your support and you'll receive a FREE digital Scope & Sequence chart!

- Supports the National Standards and grade-level outcomes for K–12 physical education
- Provides educators with a student evaluation scale
- Provides guidance for developing lesson plans



SHAPE America 50 MILLION STRONG 2029 Count Me In!

Visit **shapeamerica.org/number** for more information.

GRANT $ AVAILABLE!

Research grant monies are available to the OAHPERD membership. Each year, $3,000 is available for member use. Applications for research grants may be obtained by contacting Garry Bowyer, Chair of the Research and Grants Committee. Grants must be submitted to Garry by September 15 of the year. Don't let this OAHPERD membership service pass you by. Start thinking about and writing your research grants now!

Contact: Garry Bowyer
4805 Kilkerry Drive
Middletown, OH 45042
bowyerg@muohio.edu

OAHPERD Pays Substitutes

OAHPERD will pay for substitutes so that Board members may attend required meetings during the year. In order to take advantage of this offer, send the following to the OAHPERD Executive Director:

1. A letter from the school administrator stating that the school district will not pay for professional release days.
2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Executive Director or OAHPERD Treasurer).

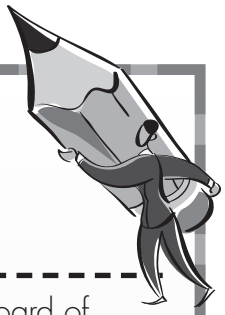
OAHPERD will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

Letters, invoices, and vouchers should be mailed to the OAHPERD Executive Director:

Lisa Kirr
OAHPERD Executive Director
17 South High Street, Suite 200
Columbus, OH 43215 P: 614-228-4715
E: Lisa@assnoffices.com F: 614-221-1989

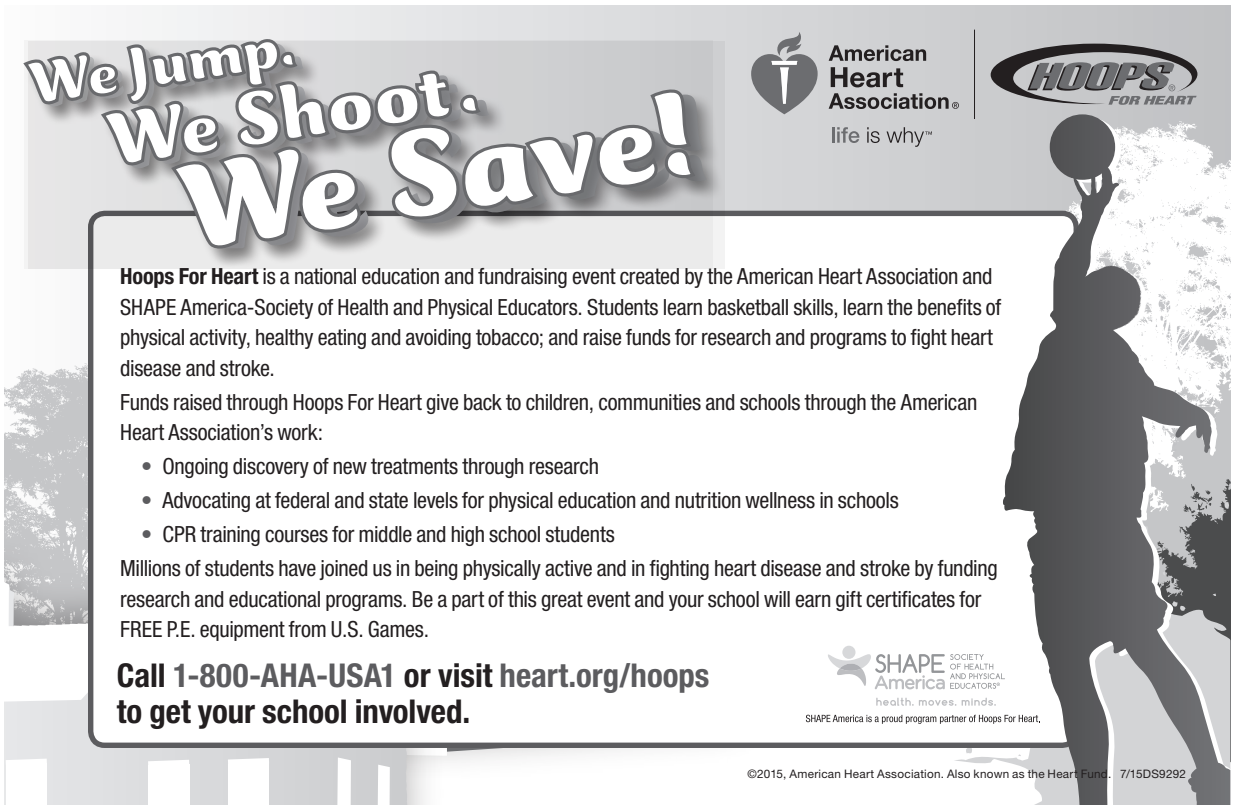
OAHPERD

Student Writing Award



Each year the Editorial Board of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for $100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before July 31 to be considered for an award to be given at the following December's convention.



OAHPERD

Membership Form

(Effective Date 2016–2017)

Online Membership Registration is available at **www.ohahperd.org**

❑ New Member ❑ Renewal OAHPERD Member (_____ Years)

Company Name (For Corporate Membership only)

Last Name (or "Referred by" OAHPERD Member—Corp. Mbrship only)

First Name (or Contact Person for Corporate Membership)

Preferred Mailing Address

City

State Zip

( ) ( )

Home Telephone Work Telephone

School/Agency/College

Levels (K–6, 7–9, etc.)

Position

E-mail Address

Corporate Website

❑ Scholarship Gift $_____ ❑ Memorial Gift $_____

Make Check Payable To: **OAHPERD**

Mail To: OAHPERD,
17 South High St., Ste. 200, Columbus, OH 43215

Questions? Call **614-228-4715** or **OAHPERD@AssnOffices.com**

Professional Interest

Rank from (1–3)

_____ Adult Development
_____ Dance
_____ Health
_____ Higher Education
_____ Physical Education
_____ Recreation
_____ Sports Sciences
_____ Student Division

Payment

❑ Personal Check
❑ O.E.A. Payroll Deduction
❑ American Heart Association
❑ Honorary Life Member

Membership Type

❑ **1 Year CORPORATE**	$550
❑ 1 Year Professional	$50
❑ 1 Year First-time Professional	$35
❑ 2 Year Professional	$95
❑ 3 Year Professional	$140
❑ 1 Year Student	$25
❑ 1 Year Sr. Student	$40*
❑ 1 Year Institution Student	$20**
❑ 1 Year Institution	$200
❑ 1 Year Retired	$25

**Senior student two-year membership option includes one year professional membership*

***Students—receive a $5 discount if your institution is a member of OAHPERD. Please verify membership before mailing reduced fee.*

Please charge my: ❑ Visa ❑ MasterCard ❑ Discover ❑ Amer. Express

_____ Exp. date:
Name as it appears on card

Card No: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

3-digit security code on back of card: ☐☐☐

Signature:

❑ Send information on OAHPERD services for ethnic minorities, individuals with disabilities and women. (Checking this box is strictly voluntary)

Guidelines for Authors

Manuscripts

Each manuscript should be formatted for 8½ by 11-inch paper, with 1-inch margins on all sides, using **Microsoft Word for PC, Times-Roman style and 12 point font.** All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented. Style should conform to the American Psychological Association's (APA) *Style Manuals* (either 5th or 6th Editions). Manuscripts can be up to 25 pages in length, including references. Pages must be numbered consecutively with a running head.

Organization

Provide an abstract, short introduction, body, and short conclusion to your manuscript. Research articles should use the standard format: Introduction/Review of Literature (can be integrated within the Introduction), Methods, Results, and Discussion-Conclusions. Authors should provide subheads and tertiary heads throughout the manuscript for easy readability and organization. The author's name or related information should not appear on any manuscript pages.

Cover Sheet

On a cover sheet, please provide the following:

- Title of manuscript.
- The name, position, mailing address, telephone number, and email address for all authors.
- Short biography of about 30–35 words that states the present professional position, area(s) of specialization, and research interests **for all authors.**
- Date of submission.

The cover sheet will not be included when sent to reviewers as manuscripts are blind reviewed.

References

All articles should contain references. For writing text citations, follow APA style. Note that references should now include a *DOI* notation (if using the 6th Edition). Reference section listings should be recent, brief, and presented in alphabetical order. Each reference cited in the article must be listed, and only those cited should be included. Sources should be documented in the body copy by inserting the surname of the author(s) and the date of the published work inside parentheses directly following the reference.

Illustrations and Photos

Future Focus welcomes any photographs, tables, charts, diagrams, and art as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript. Extensive statistical information should be reported in tables, but data included in the tables should not be duplicated in the text. Captions and sources for data presented in the graphic should be included in the manuscript. Photographs may be black and white or color, and should be **hi-res digital photos in jpeg format** (300 dpi or ~1800 × 1200 pixels are preferred). Photos embedded within the text of the manuscript must also be supplied as separate files. Tables and figures should be located after the Reference section at the end of the manuscript, with indications in the manuscript where the table or figure should be placed when published.

Permissions

Authors are responsible for obtaining written permission and copyright release, if necessary, for quoted materials, cartoons, and other illustrations used. Persons in photographs must give permission to have their photo published. Copies of permission requests and authorizations should accompany the manuscript. When authors quote extensively from other works, they must send photocopies of the original work's title page, copyright page, and pages on which the quotation appears.

Reviewing and Editing

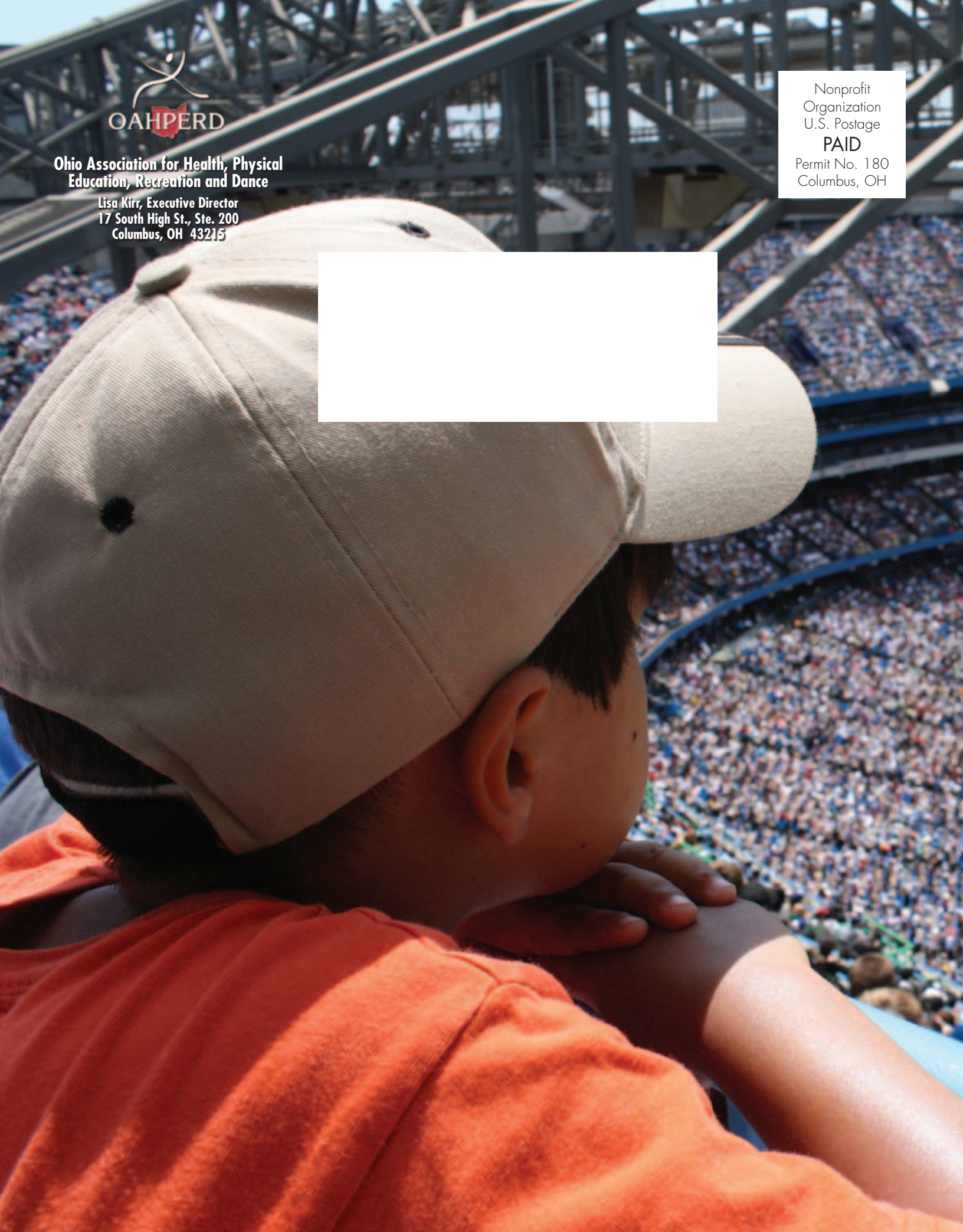
Each article is reviewed by the editor and submitted for blind review to two or more Editorial Board members. Articles usually require some revisions by the author(s). Authors for articles not accepted may be invited to revise and resubmit. Accepted articles are subject to editorial changes to: improve clarity, conform to style, correct spelling and grammar, and fit the space allotted to the article. **Manuscript submission implies author acceptance of this agreement.**

Deadlines

Manuscripts are reviewed on a rolling basis when received. To be eligable to appear in the Fall/Winter issue of *Future Focus,* the manuscript should be received by July 31. Manuscript deadline for the Spring/Summer issue is Jan. 31. An electronic version of the manuscript is required and should be sent, along with illustrations and/or photos, as an email attachment to the editor at **futurefocus.res@gmail.com.**

Articles for *Newsline,* OAHPERD's newsletter, should be submitted by December 15 for the Spring issue and by June 15 for the Fall issue. Address all *Newsline* articles to:

Lisa Kirr
Executive Director, OAHPERD
Email: Lisa@assnoffices.com
or
17 South High St., Ste. 200
Columbus, OH 43215



OAHPERD

Ohio Association for Health, Physical Education, Recreation and Dance

Lisa Kirr, Executive Director
17 South High St., Ste. 200
Columbus, OH 43215