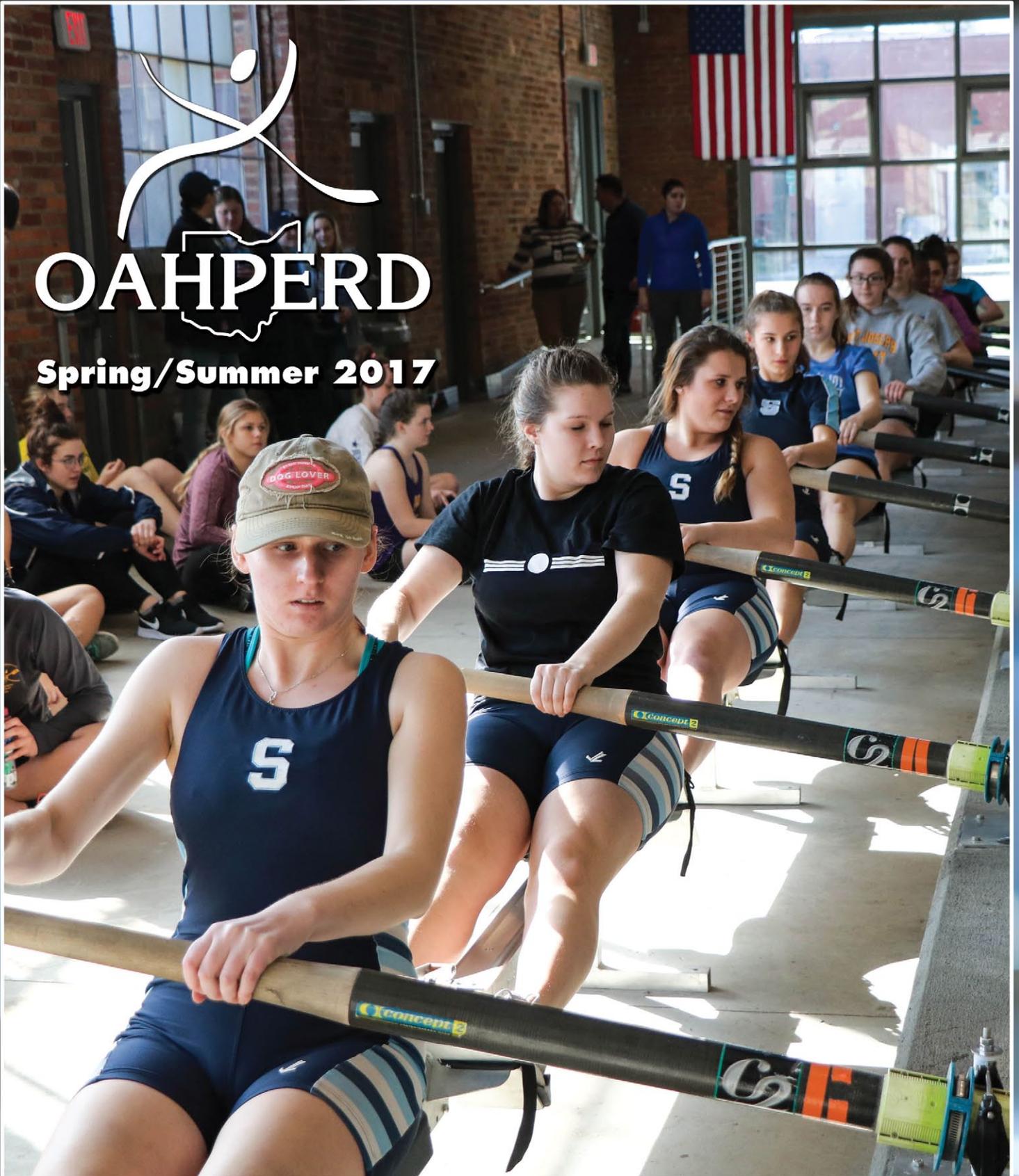


Future Focus

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



OAHPERD

Spring/Summer 2017

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Future Focus is the official biannual publication of the Ohio Association of 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 electronic form; e-version @ www.OAHPERD.org.

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Lisa Kirr
Executive Director
17 South High St., Ste. 200
Columbus, OH 43215
P: 614-221-1900
F: 614-221-1989
E: Lisa@assnoffices.com
www.ohahperd.org

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Cover image provided by Katie Williams; The Foundry ©2017. The Foundry is Cleveland’s Community Rowing & Sailing Center. With a mission to create a positive space for youth fitness and empowerment through the nautical sports of rowing and sailing, The Foundry is creating big waves in Cleveland’s river & lake fronts. It is a place where Cleveland metropolitan & surrounding area student-athletes can thrive. . . . and they are doing just that. The Foundry’s flagship location is on Columbus Road in the Flats, and currently houses three scholastic rowing programs and one club program, Cleveland Youth Rowing Association. The Foundry’s sailing component currently runs out of Wendy Park at Whiskey Island with plans to help develop the Old Coast Guard station at the mouth of the Cuyahoga River. Visit The Foundry online today at clevelandfoundry.org or on social media through Facebook, Instagram & Twitter at @Foundry216.
Design and Production: Marilyn Paselsky

The “Shape” of Ohio – Spring 2017

Kevin Lorson, OAHPERD President

Spring has sprung and OAHPERD is always looking to grow its next set of leaders. I have been approached by many OAHPERD members who have asked, “I want to be involved in OAHPERD and I don’t know how?” One of my roles as President is to play match maker and connect our members with opportunities to grow personally and professionally. At the Spring OAHPERD meeting 11 members attended the Future Leader Retreat. The retreat was not only an opportunity for our future leaders to learn more about OAHPERD and the leadership opportunities within the organization, but it was also a time to engage in a work session to identify and work on short- and long-term strategic goals. I am thankful for the efforts of the Executive Board, Board of Directors and the members who sacrificed their weekend to attend. I am proud of what was accomplished during our meeting because of the significant work towards achieving our short- and long-term plans of keeping OAHPERD moving toward our future goals of a healthy and physically active Ohio. I look forward to this group of Future Leaders establishing themselves as leaders within the organization to support the mission of OAHPERD either through leadership positions, task forces or engaging in many of our activities.

I am excited to see everyone at our Summer Institute on June 14 at Wright State. I hope you can also attend our OAHPERD Summer Social on June 13 at the Dayton Dragons baseball game. Both of these events are designed to meet the needs of members who have consistently indicated that opportunities to network and have additional professional development are the main reasons they join and remain active in OAHPERD.

Advocacy Update

OAHPERD sent its largest contingent to Capitol Hill on April 25–26 for the 2017 SHAPE America “Speak Out! Day.” Seven OAHPERD members (Kevin Lorson, Sue Sutherland, Mary LaVine, Steve Mitchell, Jennifer Walton-Fisette, McKenzie Stelter, and Jessica Hyde) shared the importance of fully funding ESSA Title II, Title IV-A, and Title IV-B. As OAHPERD advocates we shared how



these funds directly impact our students to be healthy and physically active as well as how the funds can be a part of Ohio’s fight against the opioid epidemic. “SpeakOut! Day” is our annual opportunity to work with SHAPE America and other state-affiliated organizations to share with members of Congress the importance of health and physical education. Because of the impact this day has on OAHPERD members and the members of Congress, we will continue to provide travel awards to our members to attend these important meetings.

I hope you take an opportunity to join us at next year’s “SpeakOut! Day.”

Senator Peggy Lehner and Senator Vernon Sykes will introduce a bill to create Ohio’s Health Education Standards this spring. The bill will have hearings this spring in the Senate Education Committee, then move forward from the Senate to the House in the fall. The Health Standards should be seen as one part of Ohio’s plan to combat the opioid epidemic. Governor Kasich and Attorney General DeWine have emphasized that prevention, particularly K–12 drug education, will be key in this fight to combat the rising toll of the opioid epidemic. OAHPERD and health educators see the Health Education Standards as an essential tool in our role within this fight.

OAHPERD and its members are recognized as key members in Ohio’s prevention efforts. In this role OAHPERD is partnering with the Health and Opioid-abuse Prevention Education (HOPE) Curriculum to provide health education and classroom teachers with the tools to develop the skills for Ohio’s students to live drug-free lives. The HOPE Curriculum will have many professional development opportunities, this summer and fall, to train teachers to implement these skill-based lessons. OAHPERD members are the leaders and champions for health and physical activity in their schools and should take an active role to encourage their administrators, fellow teachers and other stakeholders to engage in these professional development sessions. OAHPERD and health education has been recognized as a key player, and we must fulfill our role as a leading advocate for prevention.

[The “Shape” of Ohio, Continued, pg. 5](#)

Energy and Engagement

Sue Sutherland, President-Elect

I am excited about the commitment I see within OAHPERD at every level of the organization. Although this level of commitment has always been the foundation of OAHPERD, this past week really optimized the energy and engagement that will continue to move this organization forward. On Tuesday and Wednesday (April 25 & 26), I had the great pleasure of joining Kevin Lorson, Steve Mitchell, Mary LaVine, Jennifer Walton-Fisette, Jessica Hyde, Mackenzie Stelter, and not forgetting Sidney Lorson in Washington D.C. as part of SHAPE America 2017 “SPEAK Out! Day.” This event was organized by SHAPE America and included colleagues from every state and state organization to advocate for funding for the Every Student Succeeds Act (ESSA). The energy that was present during our pre-game meeting on Tuesday (getting ready for our trip to Capitol Hill) and on the early morning bus ride to Capitol Hill was truly wonderful. It was inspiring to be part of this event and to witness and experience the passion for Health and Physical Education from colleagues across the nation.

As you probably know, ESSA was signed into law in December 2015 with overwhelming bi-partisan support and focuses on a “well-rounded education” for all students. Health and physical education are included in the 18 subject areas defining the “well-rounded education.” Our specific task for “SPEAK Out! Day” was to advocate that Senators and Representatives from Ohio support the funding level for ESSA at the full Congressional intent. In particular we focused on the following parts of ESSA:

- Title II: Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders: Provides funding for professional development opportunities.
- Title IV Part A: Student Support and Academic Enrichment Grants: Provides funding for well-rounded education, safe and healthy students program, and effective use of technology.
- Title IV Part B: 21st Century Community Learning Centers: Provides funding to support local summer learning and afterschool programs.



Our group met with personnel from the offices of Senator Brown, Senator Portman, Representative Ryan, Representative Beatty, and Representative Turner. These meetings were very positive and our message was heard and supported. I am hopeful that our message, and the message from our colleagues, was heard and will result in ESSA being funded at or close to the level of congressional intent.

On Friday and Saturday (April 28 & 29) we had the OAHPERD Board of Directors meeting weekend. A

“Future OAHPERD Leader Retreat” was included as part of this weekend, where members interested in becoming more involved in OAHPERD joined both the Executive Committee and the Board of Directors meetings. The energy and engagement of the future leaders at these meetings was refreshing and motivating. Board members and future leaders worked together to identify areas that OAHPERD is doing well and, conversely, areas where OAHPERD can improve. In addition, we were charged with thinking outside the box and exploring new possibilities for the organization. The brainstorming and ideas generated from these discussions really helped to highlight some important initiatives for OAHPERD moving forward in the next couple of years. I am excited about continuing to work on developing these initiatives and to see them come to fruition.

I challenge each and every one of you to share your energy with OAHPERD through engagement with the variety of different opportunities within this organization. Two opportunities for engagement and sharing your energy are the Convention and Summer Institute. The call for proposals for the 2017 Convention is open and is a wonderful opportunity for engagement. Share your energy and knowledge with your colleagues by submitting a proposal by June 5th! The 2017 Summer Institute is on June 14th at Wright State University and is another way to engage in OAHPERD. Attend the OAHPERD Summer Outing on June 13th to a Dayton Dragons baseball game followed of course by attending the Summer Institute.

Share your energy and get involved!

Help Kids Thrive Through Health and Physical Education



50 MILLION STRONG by 2029

Approximately 50 million students are currently enrolled in America's elementary and secondary schools (grades pre-K to 12).

SHAPE America wants to ensure that by the time today's preschoolers graduate from high school in 2029, all of America's students are benefitting from the skills, knowledge, confidence, desire and opportunities to enjoy healthy, meaningful physical activity.



#SHAPE50Million

Get Involved! Learn how you can engage, activate and advocate to help solidify public support for health and physical education at www.shapeamerica.org/50Million

Association News

Lisa Kirr, OAHPERD Executive Director

February marked my one-year anniversary as the Executive Director of the Ohio Association for Health, Physical Education, Recreation, and Dance. I have learned so much in the past year; from members, the Executive Committee, board members, vendors, and partners. I see great things coming out of our organization and I look forward to being a part of OAHPERD for years to come. Thank you for welcoming me so warmly and being patient as I continue to fine-tune my job responsibilities.



The second annual OAHPERD Summer Outing will take place on June 13th at the Dayton Dragons Baseball game at Fifth Third Field. Tickets are only \$20 and include baseball bucks to spend at the concessions stands. Registration is open now on the OAHPERD website. The summer outing is a great opportunity to have fun and relax while networking and exchanging ideas with other OAHPERD members. Friends and family are also welcome—come one, come all!

Registration for the 2017 Summer Institute is also underway. The one-day workshop will take place on Wednesday, June 14th at the Wright State University Nutter Center. The Summer Institute is scheduled every odd-numbered year and offers professional development sessions and lunch at an affordable price. Visit the OAPHERD website for more information and to register.

In April I attended the SHAPE America National Convention in Boston. I left the convention with new ideas for our OAHPERD State Convention this year in addition to meeting many repeat and prospective exhibi-

tors. I enjoyed networking with other Executive Directors and finding out what other states are up to. The SHAPE America convention is always a great time!

The 2017 convention planning is right on schedule. The call for proposals will be open until June 5th and vendor registration is also currently open. Attendee registration will open in August. You can look forward to another fun and educational convention November 29–December 1 at Kalahari Resort in Sandusky.

You may have noticed more e-communications coming from the OAHPERD office. I hope that you find the information and articles helpful and informative. You can expect OAHPERD News to be delivered to your inbox the first week of each month. Additional updates will be sent out as needed in order to keep you well informed. If you have an item of news of interest to the OAHPERD members let me know. Such news might include professional development opportunities, announcements of awards and accomplishments of our members, and notification of a member's passing.

My responsibility as your Executive Director is to work with the members and the Board of Directors to make the organization the best that it can be. The success of OAHPERD also depends upon 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

The "Shape" of Ohio, continued from pg. 2

As I move towards the final months of my term as President, I am excited to see our future leaders step forward into new roles and responsibilities. I see our current leadership energized by the creativity and enthusiasm of our future leaders. I am driven to continue the push to re-establish the OAHPERD and its members as key contributors in developing a healthy and physically active Ohio. I hope to blaze a trail for our future leaders to implement their innovative ideas to help Ohio become healthy and physically active. I hope you take advantage of the many opportunities and make a difference in your school and OAHPERD.



Editor's Comments

Bob Stadulis

A new endeavor for the OAHPERD scholarly journal, *Future Focus*, begins with this issue. Upon the recommendation of the OAHPERD Executive Committee and approved by the OAHPERD Board of Directors at its February 25, 2017, meeting, *Future Focus* joins *Newsline* as only available via the OAHPERD website OAHPERD.org. While some may miss the physical presence of the journal, adopting the electronic only medium will reduce the production/printing and postage expenses.

Going totally electronic will also allow for some innovative and creative techniques in preparing each issue. OAHPERD publications have entered the 21st century.

A new contributor in this issue is the column by Sue Sutherland, OAHPERD President-Elect. She has published previously in the refereed article category and readers should enjoy her communication style.

The Editorial Board welcomes a new member, Erin Sweeney Hutzelman, M.Ed., Assistant Professor of Health Education in the School of Health, Physical Education, and Sport Sciences at Baldwin Wallace University. Erin is a very experienced reviewer as she serves currently on the editorial boards of the Journal of Health Education Teaching Techniques, the American Journal of Sexuality, and the Journal of School Health. Welcome Erin!

At the same time, we say goodbye to Laura Hossler who has served on the Editorial Board for many years.



OAHPERD thanks Laura for her many years of service and her quality reviews. As a physical education teacher she was still able to devote time and effort to providing this editorial service. We wish her well. Perhaps we can add another P-12 teacher in the future as that perspective can provide valued analysis of submitted manuscripts dealing with practice in the school setting.

Speaking of practice, if you read Sheridan's "Coaching Toolbox" contribution which deals specifically with sport practice, and then

Chatoupis' article concerning learner designed programs, you might be challenged by the variance of each with what so often occurs in "the real world" of sport and physical education. One wonders how many coaches would be willing to allow learners/athletes to decide as the Mosston-Ashworth's model advocates. Yet we learn often that successful coaches (often only judged via records and championships) and outstanding teachers will try to involve their athletes and students in decision making. Perhaps at least some Ohio coaches and teachers who adhere to the "traditional approach" might at least be open to trying some of the suggestions presented in these two excellent articles.

The *Future Focus* Editorial Board wishes all a healthy and productive summer. Perhaps being productive might include sharing "best practice" or a scholarly article. Submission deadline for the Fall-Winter issue is July 31st.

Save the Date

Great Convention room rate!

All rooms include 4 waterpark passes!

Bring your family and extend your stay.

88th OAHPERD Annual Convention

Nov. 29–Dec. 1, 2017

Kalahari Resorts, Sandusky, Ohio



For more information on the annual convention and other offerings from OAHPERD, contact Lisa Kirr at Lisa@AssnOffices.com or at 614-228-4715.

Tell Us About Your Successful HPE Programs

Easy-to-submit, easy-to-read! SHAPE America is creating a series of two-page summaries of inspiring projects and programs that exemplify best practices.

As an educator, you know that well-designed health and physical education programs are important to student success. Yet many in your community may not be aware of what you do and how effectively you can help children embrace a lifetime of physical activity, adopt healthy habits, cope with stress, and improve the quality of their lives. That's why SHAPE America is building a series of case studies that highlight best practices in health education, physical education and physical activity programs.



SUBMIT A CASE STUDY

A simple, online submission process makes it fast and easy!

Do you have an innovative, results-oriented health, physical education, or physical activity program to share?

Gain visibility and publicity for your program, your school, your community, and your district by sharing examples of HPE programs that illustrate best practices.

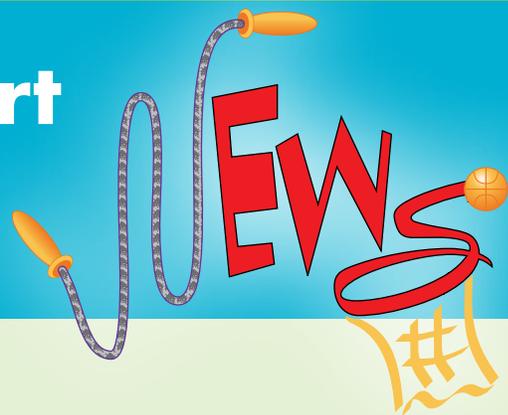
It's easy to submit a case study for consideration — just fill out the online form at shapeamerica.org/casestudies.

SHAPE America's new case study series supports its 50 Million Strong by 2029 commitment. Approximately 50 million students are currently enrolled in America's elementary and secondary schools (grades pre-K to 12). SHAPE America wants to ensure that by the time today's youngest students graduate from high school in 2029, all of America's children are empowered to lead healthy and active lives through effective health and physical education programs.



Jump Rope For Heart & Hoops For Heart

Sasha Taylor & Traci Grissom



Attention Physical Educators

Do you need to present at the OAHPERD Convention in order to have permission to attend the convention? Please consider sharing some Jump or Hoops ideas from your school. We are now seeking Jump and Hoops coordinators to present at our next OAHPERD Convention on November 30 and December 1, 2017. We would love to have you present a 45-minute session OR a 10-minute mini session. This December we will offer group presentations in which a few teachers give mini lessons or best practice ideas as a part of a larger group presentation within a normal timeslot. You could showcase Jump or Hoops ideas that work for you as a station within this session with very little preparation. All you need is the advance planning of telling us, "Yes, I'm interested!" We can help you make that happen! Please email Sasha at sasha.taylor@bss.k12.oh.us or Traci at grissom_traci@dublinschools.net. This is very time-sensitive. Don't Delay!



Demo Team Grant Deadline Changed

Attention All Jump and Hoops Team Coaches! This year's deadlines for Selection of the Ohio Demo Team Grant has been moved! The deadline will now be August 15, 2017. There are 6 spots. Please plan ahead if you are interested in applying. Contact Sasha at sasha.taylor@bss.k12.oh.us.



Jump Rope for Heart and Hoops for Heart Feedback Requested

We are always looking to improve these programs for Ohio physical educators. To do this, we need your feedback. For example, the American Heart Association had a new online donation incentive this year. Any student with a \$10 donation or more specifically online was to receive a code for one complimentary Cincinnati Reds Baseball ticket for the game on June 4th. Did this help your school? Did you notice an increase of online donors this year? Did you have a good percentage of students who earned the code for a ticket say they planned to attend the game?

We are welcoming your comments. Please email Sasha or Traci and share with us any feedback about this and or other parts of your 2016-2017 Jump or Hoops experience. We can be reached at sasha.taylor@bss.k12.oh.us and grissom_traci@dublinschools.net.



It Takes Heart to be a Hero



HEART HERO

Bran, Age 11

Although he was born with a serious heart defect, Bran has still jumped his way to raising more than \$80,000 through Jump Rope For Heart, including \$25,000 this year.

Within an hour of his birth, he was diagnosed with the most extreme form of Tetralogy of Fallot, called Pulmonary Atresia. Since he had no pulmonary valve, blood couldn't flow from the right ventricle into the pulmonary artery and onto the lungs.

At 18 months, a team of surgeons operated for eight hours to fix Bran's complex set of heart problems. Doctors had cautioned the family that Bran would likely need multiple surgeries by the age of 16. He is due for his annual visit to the cardiologist to see what lies ahead in the coming year. So, when Bran asks friends and family to donate to Jump Rope For Heart to help the American Heart Association fund research to learn more about the heart and how to fix it, he's speaking from his own heart.

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America—Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- **Ongoing discovery of new treatments through research**
- **Advocating at federal and state levels for physical education and nutrition wellness in schools**
- **CPR training courses for middle and high school students**

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

**Call 1-800-AHA-USA1 or visit heart.org/jump
or heart.org/hoops to get your school involved.**



SHAPE America is a proud program partner of Jump Rope For Heart and Hoops For Heart.



Updating Your Coaching Toolbox: Bridging the Gap Between Coaching Research and Practice

What is this column all about?

This column is the 16th in a series of articles in *Future Focus* written for coaches by a coach. The goal of this column is to provide information to coaches about recent research that is related to coaching in a user-friendly format. With this in mind, the author will briefly review a recent research article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the author's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of realistic applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.
2. Most coaches do not have easy access to professional journals that provide scholarly research on coaching science, nor do many coaches have time to read, understand, and digest articles in these publications.
3. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings are difficult to understand, thus making the application of the results to coaching practice difficult.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments, or suggestions about current and/or future articles and topics are welcomed at msheridan@tvschools.org.

How Can Coaches Design More Effective Practices?

Many years ago, I was a young, inexperienced head college basketball coach and I remember fretting about planning my first college basketball practice. I felt overwhelmed with how to go about planning an effective practice. What do you include? What do you not include? What do you emphasize? How do you emphasize one priority without taking time away from other priorities? Planning a practice for a novice coach can be a daunting task. Mostly, what I ended up doing was taking what the previous coach had done and tried to keep it the same until I learned about my own style and approach to planning and conducting a practice. Like many young coaches, I followed the lead of my predecessors or mirrored the practice plans in which I had been involved as an assistant coach or as a former player. Unfortunately for my players, these practices often ran over three hours, we rarely got to all the things that I planned, and I usually allowed my anger at a player's mistake to let the session go astray. As I gained some experience, I learned some important things about practice: shorter is better; avoid conditioning-only drills and, if at all possible, stick to the script. As I grew wiser about planning more efficient and effective practices these guidelines led to better practices and improved player development. However, my growth and subsequent change in practice structure arrived mostly through trial and error. I had few resources to draw upon except my experience with previous coaches and the tireless efforts and patience of my coaching staffs. I suspect that many less experienced coaches start their practice planning with similar doubts and concerns.

Compared to veteran coaches, novice coaches often perceive the planning and development of effective practices very differently. Novice coaches are often impressed by practices that run according to plan and operate in a militaristic manner, where coaches are barking out signals and players sprint from drill to drill. Less experienced coaches often believe that practice should look and feel like a military style conditioning session. However, veteran coaches know that the way practices look are not as important as what the athletes are learning or how they are progressing in meeting their goals. When I fell

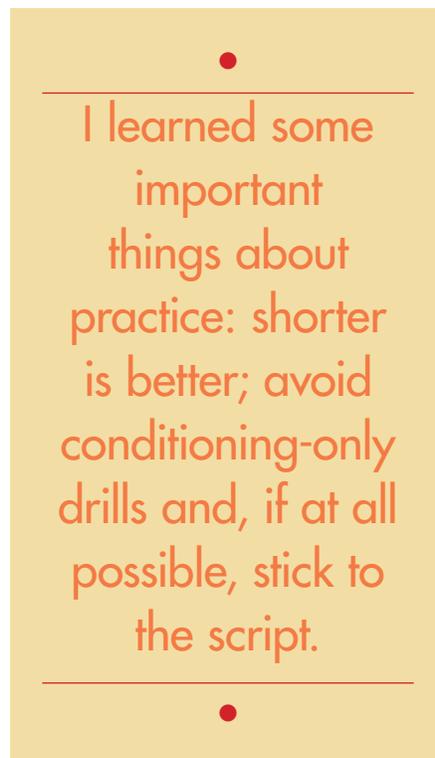
into my first head coaching position, I recall inviting a veteran and a novice coach to observe our practice and provide feedback on what they perceived about the effectiveness of our practice. The younger coach described the practice as, “Awesome: kids sprint from drill to drill, there is a lot of discipline because they get punished when they make a turnover and there is very little standing around.” The veteran coach’s perspective was quite different. He wrote: “The practice session was clearly well organized and well planned. However, it seems to me that your players are doing things, just to do them, without trying to focus on improvement. What are the athletes learning other than to properly perform the drills?” Wow! This feedback was shocking to me! My perspective as a young, inexperienced head college coach was similar to the young observer. I thought good practices were characterized by drills followed by punishment for mistakes followed by a scrimmage and conditioning. It never occurred to me that the athletes were simply learning drills instead of learning how to make better tactical decisions during the course of play. The perspective of the veteran observer helped me recognize that I had to consider changing my approach. But where should I start?

For coaches who ask the same question, world renowned coaching expert Dr. Wade Gilbert has provided a terrific resource. His recently published (2017) book, *Coaching better every season: A year-round system for athlete development and program success*, is a tremendous resource for all coaches upon which to reflect and consider how they can improve their coaching practice. This article will review Chapter 7 in his book: *Design effective practice environments*, and discuss some of the many applications that Gilbert has provided for coaches.

Book Chapter Review

Gilbert, W. (2017). Design effective practice environments (Chapter 7). In *Coaching better every season: A year-round system for athlete development and program success* (pp 143–168). Human Kinetics: Champaign, IL.

We have learned through research that while many coaches run very effective practices there are still many practices that are ineffective. In less efficient practices, too many athletes stand waiting to take their turn in



line, athletes often practice skills that they have already mastered, and many coaches still hang on to the traditional coaching practice plan that involves athletes running through mindless drills followed by full squad scrimmaging (Starkes, 2000). In these outdated practice environments, athletes often find elements of ineffective practices boring. Bored kids usually leads to off-task behavior. Athletes’ off-task behavior subsequently leads to condemnation by the coach for players not paying atten-

tion. Then, frustrated coaches often resort to administering punishment by assigning extra running, push-ups or other physical penalties. Yet, the structure of practice often leads to inattentive players and can frequently be related to poor practice planning by the coach. Gilbert (2017) asserts that good practices should include four elements: “1) Set challenging and specific practice goals; 2) Keep athletes physically and mentally active throughout practice; 3) Give athletes choices and ask them for input on practice design; and 4) Create competitive game like practices” (p. 145). Interestingly, Gilbert writes about the work of world champion volleyball player and coach Karch Kiraly, who desired “ugly practices.” According to Gilbert, this meant that Kiraly wanted practices to be challenging and where there were likely to be a lot of mistakes made. According to Gilbert, Kiraly’s ugly practices provided athletes with opportunities to learn by stretching themselves and pushing themselves out of their own comfort zones. Gilbert suggests that coaches use the acronym FAIL (First Attempt in Learning, Goodreads, Inc. as cited in Gilbert, 2017) to help them overcome mistakes and to take the perspective that, with the right mindset, mistakes can lead to improvement and learning.

Setting challenging practice goals can be a time consuming task. Gilbert (2017) points out that most all coaches and athletes set outcome goals to win a league or conference championship or they set out each season to try to have a winning record. However, setting effective practice goals can be more challenging. Gilbert suggests making practice goals very specific and measurable. Furthermore, he recommends that after effective daily goals are set, coaches and players devote time to following through on evaluation of these goals. He suggests daily/weekly

TABLE • 1

Specific vs. General Practice Goals	
Specific practice goals	General practice goals
Dribble to half court and back as many times as possible for 30 seconds with no defense using the non-dominant hand; count then repeat and try to beat score. Progress to adding “warm defense” (soft coverage and no stealing) then “hot defense” (tight coverage and try to steal). Try to beat best score.	Improve ball handling
Make 8/10 lunge moves in 30 seconds from each side of the lane with no defense. Count then repeat and try to beat score. Progress to making lunge moves against “warm defense” (soft coverage no blocking) then add “hot defense” (tight coverage allow blocking). Try to beat best score.	Make more lay-ups
Make 6/10 three pointers with no defense from each wing in 30 seconds. Count then repeat and try to beat score. Progress to making three pointers against “warm defense” (soft coverage no blocking) then add “hot defense” (tight coverage allow blocking). Try to beat best score.	Improve 3 point percentage

monitoring and tracking of progress toward these goals. Many athletes and coaches set goals without taking the time to evaluate and reflect on how well they made progress toward meeting their objectives. Not following through with an evaluation of goals can lead to athletes’ dismissal of the value of the goal setting process. Table 1 provides some examples of specific versus general practice goals for a basketball practice¹:

It is not unusual for coaches to feel overwhelmed by all of the information that they feel that they have to cover in a practice: offenses, defenses, press defense, press offense, out of bounds plays, fundamentals, technical, tactical and mental skills, etc. For this reason, another common error that coaches make is planning practices that are too long. Long practices lead to fatigue and can increase the risk of injuries. In Table 2 Gilbert provides

TABLE • 2

Length of Practice Guidelines	
Athlete age group	Number of practices / Practice length
Under 8	1–2 days per week for 45–75 minutes
Under 12	2–3 days per week for 75–90 minutes
Under 16	3–4 days per week for 90–120 minutes
17 and older	4–5 days per week for 90–120 minutes

Footnote

¹ Basketball examples are used often in this article given the coaching experiences of the author but most or all principles can be applied to all sports.

guidelines for length of practice that were created by a former champion ice hockey coach (p. 150).

Additionally, Gilbert recommends following the advice of legendary basketball coach John Wooden’s principles of planning practices: “Fundamentals before creativity; use variety; teach new material at the start of practice when minds are still fresh; use quick transition between activities; pose more complex problems from one practice to the next; condition for learning; end on a positive note; avoid altering a plan during a lesson” (p.151).

For many coaches, the most challenging of Gilbert’s suggestions may be to allow athletes to have input into practice design. Some coaches may feel fearful of giving up this kind of decision making and control to their players. Other coaches may believe that the players do not know enough to help design a practice; their (more traditional) belief may be that it is the coach’s job to plan and run the practice. On the other hand, some coaches who are interested in involving their athletes in practice decisions do not know how to give players input in planning. However, many effective coaches know that creating a balance between coach input and athlete input is a key to athlete motivation and investment. For example, Bryce Drew, the Head Men’s Basketball Coach at Vanderbilt University, frequently listens to players about how to run practice and takes input from them on what needs to be improved (Sparks, 2017). Drew found success in this method as his team made great strides over the 2016–17 NCAA basketball season. Drew’s work follows Gilbert’s suggestion about balancing player input and coaches’ decisions in practice planning. By involving the players in this type of decision making, Gilbert asserts that players will become more invested

in the practice and this can lead to improved sense of confidence and better connection with other teammates. Improved feelings of competence and relatedness are important elements of building team cohesion and can lead to high levels of athlete motivation.

Finally, Gilbert recommends making practices as similar as possible to game-like conditions. Many coaches adopt this approach especially when planning for late game situations and tactics. However, numerous coaches still run traditional style practices where players warm up by jogging, perform some non-competitive drills to improve static, technical skills, and then follow with the full squad scrimmaging and conditioning. More recently, coach educators have encouraged coaches to adopt a nontraditional approach to practice where skills are taught through small-sided games where decisions must be made in the context of the competition (de Souza & Mitchell, 2010; Harvey, Cushion, & Massa-Gonzalez, 2010). This method of learning is referred to as the Games Approach (Bunker & Thorpe, 1982) and is becoming more common in sports like soccer and hockey. In this contemporary approach, small sided games are used in place of full squad scrimmages and points are not awarded for goals or baskets scored but are provided for achieving a practice goal (e.g., completing a certain number of passes without a fumble or turnover, or securing a consecutive number of defensive rebounds without allowing an offensive rebound). Readers who are interested in learning more about this novel approach are referred to the following resources: (Mackay, 2017; Mitchell, Oslin, & Griffin, 2005). While this strategy may be familiar to many teachers who are trained in physical education, the games approach is not likely common knowledge to many of the

interscholastic coaches who are not prepared to teach physical education in a teacher preparation program.

Gilbert (2017) offers many other suggestions for coaches to consider when planning practices. However, he reiterates that there are four keys to practice planning that are critical for creating effective practices: 1) Set challenging and specific goals; 2) Keep athletes physically and mentally challenged during practice; 3) Give athletes choices and ask for their input and; 4) Create competitive practice activities that resemble game-like situations (Gilbert, 2017). Gilbert's new resource is a terrific



read and an absolute essential item for coaches' libraries. Consider purchasing a copy of this book: it will change your approach to coaching and your practices will improve by leaps and bounds!

Readers are invited to email comments and/or questions about this article to: msheridan@tvschools.org

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Michael P. Sheridan, Ph.D. has more than 30 years of experience in education as a head college and high school coach, teacher, and administrator. Sheridan is an Editorial Board member and Associate Editor of the International Sport Coaching Journal (IS CJ), a peer-reviewed journal for coaching education professionals. Sheridan is also a member of the Editorial Board of Future Focus, a refereed journal for the Ohio Association of Physical Education, Recreation and Dance (OHAPERD). Dr. Sheridan recently co-authored a book chapter titled Career Decision Making in Gould and Mallett's (in press) Sports Coaching Handbook. Sheridan is an elementary physical education teacher in the Tri-Valley School District.



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Implementing Mosston & Ashworth's Learner-Designed Individual Program Style in the Classroom

By Constantine Chatoupis

The Spectrum of Teaching Styles is a conceptual framework that helps to describe and organize the instructional process. According to Mosston and Ashworth (2008), the Spectrum involves a continuum of 11 styles, each of which emerges as decisions shift between the teacher and learner. The Learner-Designed Individual Program Style (LDIP) is one of the eleven Spectrum teaching styles that promotes self-regulated learning. The learning focus of the LDIP style is to acknowledge a learner's motivation and cognitive intentions to design his/her own learning experience (Mosston & Ashworth, 2008). The role of the teacher is to make decisions about the general subject matter. The role of the learner is to make decisions about how to investigate the general subject matter topic; to produce questions that lead to a specific focus within the general topic; to produce questions that result in identifying the process and procedures; to discover the solutions/movements; and to designate the performance criteria. The purpose of this paper is to guide the teacher in implementing the LDIP style in physical education settings through the presentation of an introductory LDIP style scenario, task sheets designed for use by the learners and a number of tips for the productive use of this style.

Keywords: Spectrum, physical education, discovery, Learner-Designed Individual Program (LDIP) style

In the context of learning, the notion of Self-Directed Learning (SDL) implies that learning should empower a learner to become a free, mature, and authentic self (Savin-Baden & Major, 2004). According to Knowles (1975), SDL is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. In other words, they take responsibility for, and control of, their own learning.

In physical education settings a teaching strategy that can involve learners in self-regulated learning is the Learner-Designed Individual Program style (LDIP—Style I).

The LDIP style is one of the eleven Spectrum teaching styles that belongs to the production cluster (Mosston & Ashworth, 2008). The production cluster of styles (Style F–Style K) invites learners to discover new information. In some styles within this cluster, the production of ideas may be new to teachers. In Styles F through K, learners are engaged in cognitive operations such as problem solving, inventing, comparing, contrasting, and synthesizing. The class climate favors patience, tolerance, and individual cognitive and emotional differences. Feedback refers to producing new ideas (Mosston & Ashworth, 2008). The LDIP style has been proposed for dance teaching (Gibbons, 2007), for fitness instruction in secondary schools (Mohnsen, 2008), and

for adapted aquatics programming (Lepore, Gayle, & Stevens, 2007).

The Learner-Designed Individual Program (LDIP) Style

In this style the teacher designates a broad subject matter and within that subject matter each learner is responsible for producing an individual learning program that includes setting goals and the process for accomplishing these set goals. The learners design, implement, refine the program, and create performance criteria for their individual learning programs. The teacher acknowledges the production of ideas and asks questions for information or clarification about the learning program (Mosston & Ashworth, 2008).

In particular, the role of the teacher is to make general subject matter organizational decisions for the learners (materials, space, and time), observe the learner's progress, and listen to the learner's presentation of questions and answers. The role of the learner is to make decisions about how to investigate the general subject matter, produce questions that lead to a specific focus within the general subject matter, organize the questions, sequence the tasks and design a personal program, discover the solutions/movements to the questions, and designate the performance criteria (Mosston & Ashworth, 2008).

Chatoupis' (in press) systematic review showed that together with the self-teaching style and the learner initiated style, the LDIP style is the least used Spectrum style in K-12 settings. This is probably due to the fact that the LDIP style requires logistical decisions that are not generally practiced in the classroom, that is, logistical decisions concerning location boundaries, time limits, and the organization of the equipment and the learners (Spectrum of Teaching Styles, 2012). However, this style is more likely to be found in high schools (Digelidis, 2007) or in higher education (Williams, 1996).

Despite its rare use in lower grades, the LDIP style is not without merits. The merits of using the LDIP in PE settings stem from the fact that the LDIP style is a form of SDL that is known to be positively related to academic performance, creativity, life satisfaction, future aspiration, and life-long learning (Edmondson, Boyer, & Artis, 2012; Greveson & Spencer, 2005; Mifflin, Cambell, & Price, 2000).

With this style, learners can develop SDL skills that may be the key link between school physical education and life-long participation in physical activities. In particular, learners:

a) discover, create, and organize ideas on one's own; b) engage in a systematic process to explore and examine an issue; c) set standards of performance and evaluation on one's own; and d) have self-direction opportunities and accept individual differences in thinking and performance (Mosston & Ashworth,

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2008). Therefore, NASPE (National Standards for Physical Education, SHAPE America, 2014) Content Standard Two (the application of movement concepts and principles) and Content Standard Four (responsible personal behavior and respect for individual differences) align well

with the LDIP style in addition to responsible social behavior when learners are working in small groups.

Purpose of this Article

The focus of this paper will be on the implementation of the LDIP style in physical education teaching. Because it is difficult to teach young children with this style, the introductory lesson plan proposed here concerns high school students. Firstly, a LDIP style scenario that includes the events during the interaction between the teacher and the learners and the roles they have to undertake is delineated. In addition, a task sheet designed for use by the learners, when the LDIP style is implemented, is described. Lastly, some guidelines for teachers when implementing the LDIP style is proposed that may help the teacher become accustomed to the whole process.

A LDIP Style Scenario

This section describes, briefly, the series of events during the face to face interaction between the teacher and the learners when the LDIP style is implemented. According to Mosston & Ashworth (1994), it is impossible to give exact examples of LDIP style events because they come from learner's personal choices, imagination, and decisions. Therefore, this section offers the reader just the "flavor" of this style as well as general guidelines for the process.

Set the scene. The teacher gathers the learners around for introductory ceremony. The session begins with a brief description of the LDIP style highlighting the importance of producing questions/problems and alternative solutions to these questions/problems. By setting the scene the teacher holds the learners accountable in discovering questions/problems within a certain subject matter area and in seeking the solutions.

Behaviors/roles. The teacher states the main objective realized with the LDIP style: “In today’s session you will be given the opportunity to design, develop, and perform a series of tasks organized into an individual program.” Then, the teacher describes the roles of the teacher and the learners: “In physical education and sports there is always another possible movement or combination of movements apart from the already known ones. I want to see if you can discover those other possible movements within a sport/physical activity topic that you will select. So, today you will have the chance to discover possible different answers/solutions to questions/problems that you will come up with. In addition, you need to determine the criteria for assessment and evaluation of one’s own individual program. During the session I will observe your progress and pay attention to your presentation of questions and answers.”

Subject matter presentation. The teacher presents the general subject matter area (e.g., basketball, volleyball, fitness). The learners then decide on the topic within the chosen subject matter (e.g., basketball shooting, defensive tactics in volleyball, developing strength).

Logistics. In the LDIP style the logistic decisions are made by the learners. These decisions concern the organization of the learners (in certain geometric patterns or in random ways), the organization of equipment (e.g., distribution, pick up and return routines), the use of task sheets (e.g., written, printed or digital), location (where to stand), time (when to start and stop, length of time per task), interval (the time between two tasks), and attire and appearance (Mosston & Ashworth, 2008). The teacher sets only the parameters or limits to the above categories, especially to time, interval, attire and appearance,

and location. All the above logistical expectations are delivered to the learners before task engagement.

Questions for clarification. The teacher asks the learners if they grasped the notion of designing their own individual program. Then the teacher asks them if there are questions for clarification. At this point the learners need to realize that they

●

Successful implementation of the LDIP style requires that the teacher is willing to accept the decisions made by the learners and undertake the role of the advisor who is available for the learner.

●

are capable of producing questions, seeking out information, discovering answers to the questions and, in general, coming up with tasks that can be organized in an individual program.

Task engagement. The teacher gives learners time to think about designing their individual programs and then they disperse in the gym, the school yard, or the playing field to engage

in the topics they chose. Time is provided to develop the series of questions/movement problems that will guide their investigation, to experiment with the different movement solutions to the questions/problems, to practice the solutions/movements they discovered, and to establish criteria for assessing these solutions. As responses begin to appear the teacher circulates to observe learners’ solutions/performance, to answer questions asked by learners and to draw their attention to any discrepancies in the process of discovering, creating, and organizing ideas.

Assessment. During action learners assess their individual programs based on the previously established criteria. Every time the learner’s solutions or ideas do not conform to the original question/problem, the learner assesses them and makes the necessary adjustment. In addition, learners are engaged in assessment when they communicate their responses to the teacher. In turn, the teacher listens and offers either value or corrective feedback after the learners have made their own assessment about planning and execution of their individual programs: “Great job, that sequence of movements fits well the question/problem you posed earlier on,” or “Maria, these two movements do not connect well with each other; you need to refocus on the problem.”

Closure. At the end of the session the teacher acknowledges the learners’ accomplishments in designing and producing individual programs. “Well done class, each of you managed to make your own unique and different individual program.”

Tips for Teachers

Teachers and learners need to get accustomed to the process to ensure the successful implementation of the LDIP style. The teacher needs to learn to trust that the learner will develop a

program for him- or herself based on cognitive and physical capacities in the topic he/she chose to work on. The learner must become familiar with the process of discovery to investigate that topic. This is a process that should be carefully planned by the teacher and the learner alike. The following tips should be kept in mind when teaching with the LDIP style.

Accept the role of a stand-by resource. Teachers who are not ready to accept the reality that the learner is capable of making all the decisions can get frustrated when implementing the LDIP style. Successful implementation of the LDIP style requires that the teacher is willing to accept the decisions made by the learners and undertake the role of the advisor who is available for the learner.

Clearly define the roles of the learners. The teacher should be absolutely clear in defining and describing what it means to participate in the discovery process and to design a series of tasks organized into a personal program. When learners know exactly what they are expected to do, they will be more effective in designing and performing an individual program and, thus, achieving the objectives of the LDIP style.

Do not allow learners to do whatever they want. The LDIP style is not an “anything goes” style. A disciplined approach to the whole process is required to successfully produce questions, discover solutions, and designate the performance criteria. In that sense supervision of learners to ensure that they are making progress in the discovery process is imperative.

Choose a subject matter area that learners have already experienced. Learners need to have been taught aspects of the subject matter chosen by the teacher. The teacher should make sure learners are reasonably skillful in the tasks they select.

Ensure learners’ readiness in the discovery process. The very nature of LDIP style is the process of discovery and creating questions and problems that inquire into the essence of the chosen topic (Mosston & Ashworth, 2008). Therefore, learners need to be well versed in the discovery process, namely in convergent (discovering a single solution or a single concept to the same problem) and divergent (discovering multiple solutions to the same problem) thinking. If learners are not capable in getting involved in these two thinking processes, they cannot participate in the LDIP style (Mosston & Ashworth, 2008). For a series of episodes the teacher should teach a given subject matter with either the guided discovery style to get learners accustomed in the convergent thinking process or with the divergent discovery style to get them accustomed in the divergent thinking process. Then, he/she can revert to the LDIP style.

Provide learner with ample time to think. Learners need time to think, experiment, perform, and record their progress. They need time to come up with their individual program. Thus, the teacher should not rush them. He/she should have the

patience to allow learners’ ideas to be revealed. Also, time is needed for the teacher to observe their progress and listen to their presentation of questions and answers.

Question rather than directing learners. The teacher should not impose comments or directions on learners. The basic form of communication is asking them questions to draw their attention to possible discrepancies in the design of the individual program and to guide them in the individual-design process.

Trigger learners’ thinking process. Because in the beginning sessions the learners may have difficulties in identifying and organizing questions appropriate to the chosen topic, the teacher can share insights and stimulate their thinking by giving them general examples of questions that triggers their discovering in the chosen topics. In Figure 1 some of these examples are given. These questions can be applied to all subject matter areas.

Make use of task sheets. In the LDIP style it is the learners’ responsibility to design and use task sheets. However, because learners may not be accustomed with designing task sheets in the context of the LDIP

Subject matter area	Questions delivered to learners
 <p style="text-align: center;">Basketball</p>	1. Which basketball skills or tactics do you think you need to develop to improve your performance?
	2. What subject matter objectives do you want to achieve?
	3. What tasks will you choose to achieve the objectives of your individual program?
	4. How will you organize the tasks and in what order will you do them?
	5. How much time will you need to do the tasks?
	6. How frequent will you do the tasks?
	7. How will you evaluate your performance and the progress you are making and what criteria will you establish for the evaluation?

Figure 1. Sample of questions that trigger the discovery process

Subject matter area		Topic: Dribbling		
		<p>To the learner:</p> <p>You are player A and you are in possession of the ball. You are moving toward the opponent's area. Opponent B appears in front of you. How can you dribble to beat opponent B without losing possession of the ball? You can ask any of your classmates to serve as opponent B. Opponent B will stand 3–4 feet away. You need to identify questions appropriate to the topic and then organize them and design a personal program. Give answers appropriate to the questions you asked. The following is given only as an example to help you think about how to design your own individual program.</p>		
Question	Solution	What dribbling moves do you need to improve?	What objectives do you want to achieve?	What tasks will you do to improve your performance?
1. How can player A avoid player B without touching him/her?				
2. How can you accomplish 1 by touching player B?				
3. How can you accomplish 1 and 2 facing player B?				
4. How can you accomplish 1 and 2 with your side to player B?				
5. How can you accomplish 1 and 2 with your back to player B?				
6. How will you monitor and record the progress you are making?				
7. How will you evaluate the procedures and solutions? What criteria will you employ?				

Figure 2. Sample task sheet used in the LDIP style

style, in the introductory session the teacher can hand over to the learners task sheets that will function as a guidance for them to develop their own task sheets. Figure 2 depicts an example of a task sheet that can be used when the general subject matter area is soccer. A well designed task sheet should include the following information: a) description of the problem that learners need to solve; b) identification of the questions related to the problem (far left column); c) spaces for writing down the solution/answer to each question; d) spaces

for writing down the answers to questions related to the objectives of the activity and the tasks that need to be done for improving performance; and e) spaces for recording the progress a learner makes and for evaluating his/her performance.

Concluding Thoughts

Unlike all the previous Spectrum teaching styles (Style A–Style H), in the LDIP style the learners' independence becomes even more pronounced because they are given the opportunity to design, develop,

and present a series of tasks that are organized into a personal program (Mosston & Ashworth, 2008). Although the notion of individualized program has been put forward in the educational circles, little attention has been given to it (Spectrum of Teaching Styles, 2012).

To date there is no empirical evidence that proves the benefits of the LDIP style in the psychomotor and cognitive domains (Chatoupis, 2009; Chatoupis, 2010). Therefore, little is known about the effects of this style on learning outcomes. A possible reason

for that lack of knowledge is that this style is rarely observed in physical education settings, especially in K–6 (Garn & Byra, 2002). However, as with the other Spectrum teaching styles, there are research possibilities for examining the effectiveness of the LDIP style on certain educational outcomes. For example, using an experimental/control group design seems to be the most appropriate research methodology for exploring the effectiveness of the LDIP style on the psychomotor, cognitive, and/or affective domains. In addition, correlational studies can be undertaken to examine variables, related directly or indirectly, to learning (e.g., feedback, time on task, or students' and teachers' characteristics) within the context of the LDIP style.

The LDIP style has certain limitations. First, because the LDIP style involves learners in a process in which they have to take full responsibility for, and control of, their own learning, this style cannot be used with young children, especially with primary grades. Second, it is a style that can be used with success only when learners have experienced the decisions and the processes learned in styles A–H. Third, this style cannot be done in one teaching episode; it requires a series of episodes to allow learners to think, to experiment, to perform, and to record their progress. Fourth, it should not be used with learners who cannot endure the rigor of continuous experimentation and discovery (Mosston & Ashworth, 2008).

However, if the teachers know how to implement it, the LDIP can be a valuable instructional tool that gives learners a feeling of accomplishment and self-worth. If autonomy of the learner and SDL skills are educational objectives, then the LDIP style can realize these objectives. Teachers can use the proposed guidelines dis-

cussed to design and implement the LDIP style and use it with success in physical education settings. Physical education teachers are encouraged to include it in their teaching repertoire.

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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 children's 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.



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- Standard-based Curriculum Consulting
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Healthy Eating + Physical Activity = Improved Academic Performance

 <p>Students who eat breakfast have better attention and memory.</p>	 <p>Only 38% of all teens eat breakfast everyday.</p>
<p>GOOD JOB!</p>  <p>After just 20 minutes of physical activity, brain activity improves.</p>	<p>NEEDS IMPROVEMENT!</p>  <p>Only 25% of high school students are active for the recommended 60 minutes each day.</p>

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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



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 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
E: Lisa@assnoffices.com

P: 614-221-1900
F: 614-221-1989

INDIANA UNIVERSITY OF PENNSYLVANIA MED HEALTH AND PHYSICAL EDUCATION



CONTACT US

DR. DAVID WACHOB
GRADUATE COORDINATOR
Phone: 724-357-3194
E-mail: d.wachob@iup.edu



K-12 TEACHER CERTIFICATION (HYBRID)

This track is designed for students who are interested in earning Pennsylvania teacher certification in K-12 Health and Physical Education. The majority of coursework can be completed online, which is perfect for the working adult. Students in this track are required to attend a five-week summer residency at IUP and complete a 6-12 credit student-teaching experience. Teachers who are certified in another area and wish to add health and physical education to their credentials only need to complete six semester hours of student teaching. Students certified in another K-12 content area will complete an internship experience.



COMMUNITY HEALTH EDUCATION

This track focuses on advocating and instructing health-related topics in the community, government, or private settings. Graduates can seek employment as leaders in agencies involved in the training and prevention of health-related behaviors and conditions. Graduates will have the prerequisite knowledge eligible to take the National Commission for Health Education Credentialing (NCHEC) Certified Health Education Specialist (CHES) exam.



ATHLETIC COACHING

This track is designed for students with career goals in athletic coaching at various levels. Graduates in this program will demonstrate the pedagogical knowledge and experience necessary to work as a leader in the sports coaching profession. This certification is recommended for anyone who has an interest in coaching athletes at various levels of sports, including collegiate, community youth sports programs, school districts, adapted sports programs, or private sports clubs.



ADAPTED PHYSICAL ACTIVITY

This track is designed for students who have an interest in working in school, community, or recreational settings where adapted physical activity programs are offered. Graduates will demonstrate the ability to develop, instruct, and assess programming for individuals with various disabilities. Graduates will have the prerequisite knowledge eligible to take the Adapted Physical Education National Standards (APENS) Certified Adapted Physical Education (CAPE) exam.



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HEALTH, AND SPORT SCIENCE
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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.

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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 eligible 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