

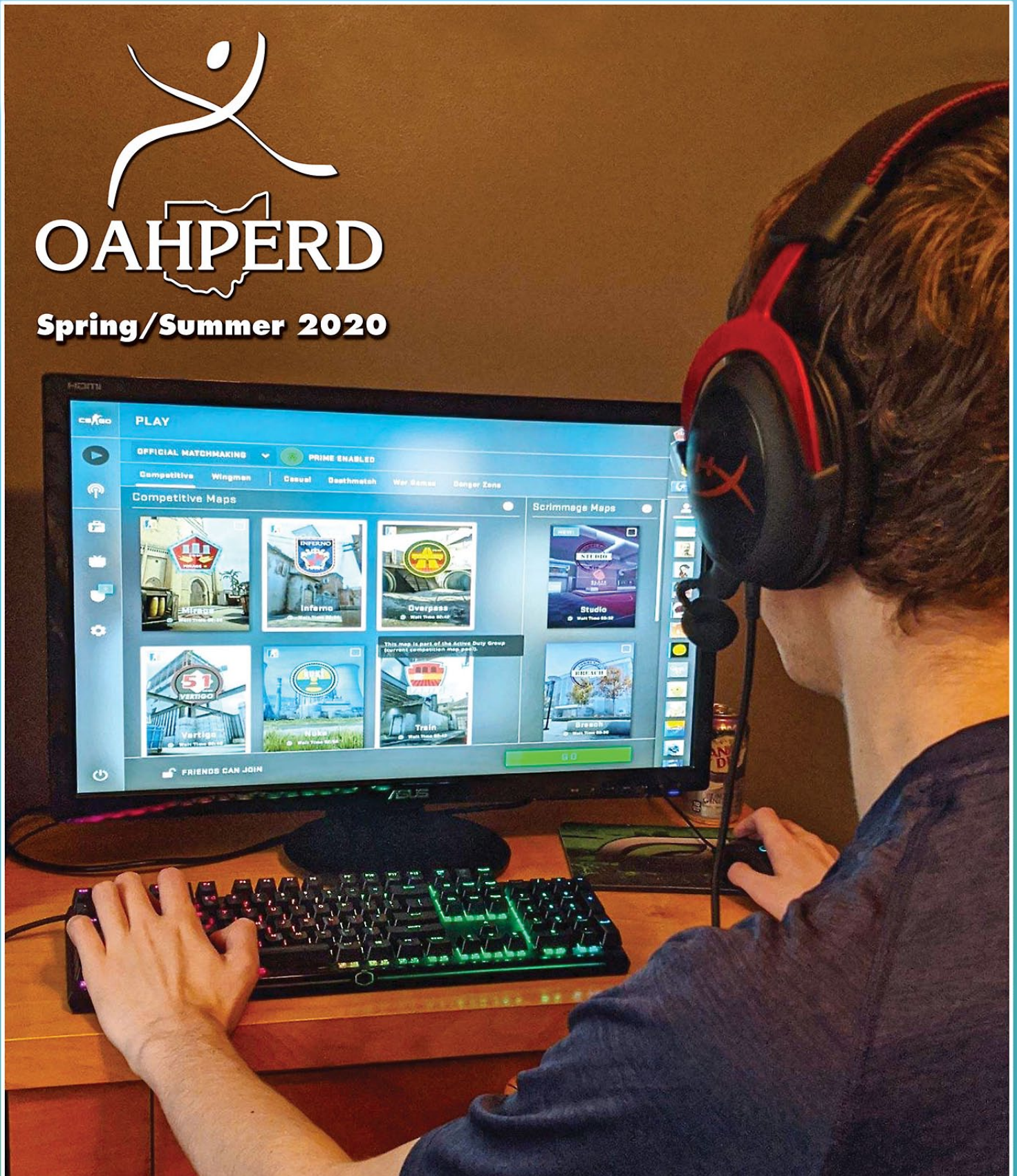
# *Future* Focus

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



OAHPERD

Spring/Summer 2020



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*Future Focus* is the official scholarly 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 "Convention Research Abstracts" and "The Coaching Toolbox"). Manuscript guidelines and submission dates are detailed on the last page. *Future Focus* is published in an electronic form only @ [www.OHAHPERD.org](http://www.OHAHPERD.org).

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If you cannot access the e-copy on the OAHPERD website, or if your e-address has changed, please notify the Executive Director:

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# CONTENTS



President’s Message: Thinking Out of the Box  
Traci Grissom, OAHPERD President. . . . . 2

OAHPERD Association News, Spring 2020  
Lisa Kirr, OAHPERD Executive Director. . . . . 3

Editor’s Comments  
Bob Stadulis . . . . . 4

Updating Your Coaching Toolbox:  
Bridging the Gap Between Coaching Research and Practice  
“Generation Z”: Is this really a thing that coaches need  
to understand?  
Michael P. Sheridan . . . . . 7

2019 Convention Research Abstracts  
An Analysis of the Effects of Picture Sequencing on the  
Motor Skill Learning of Children with Developmental Disabilities  
Sean X. Cai, Alan S. Kornspan, Jacob Coldren, Seungbum Lee,  
Mei Yang and Qin Wan . . . . . 12

Are You the Big Fish? Effects of Social Comparison on  
Athlete Development  
Evan Davis and Shea M. Brgoch. . . . . 12

Sensemaking: Women in Sport Management Academia  
Ashley Ryder . . . . . 15

Refereed Articles  
The Opioid Crisis and the Role of Health Education and  
Physical Education  
Kevin Lorson, Jessica Lawrence, Mary Huber,  
Leslie Neyland-Brown, and Josh Francis. . . . . 17

Grant Writing: Building a Team  
Carolyn J. Murrock and Mary Jo MacCracken . . . . . 28

The Relationship of Physical Activity and Mental Toughness  
in Collegiate Esports Varsity Student-Athletes  
John Roncone, Alan S. Kornspan, Eric W. Hayden,  
and Michael Fay . . . . . 31

2020–2021 OAHPERD Budget . . . . . 41

OAHPERD Pays Substitutes, Student Writing Award,  
Research Grants . . . . . 43

OAHPERD Scholar . . . . . 44

OAHPERD Membership Form . . . . . 44

Guidelines for Authors . . . . . 45

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# Thinking Out of the Box

Tracy Grissom, OAHPERD President

I am sure everyone went into shock and crisis mode with the announcement of higher education institutions closing and going to online learning followed by Governor DeWine's proclamation of all K-12 buildings having an extended spring break of 3 weeks. Here is our chance in Ohio to THINK out of the box. Let's try and be positive in this, support each other, view this as seeing our students daily and take care of ourselves.

First, I am in the trenches teaching with so many of you. I will be creating the eLearning for my students. At the same time, I get the pleasure of having a student teacher whom I get to mentor and help guide through the unknown while being away from the university. I plan to be as POSITIVE as I can for my students and student teacher, plus all of you. There are students who look forward to seeing us at our various levels every day; we are their people, support systems, mental health guides. Now we are away from them and need to find the means to make connections in a different way. We are a community and in this together.



Next, there are lots of great sources of tools online that all of you can take and use for your students, but please, check your sources and make sure that they are both of quality and reliable. Now is the time to work together to share ideas and collaborate to come up with some great ideas for our students to be active while at home. I look forward to seeing everything that is shared in the upcoming weeks.

My favorite request, *advocate for your area*: now is your chance to teach your students every day!!! Personally,

I see my students every four days but I am going to plan like I see them daily and challenge them to get some fun physical activity! I see this time away from school as my opportunity to really be creative and think out of the box. I will share what I come up with in the next few weeks.

Lastly, as we travel on this adventure together, I also urge you to take time for yourself. Many of you will be working from home and taking care of families who are also at home as well as meeting the many other responsibilities adults have!

Stay Healthy and Be Active!

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## Corporate and Institution Recognition

Companies and organizations can support and be involved in OAHPERD. Corporate membership includes:

- Complimentary exhibit booth and special recognition at Annual Convention
- Complimentary Quarter page ad in *Future Focus*. Logo included in convention mobile app.
- Recognition on OAHPERD's website with link to company's website
- 10% discount on sponsorships

American Dairy Association Midwest  
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Everlast Climbing  
Omnikin  
Skatetime

The following colleges and universities have committed to the HPERD profession by joining OAHPERD as an institutional member. Benefits include savings for students, student leadership opportunities, advertising opportunities, convention activity involvement, and much more.

University of Akron  
Bowling Green State University  
Kent State University  
The Ohio State University, Health Science PAES  
University of Mount Union  
University of Toledo  
Wright State University  
Youngstown State University

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# OAHPERD Association News

Lisa Kirr, OAHPERD Executive Director

**W**e have moved! The OAHPERD business office was located in downtown Columbus for many years. On January 1, the Association office moved to a beautiful new location in Worthington, on the north side of Columbus. Please note our new address: 400 W. Wilson Bridge Rd., Suite 120, Worthington OH 43085

Please look at the fundraising opportunities outlined on the OAHPERD website; *SHAPE America health.moves.minds*, *CATCH GO Dough*, and *Game On!* Whenever a school chooses one of these fundraisers, OAHPERD earns a percentage of the funds raised to continue to do great work for HPERD professionals in the state of Ohio. OAHPERD does not benefit from any other school fundraisers, so if you have not signed up for one of the three listed here, we urge you to reconsider moving forward. Click the Fundraisers tab of our website to learn more about each option or contact the OAHPERD office with questions.

Be sure to look at the awards, grants, and scholarship options available to our members. Nominate a deserving professional for one of our teacher-of-the-year awards or consider applying for a grant. Our Memorial Scholarship, WPES Legacy Scholarship, and Ohio Gold Award applications are also being accepted. Do not miss the opportunity to showcase your school, yourself, or a colleague.



Information and forms can be found on the OAHPERD website under the “About” tab.

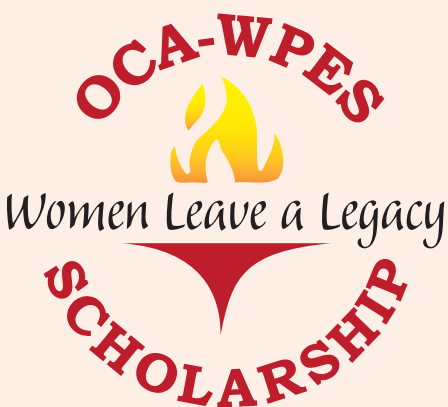
The 2020 OAHPERD State Convention continues to get better! If you attended in 2019, you probably noticed some improvements to the schedule and lunch format. We are working on more improvements for this year and we are happy to report that the registration fees will remain the same for 2020. You can look forward to another fun and educational convention December 2–4, 2020 at Kalahari Resort in Sandusky. The call

for proposals will open soon at [oahperd.org](http://oahperd.org) and I encourage you to submit your compelling proposal. If you have never been a presenter and you are unsure of what to do, contact the OAPHERD office and we can assign you with a presenter-mentor who will assist you along the way. Attendee registration for the Convention will open in September.

My responsibility as your Executive Director is to work with the members and Board of Directors to make the organization the best that it can be. The success of OAHPERD also depends on your support and involvement. If you have any ideas or improvements for the Association, or wish to become more involved, please do not hesitate to contact me.

Sincerely,

Lisa Kirr, [lisa@assnoffices.com](mailto:lisa@assnoffices.com), (614) 228-4715



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## OCA-WPES Scholarship!

The OCA-WPES scholarship is to be awarded to either a female or male undergraduate student or young professional in HPERD-related fields. The fund must first reach \$5,000 before the Awards and Recognition Committee can begin awarding money to deserving individuals. The funds are currently at \$5,383.38. Read more about the legacy or make your donation at [www.oahperd.org/wpes-legacy-fund](http://www.oahperd.org/wpes-legacy-fund)

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# Editor's Comments

Bob Stadulis

A difficult time for our association and its members—worries about virus infection, schools closed, events/meetings cancelled or suspended including State and NCAA Tournaments, the SHAPE America Convention in Salt Lake City and OAHPERD's Summer Institute, and pronounced stress on the OAHPERD budget (see pages 41–42). The current issue might provide some opportunity to forget covid-19 for a short time as one enjoys the messages of association leaders and the scholarly contribution of association members.

As usual, while there is diversity in the articles there is also a common thread—in this case, perhaps a look toward the future. Ahead of the refereed articles is a new section, one that includes the contributions of some of our future professionals who are now students. As often is the case at conferences, the abstracts of research presentations are shared with conference attendees. This year, for the first time, we invited those presenting at the 2019 OAHPERD State Convention at Kalahari in December to share their abstracts with the entire OAHPERD membership by including the abstracts in the next issue of *Future Focus*. Thus, we have three included in this issue. Special thanks goes to Donna Pastore, from Ohio State, for motivating her students to share their graduate student research projects with us.

Over the years, I have tried to encourage presenters at the Convention to consider sharing their efforts with the larger body of the OAHPERD membership. Some have done so in the past. This year, the Roncone group from the 2019 Convention who, instead of sharing just an abstract, decided to try to have their full paper published. After being reviewed by two Editorial Board members and the editor, the authors received feedback about the need for revision, affected the suggested revisions, underwent another revision and then received acceptance for the manuscript now appearing on pages 31–40 in this issue. As we have often indicated, the Editorial Board and especially this editor are ready to help any OAHPERD member develop and craft a manuscript that will meet



publication standards in order to have the insightful and creative efforts of our members be shared with the rest of the membership.

Continuing with the future theme, Kevin Lorson and colleagues provide some “hope” and point the way to providing improved health education, especially for our children. Murrock and MacCracken share their experience of trying to take advantage of funding opportunities by forming teams to adequately address the requirements for successful applications and the conduct of grants.

Much of our recovery from the current crisis may depend upon the ability to secure recovery funding through grants.

Current newscasts have focused on the apparent disdain for the current crisis evidenced by students as they celebrate on the beaches down South. Perhaps some insight can be obtained by reading Mike Sheridan's “Coaching Toolbox” article about “Generation Z.” Of note: this is Mike's 20<sup>th</sup> article sharing published research that can be applied to coaching. Well done, Mike!

And how appropriate to have the article by Roncone and associates focus their research on esports at a time when most other sports lie dormant, with athletes longing for competition but so little possible except via technology. Gaming via the internet is a major opportunity for competition as one is home-bound; the cover page photo is of a young man who serves as the “webmaster” for a gaming site. Gaming has been a major recreational activity for many, especially millennials and generation Z. The growth of gaming/esports has entered university sport programs, including the awarding of scholarships. Secondary level competition has also begun to emerge (much to the displeasure of physical educators when it is suggested that such gaming activities count as meeting physical education requirements). Some sports and television networks have decided to present artificial intelligence (AI) contests representing the National Hockey League (NHL) and the National Basketball Association (NBA) to replace the void of live action sports on television while society tries to deal with the covid-19 calamity. Some even talk of allowing gambling on these AI contests!

Editor's Comments, continued pg. 5

## Editor's Comments, continued from pg. 4

Rather than focus on debating the value and/or appropriateness of esports as college/school credit and AI competitions, I'd prefer to highlight the important message that Roncone et al. are sending in their article. There is a fairly strong relationship between physical activity and exercise with being mentally tough. At the current time, being toughminded is an attribute we all could use to deal with the trauma and heartache the corona virus has brought to us and the world. Our association not only promotes physical activity/exercise but its members are among the most dedicated to living a physically active life (even when a disability tries to limit such a commitment to be physically active). The definition of being mentally tough (see Roncone et al., page 31) is that we "have a better chance to be more consistent and better than your opponents (in this case covid-19) in remaining determined, focused, confident, and in control under pressure." We have been blessed by learning how important physical activity and exercise is and that it increases our chances of successfully dealing with this current unseen opponent. Keep exercising!!

# Save the Date

## 91<sup>st</sup> OAHPERD Annual Convention

Dec. 2-4, 2020  
Kalahari Resorts, Sandusky, Ohio

For more information contact Lisa Kirr at [Lisa@AssnOffices.com](mailto:Lisa@AssnOffices.com) or at 614-228-4715.

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# ARNOLD

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2018

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KIDS & TEENS EXPO

# 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.

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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.

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# Updating Your Coaching Toolbox:

## Bridging the Gap Between Coaching Research and Practice

By Michael P. Sheridan

### What is this column all about?

This column is the 20<sup>th</sup> 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](mailto:msheridan@tvschools.org).

## "Generation Z": Is this really a thing that coaches need to understand?

I have always resisted the urge to paint a generation with a wide brush. I don't want to be the "Get off my lawn" guy, though I loved Clint Eastwood's character in *Gran Torino* (Eastwood, 2008), but I never thought much of labeling an entire generation of folks (i.e., Baby Boomers, Generation X, Generation Y, etc.) who were born after a certain date and therefore shared similar characteristics because of their place in a generation of birth years. For example, some authors (Schroer, n.d.) have shared the following characteristics of some of these labels: Baby Boomers (born 1946–64) were characterized as optimistic about their economic opportunities and the prospects of a happy life. Generation X (born 1966–1976) is characterized by high levels of skepticism and a "what's in it for me?" attitude. Generation Y (Millennials) born 1977–1994, are more ethnically and racially diverse and were often raised by dual income or single parent homes and were shaped by the speed of the internet. Information is just starting to be gathered on Generation Z (born after 1995); however, it is likely that Gen Z will grow up in a highly sophisticated computer and media environment that will lead them to be more internet savvy than previous generations.

My experience has taught me to resist using the terms "never" and "always." From an empirical standpoint, it is much more responsible to use the terms "sometimes" and/or "often." For example, to suggest that all of the people who were born during the Baby Boomer generation are poor at saving money would be unfair to many of those folks who are, in fact, prudent with managing their savings. The same is true of Generation Xers; surely not all Gen Xers want to live at home with their parents and not all fear going off into the real world to work in real jobs. Certainly there are many Gen Xers who are goal driven and staunchly independent. To paint any generation with such a wide swath seems to be unfair. The same is true with research; because several the participants in a sample under investigation were found to have been abusive in their coaching (Kerr et al., 2016 as reviewed in Sheridan, 2019) does not indicate that the entire population/generation of coaches use ineffective coaching tactics (such as punishing mistakes with physical exercise). Therefore, when I reviewed Gould,

Nalepa, & Mignano's (2020) article involving Coaching Generation Z athletes I approached it with some trepidation/suspicion; it didn't seem fair to label a generation of athletes and assume that they all shared similar characteristics that coaches would need to consider in order to be effective in coaching these athletes. However, I'm reminded to try to remain open minded and to carefully consider how we can apply the information that these authors published so that, if possible, we could help coaches improve their coaching effectiveness. The following article reviews this recent research and offers practical applications for coaches.

## Article Review

Gould, D., Nalepa, J., & Mignano, M. (2020). Coaching Generation Z Athletes. *Journal of Applied Sport Psychology*, 32(1), 104-120.

"Generation Z" athletes are those who were born after 1996 (Gould et al., 2020). According to the authors, investigating this population was needed because no research has yet to be conducted to study Generation Z athletes. The authors interviewed 12 experienced United States Tennis Association (USTA) tennis coaches who worked with elite or national junior players. The sample of coaches included 11 men and one woman (Mean age = 45.8, range = 30–59; with an average of 18 years of coaching experience; range 2–40 years). These participants included mental skills specialists, on-court coaches, an athletic trainer and strength and conditioning specialists. The average interview lasted about one hour for each coach. Coaches were asked to describe characteristics of Generation Z athletes. The authors found that the coaches described player characteristics such as "goal setting, ability to deal with

adversity, attentional characteristics, motivation and communication skills" (Gould et al., p. 108). However, coaches acknowledged the challenges in generalizing these traits across a generation of athletes.

Generally, the coaches in this sample found Generation Z athletes to be effective at goal setting but because of their focus on outcomes (i.e., winning), they could be devastated if they did not immediately attain their goals. Coaches also discussed how many of these athletes lacked coping

●  
Surely not all  
Gen Xers want to  
live at home with  
their parents and  
not all fear going  
off into the real  
world to work in  
real jobs.  
●

skills to handle adversity. However, with some training in resilience and directed practice in developing coping skills, these coaches found that many of their athletes improved their ability to handle setbacks. Several of the coaches discussed athletes' inability to handle negative criticism and had found that many athletes had difficulty separating the criticism of their play from personal criticism. Most all coaches in this study commented on how this generation of athletes had difficulty in maintaining

their attention spans. According to these coaches, many athletes had difficulty "blocking out distractions and were easily distracted" (Gould et al., p. 110). Coaches in this research also believed that many of their athletes were motivated extrinsically (material things and results) and often driven by social comparisons. Pressure from friends and parents often negatively affected these athletes' motivation and led to difficulty with communication skills. In fact, coaches in this investigation shared that their players often had difficulty in "maintaining eye contact, were overtly shy, hesitant to speak up and preferred texting to face-to-face conversations and phone calls" (Gould et al., p. 111).

Despite these perceived negative characteristics that coaches reported about Generation Z athletes, coaches found athletes to be very knowledgeable about technology, more educated than previous generations and described how this generation of athletes could find information very easily (though these coaches considered them to be less than effective at distinguishing between "good" and "bad" information). Coaches in the study also considered athletes to be very good visual learners who seemed to be very interested in learning more about the "why" of their performances. The authors concluded that these coaches believed there to be four major areas of concern to consider when coaching Generation Z athletes: managing their short attention spans; helping them cope with their lack of independence and responsibility from adults (according to these coaches, most all decisions during their formative years were made by adults in these athletes' lives); working with issues of their perceived entitlement and lack of gratitude for opportunities with which they have been provided; and dealing with athletes' preoccupation with social media and their over-reliance on cell phones.

## Applications for coaches

Gould et al.'s (2020) research does not paint a very encouraging picture for coaches working with this generation of athletes. However, it is important to remember that Gould's investigation was conducted with a small sample of coaches ( $N=12$ ) from only one sport (elite junior tennis). Nonetheless, there are some important takeaways from their research. First, coaches should not assume that all Generation Z players will demonstrate all of the characteristics of others within their peer group. Coaches should take care to ensure that they recognize individual differences in all athletes and coach them accordingly. For example, many of the coaches in Gould et al.'s research pointed out strengths in the athletes that they coached including but not limited to being curious, being open to learning and skilled in locating information. Coaches who are interested in considering adopting a strengths-based approach to coaching are encouraged to consider some of the implications and applications of this perspective, for example, developing resilience by spotting strengths, asking effective questions, and/or adopting a collaborative relationship between coach/athlete (Sheridan, 2015).

Gould et al. (2020) also encourage coaches to adopt a task-oriented climate and encourage athletes to consider a growth mindset. In Gould et al.'s research, the authors found that Generation Z athletes often focus too much on outcome. When athletes devote too much of their attention to outcomes (e.g., winning/losing), they risk losing confidence because outcomes are outside of their control. Focusing on things that are out of control can lead to de-motivation. If coaches can encourage athletes to focus on "controllables" (i.e., effort, attitude, relaxed breathing, etc.), then coaches can help athletes rely less on

an outcome orientation and toward a more task-oriented perspective. Furthermore, if coaches can teach a growth mindset (see Fisher, 2019), then they may be able to help athletes develop resilience needed to overcome obstacles. For more information about this, I encourage coaches to consider reviewing some of the principles of Positive Psychology in a sport and physical activity setting (Brady & Alleyne, 2018) including teaching athletes how to adopt a growth mindset.

Finally, Gould et al. (2020) recommend that coaches "meet athletes where they are." In the interviews, coaches reported that, compared to athletes from previous generations, Generation Z athletes were less skilled at interpersonal communication. Therefore, some Gen Zers are not as likely to be comfortable with face-to-face communication or even

with phone conversations. Coaches might find that athletes resist face-to-face meetings and/or phone conversations. "Meeting athletes where they are" implies using the method of communication with which they are most comfortable; which of course means using texting instead of email, face-to-face or phone conversations.

I am not sure that I completely agree with all of Gould et al.'s (2020) conclusions. It seems reasonable for coaches to help athletes stretch their comfort zones, especially when it comes to developing communication skills. One of our responsibilities as coaches is to help young people learn how to communicate with adults. If coaches attempt to "meet athletes where they are" by using their preferred means of communication (texting), then this will not likely encourage players to stretch their limits. Perhaps a more effective



approach would be to strike a balance of helping players stretch their comfort zones while concurrently “meeting them where they are.”

Many contemporary coaches can probably share examples from their own coaching experiences that mirror the results of the findings in Gould et al.'s (2020) research. However, we should resist the urge to paint a broad brush over a generation of players. We should still remain open to what we can do as coaches to help our athletes meet obstacles that they face in their current culture. Change is difficult but it is inevitable. Effective coaches adapt their approaches to help athletes realize their dreams. Regardless of their birth year, many athletes still simply desire structure, want to feel cared for, and want to develop their skills. These needs are likely to endure, regardless of generation.

Readers are invited to email comments and/or questions about this article to: [msheridan@tvschools.org](mailto:msheridan@tvschools.org)

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# An Analysis of the Effects of Picture Sequencing on the Motor Skill Learning of Children with Developmental Disabilities

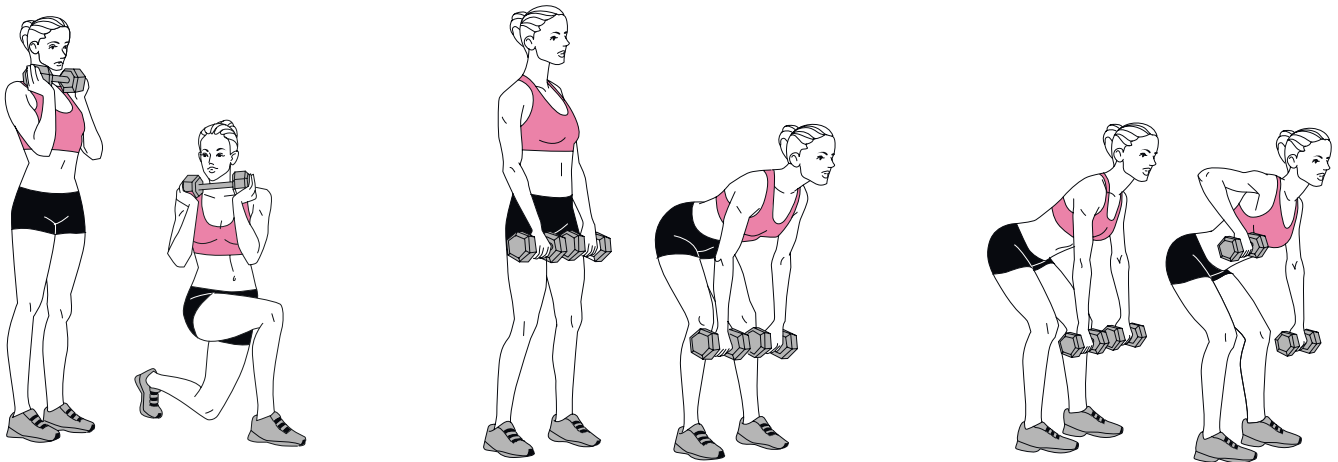
By Sean X. Cai, Alan S. Kornspan, Jacob Coldren, Seungbum Lee, Mei Yang and Qin Wan

In recent years, adapted physical education scholars have begun to examine various teaching strategies when providing motor skill instruction to children with developmental disabilities (Cai & Kornspan, 2012). For instance, children with developmental disabilities often have delays in the motor skill acquisition (Hilton et al., 2012). These impairments are often due to neurological and sensory processing difficulties (Rain, 2012). Hence, in order to help children with developmental disabilities learn motor skills, researchers have hypothesized that visual supports may enhance the understanding of motor skill patterns (Johnston et al., 2003; MacDuff et al., 1993; O'Reilly et al., 2005). Thus, the purpose of the present study was to analyze the relationship of utilizing visual supports on the motor skill performance and accuracy of children with developmental disabilities. Participants were 19 K-12 students (10 girls, 9 boys)

ages 8 to 14 years old from six public schools within a large urban school district in the Midwest. Participants completed four instructional sessions in a 1 to 1 instructional setting. First, the instructor taught the student the kinesthetic motor skill using visual support. After being taught a series of four increasingly complex motor skills with visual support, the participant's motor skills performance was evaluated. Subsequent to the completion of the motor skill performance assessment, the participant then completed a picture sequencing assessment. Results of a t-test were significantly different for boys and girls ( $p < .05$ ); boys scored higher ( $M = 4.77$ ) than girls ( $M = 3.87$ ) on picture sequence accuracy. However, no significant differences between girls and boys on motor skill performance was found. An analysis of the results revealed that as the motor skill became more complex, most participants were unable

to accurately perform the skill. However, some participants were able to accurately demonstrate a comprehension of how to correctly perform the advanced motor skills. Results will be discussed in relation to developing practical instructional strategies when teaching physical education to children with developmental disabilities.

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# Are You the Big Fish? Effects of Social Comparison on Athlete Development

Evan Davis and Shea M. Brgoch

American youth sport has become a highly structured, adult organized activity that is centered around creating champions and scholarship athletes (Farrey, 2008) and is no longer built around unstructured games, free play, and community-based sport (Kimiecek, 2016). This shift in structure has been primarily driven by the notion that an early start and organized structure is the best way to develop athletes on and off the field (Epstein, 2019; Farrey, 2008). Within the current youth sport structure, more athletes are specializing in sport at earlier ages (Buckley et al., 2017), based off the myth that doing so will help them achieve at higher levels (Coakley, 2010; Epstein, 2019). While parents and athletes view specialization as a necessary and beneficial component of development (Brooks et al., 2018; Post et al., 2019), evidence suggests that early specialization leads to a greater likelihood of overuse injury and burnout (DiFori et al., 2014; Myer et al., 2015).

The current youth sport model may not just pose physical risks to young athletes, but psychosocial risks as well. More specifically, the environment in which an athlete participates can significantly influence development of their personal assets (i.e., confidence, competence, connection, and character; Côté et al., 2014). Research has suggested that the shift to a more specialized system may promote a performance-oriented environment (Côté et al., 2014; Russell & Limle, 2013), where athletes are praised for demonstrating

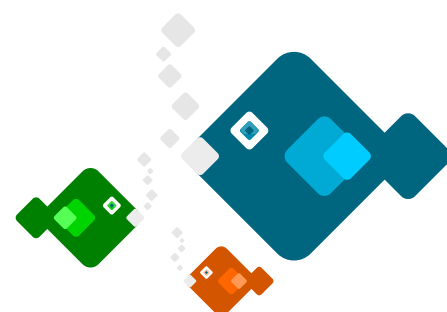
competence, winning, and being the best, rather than self-improvement (Smith et al., 2008; Smith et al., 2007). This type of environment can have negative ramifications on athlete development, leading to greater levels of stress and lower feelings of competence (Smith et al., 2007; Van de Pol et al., 2012).

One major cause of psychosocial difficulties in a performance-oriented environment stems from social comparison that occurs between athletes. According to social comparison theory, athletes use their teammates and peers as a frame of reference to assess their ability (Festinger, 1954), thereby comparing their own abilities to those of their peers, which ultimately dictates their perception of competency. In the performance-oriented environment, social comparison occurs through the conception of success, meaning that athletes view themselves as successful, or competent, when they outperform their peers (Nicholls, 1989). Research shows that an individual's self-concept, or their perception of their ability, is predicted by the average ability of their peer group (Marsh, 1987). Therefore, a high performer in a group of high performers is likely to have a lower self-concept than a high performer in a group of average performers, because the average ability of their reference group will be higher.

This type of comparison has been referred to in educational research as the big-fish-little-pond-effect (BFLPE; Marsh, 1987; Marsh et al., 2008). BFLPE has been shown to

be a highly generalizable concept in academics (Marsh et al., 2008), but research is just beginning to explore its existence in the sport context (Chanal et al., 2005; Marsh et al., 2015; Trautwein et al., 2008). Early findings suggest BFLPE exists in sport and physical activity; however, calls have been made to continue exploring its application (Chanal et al., 2005; Marsh et al., 2015).

Given the current youth sport model may promote a performance-orientation where athletes compare themselves to other high-performance peers, it is necessary to explore the effects of social comparison in greater detail within the specialized youth sport context (Marsh et al., 2015; Russell & Limle, 2013). The purpose of this study will be to understand how the current elite sport model is affecting the development of young athletes. More specifically, using the BFLPE as the guiding framework, this study will seek to explore whether competing in an environment with other elite youth athletes positively or negatively impacts athletes' self-concept and long-term investment in sport.



**Are You the Big Fish?**  
(continued on page 14)

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# Sensemaking: Women in Sport Management Academia

Ashley Ryder

Recently, women have become more present within higher education positions, as they hold 48% of tenure-track faculty positions across various departments in the United States (Integrated Postsecondary Education Data System, 2013). However, one academic discipline that continues to be predominately comprised of men in higher education is sport management (Taylor et al., 2018). Upon examination, Jones et al. (2008) indicated 66% of sport management academic programs reported a staff of fewer than 40% women faculty members. Furthermore, 30% of programs reported having no women faculty representation (Jones et al., 2008). Moreover only 37% of the North American Society for Sport Management (NASSM), which is one of the professional organizations within the field, are women (North American Society for Sport Management, 2017). The underrepresentation of women within faculty and organizations is not unusual as sport has traditionally been a field dominated by men (Acosta & Carpenter, 2014; Lapchick, 2013).

Sensemaking governs individuals' responses to new information and shapes their actions in such instances; therefore, it is very ambiguous in nature (Weick et al., 2005). Sensemaking is not about finding the truth and getting it right, alternately it is about continuing to redraft an emerging story (Wieck et al., 2005). Sensemaking includes schemas which are a set of taken for granted assumptions, norms, and values that direct individuals' responses to new

information and shape their actions in such instances (Bartunek, 1984).

Due to the societal norm of sport being a field dominated by men, women are often seen as imposters in this discipline (Kamphoff, 2010; Taylor & Hardin, 2016; Walker & Sartore-Baldwin, 2013); thus, women sport management faculty face gender-based challenges (Taylor et al., 2018). Women faculty in the sport management classroom have reported a need to be more authoritative and masculine despite how they portray themselves in other life contexts (Sartore & Cunningham, 2014). This practice could potentially be attributed to sport management students' preference for men faculty who often are associated with being masculine and authoritative in nature (Sosa & Sagas, 2008). Furthermore, women faculty have experienced sexual harassment and incivility from colleagues, superiors,

and students (Taylor et al., 2018). This prevalence of sexism and incivility may be especially problematic given the undesirable implications it can have for future women with a desire to enter faculty positions in the field of sport management. Moreover, Eccles (1987) acknowledged that individuals do not always acknowledge the potential vocational and education options they can pursue, and proposed, "individuals often overlook options because they do not align with their gender-role schema" (p. 141). Additionally, Jones et al. (2008) mentioned "few women and ethnic minority faculty" to one of four critical issues within sport management (Jones et al., 2008, p. 87).

The lack of faculty diversity within sport management programs can have a direct impact on the students within the program; students who cannot connect or identify with their program's exclusively white, male faculty may experience lack of interest or acceptance (Waller, Costen, & Wozencraft, 2011). Moreover, having a diverse faculty can help prepare future professionals for the work force by reducing stereotypes and encouraging cooperation and cultural understanding. While sport has been known to be a masculine field dominated by men (Acosta & Carpenter, 2014), it is important to continue breaking down barriers in order for a new story to emerge, so that the current schemas and societal norms do not continue to be recreated.



**Sensemaking** (continued on p. 16)

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# The Opioid Crisis and the Role of Health Education and Physical Education

By Kevin Lorson, Jessica Lawrence, Mary Huber,  
Leslie Neyland-Brown, and Josh Francis

The opioid crisis impacts our students, families, schools and communities with, not only the number of unintentional overdose deaths, but also the trauma associated with drug abuse. Health and physical education teachers are on the front lines of the schools' responses to the opioid crisis by providing quality curriculum focused on skill-building; assisting in the development of the schools' prevention plan; and helping connect school and community prevention resources. Teachers play a role by supporting students experiencing trauma, serving as a trusted adult who can recognize, reach out and refer services to support students.

The purpose of this article is to overview the role of educators and schools in supporting students developing resiliency skills and health literacy using the Whole School, Whole Community, Whole Child (WSCC) model.

**Keywords:** Opioids; drug prevention; school health education; physical education; Whole School, Whole Community, Whole Child (WSCC).

Education and health are integrally related and receive significant attention from policymakers and the government, and represent a large portion of state and federal budgets. The work of health education and physical education lives at the intersection of education and health in the efforts to promote a lifetime of health, wellness and physical activity. The close connection between health and education has been highlighted by the impact of the opioid crisis. In 2017, opioid-related unintentional overdose deaths in the United States were approximately 72,000, a staggering 9 times higher than the rate in 1999 (CDC—Centers for Disease Control and Prevention, 2018). West Virginia (52.0 per 100,000), Ohio (39.1), New Hampshire (39.0), and Pennsylvania (37.9) were the states with the highest rates of unintentional overdose deaths and 27 states had a significant increase in unintentional drug overdose death rates

from 2015–2016 (CDC, 2018). In 2018 3,764 Ohioans died from an unintentional drug overdose, a 22.5% decrease from the highest ever 4,854 deaths in 2017 (Ohio Department of Health, 2019). The opioid crisis has not been limited to state, county, or city boundaries as it has impacted every community.

While the drug overdose statistics include both prescription and illicit opioids, a majority of the deaths (83.7%) are attributed to the powerful synthetic opioid fentanyl because of its low cost of production, leading to greater demand and purchase, and its powerful effects (Ohio Department of Health, 2019). Overdose deaths attributed to fentanyl have increased, while the number of overdose deaths attributed to prescription opioids and heroin have decreased. Although this shift shows signs of progress in addressing the opioid crisis, there is a need to remain vigilant, as the prevalence of cocaine and methamphetamine use is on the rise (CDC,

2018; Ohio Department of Health, 2019). Amidst the steep increases in unintentional overdose deaths in adults, there has been a decrease in teen drug use and teen opioid use (Johnston, Miech, O'Malley, Bachman, Schulenberg, & Patrick, 2020). The prevalence and severity of the negative consequences of parent Substance Use Disorder (SUD) continues to grow as more than 8.7 million children have a parent who suffers from SUD. SUD is a disease that affects a person's brain and behavior and leads to an inability to control the use of a legal or illegal drug or medication. A record number of children entered foster care, and every 25 minutes a baby born in 2017 suffered from opioid withdrawal (American Academy of Pediatrics, 2019; Lipari & Van Horn, 2017). Cooperative efforts and engagement from families, community, health, and education stakeholders are needed as student needs persist and expand.

The multi-faceted response to the opioid crisis in the community includes supply reduction, prevention, treatment and on-going recovery supports. Schools are focused on prevention and are seen as an essential element of community prevention efforts. Prevention includes programs, curriculum and/or activities to prevent or reduce the risk of developing a behavioral health problem. Prevention approaches can develop both social and behavioral skills that increase the likelihood of healthy behaviors. Schools are tasked with preparing students for a future where they will have to use 21<sup>st</sup> century skills to make healthy decisions. Schools collaborate and engage families and the community to build and support healthy behaviors by providing messages and building skills to promote healthy behaviors throughout the school day and academic year (Association for Supervision and Curriculum [ASCD], 2014). Prevention is most successful when messages are delivered by influential adults and peers in a consistent, culturally-appropriate manner with messages repeated at home and reinforced in communities, worksites, and community organizations (National Institute on Drug Abuse [NIDA], 2003). While the attention is currently on opioids, the key to building a healthy and physically active future for our youth needs to be grounded in efforts that focus on developing the skills to demonstrate healthy behaviors related to substance use, rather than a focus on specific substances.

Teachers are key assets in opioid prevention and developing healthy students by promoting healthy choices. Educators are aware of the impact that what happens outside of school has a profound impact on what happens in the school. However, a teacher is a key element of drug prevention in schools because a teacher spends more time with a student

than any other adult during the school year, and for many students, the teacher is considered a trusted adult that has long-lasting effects on students. They have the ability to promote consistent messages about drug-free choices and proper use of medications across the school day and year. Teachers also contribute to drug prevention by minimizing risk factors and developing protective factors in their students (NIDA,

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The key to building a healthy and physically active future for our youth needs to be grounded in efforts that focus on developing the skills to demonstrate healthy behaviors

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2003). Health and physical education teachers play an additional role as the champions of health and physical activity for students, parents, staff, and community (Castelli, Carson, & Kulina, 2017).

Our purpose is to provide an overview of the role health education, physical education, and all teachers have in promoting healthy behaviors and supporting students within a

school-wide plan in response to the opioid crisis. The article will explore how to build a safe, supportive, challenging, engaging and healthy school environment through the Whole School, Whole Community and Whole Child (WSCC) model that builds the skills to make a lifetime of healthy choices. The article will then frame how every teacher can support and encourage healthy, drug-free choices, as well as highlight the specific contributions from health and physical education. Additionally, the article will suggest tips for working with students experiencing trauma associated with the opioid crisis using *Recognize, Reach Out, and Refer* (Safer Schools Ohio, 2019).

## A Whole Child Approach to the Opioid Crisis

A Whole Child approach to the opioid crisis involves a shared effort of community, education and health partners. School-based efforts require an integrated approach across curriculum, programming, and services to meet students' comprehensive needs. The WSCC Model (ASCD, 2014) captures the relationship between learning and health. It is an "ecological approach directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child" (ASCD, 2014, p. 6). The Whole School, Whole Community, Whole Child (WSCC) Model (ASCD, 2014) provides a framework to identify the priorities, various components and resources to promote safe, supported, engaged and healthy students. Drug prevention efforts align with tenets of the WSCC Model, that is, that every student will be healthy, safe, supportive, engaged and challenged. These tenets are the collective focus of the school, health agencies, and community stakeholders to encourage healthy behaviors and support

students' needs. The WSCC Model is effective in sharing a collaborative focus on the whole child. The various components of the WSCC model collectively contribute to the goals, including the role of parents and community (Hivner, Hoke, Francis, Ricci, Zurlo, & Kraschnewski, 2019).

The WSCC Model effectively frames the components of school-wide drug prevention efforts and it shows the need for greater alignment, integration, consistency and collaboration between education and health programs, policies and

practices to improve each child's cognitive, physical, social, and emotional development (see Table 1 for an example of prevention efforts for each WSCC component). An example of the connection and integration between the WSCC components in drug prevention can be seen in the communication and decision-making skills emphasized in health education could be aligned with the social-emotional learning curriculum. These same skills could be applied in physical activity programs or connected to parent engagement and community

involvement activities. The WSCC Model (ASCD, 2014) and "ASCD School Improvement Tool" (ASCD, 2019) could be incorporated into strategic planning to build supports for the whole child and connect academic and health outcomes.

School-based prevention efforts help students develop resiliency, and life and social skills, and become health literate. Similar to efforts to shape healthy behaviors in health and physical education, providing consistent messages from various stakeholders throughout the school

**TABLE • 1**

**Components of the WSCC Model and Drug Prevention Efforts (ASCD, 2019)**

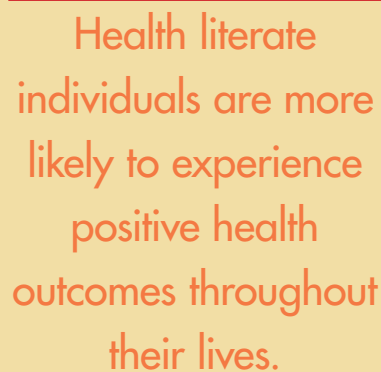
<b>Component</b>	<b>Description</b>	<b>Example(s) in School Drug Prevention</b>
Health Education	The pre-K–12 curriculum that provides the opportunity to acquire information and the skills students need to make quality health decisions.	<ul style="list-style-type: none"> <li>• Skills-based health education</li> <li>• HOPE Curriculum</li> </ul>
Social and Emotional School Climate	Psychosocial aspects of students' educational experience that influence their social and emotional development as well as provide a safe and supportive learning environment	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• Social-emotional learning standards</li> <li>• Trauma-informed care</li> </ul>
Health Services	Intervene with actual and potential health problems, including providing first aid, managing of chronic conditions (such as asthma or diabetes); wellness promotion, preventive services, and staff, student, and parent education.	<ul style="list-style-type: none"> <li>• School nurse administering medicine as a trusted adult</li> <li>• Responding to student health needs</li> </ul>
Counseling, Psychological, and Social Services	Support the mental, behavioral, and social-emotional health of students and promote success in the learning process.	<ul style="list-style-type: none"> <li>• Provide teachers with referral support.</li> <li>• Supporting students and their families</li> <li>• Provide Tier II and Tier III programs.</li> </ul>
Community Involvement	Community groups, organizations, and local businesses create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities.	<ul style="list-style-type: none"> <li>• Community education programs with community partners to promote medication safety and disposal</li> <li>• Generation Rx</li> </ul>
Family Engagement	Families and school staff work together to support and improve the learning, development, and health of students.	<ul style="list-style-type: none"> <li>• Parent education session</li> <li>• Social media messages</li> <li>• Start Talking!</li> </ul>
Physical Environment	Encompasses the school building and its contents, the land on which the school is located, and the area surrounding it.	<ul style="list-style-type: none"> <li>• Trash removal and securing school grounds</li> </ul>
Employee Wellness	Fostering school employees' physical and mental health protects school staff.	<ul style="list-style-type: none"> <li>• Staff education for prescription medicine safety</li> <li>• Supporting teachers experiencing secondary trauma</li> </ul>
Physical Education and Physical Activity	Opportunities for students to be physically active throughout the school day.	<ul style="list-style-type: none"> <li>• Reinforce school-wide prevention messages.</li> <li>• Building Social-Emotional Skills</li> </ul>
Nutrition Environment and Services	Opportunities to learn about and practice healthy eating in the cafeteria and throughout the school campus.	<ul style="list-style-type: none"> <li>• Opportunity to connect school-wide prevention messages</li> <li>• Reinforce healthy decision-making.</li> </ul>

day and year will create an environment where healthy and drug-free choices are the norm for students. This next section will overview the creation of a school-wide drug prevention plan that includes the Health and Opioid Prevention Education (HOPE<sup>1</sup>) Curriculum and the role of health education and physical education. The plan requires collaboration between many school and community stakeholders along with the expertise and leadership of health and physical educators to support the long-term development and success of all students.

## Role of Health Education

Health education is one component of the WSCC approach and is the subject area primarily responsible for building students' knowledge, skills and attitudes to become health literate (Joint Committee on National Health Education Standards, 2007; SHAPE America, 2018). Health literate individuals are more likely to experience positive health outcomes throughout their lives. A quality, skill-based K–12 health education curriculum is essential to building the skills for making healthy decisions. The National Health Education Standards (Joint Committee on National Health Education Standards, 2007) and the Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD) Health Education Model Curriculum (OAHPERD, 2019) sets the foundation for developing local health education curriculum focused on skills that have a positive impact on health behaviors. The "Health Education Curriculum Analysis Tool" (CDC, 2015), national, state, community and student health data including

the "Youth Risk Behavior Survey" (YRBS) and "Ohio Healthy Youth Environments Survey" (OHYES!), and the "Characteristics of Effective Health Education" (CDC, 2012) are additional tools to develop local health education curriculum that is meaningful, relevant, and aligned with the skills-based approach. The skills-based approach is essential to drug prevention, as the focus is not on the substance or drug, but on the skills students need to make healthy and drug-free choices. An example is assertive and refusal skills that could



Health literate individuals are more likely to experience positive health outcomes throughout their lives.

be used to avoid an unhealthy choice whether that is drugs, alcohol, vaping or risky behavior. These skills can be reinforced across health topics, integrated into other subject areas and connected to the Ohio Social-Emotional Learning Standards

In response to the opioid crisis, state legislatures have developed policy and legislation requiring opioid prevention and medication safety be included in health education

curriculum. Ohio was one of the first states to pass a bill requiring opioid prevention instruction in health education curriculum, while Massachusetts, Michigan, Maryland, New York, and South Carolina are just a few of the states at various stages of developing or implementing similar legislation. Many states have followed the path originally taken by the Ohio's HB 367 that required Ohio schools to select a health curriculum that includes instruction on the dangers of prescription opioid abuse and the connection between prescription and non-prescription opioid abuse and addiction to other drugs, such as heroin (Ohio Department of Education [ODE], 2018a). The Ohio Governor's Cabinet Opiate Action Team (GCOAT) made recommendations published by the ODE (2018a) for health education instruction at each grade band (K–2, 3–5, 6–8, 9–12). The ODE cannot publish or develop curriculum, thus local districts were left to develop or select their own curriculum. The limited offerings for health education in Ohio, with no time or course offering requirements in K–8, and only one semester (60 hours) in high school, constrains the potential impact of the law. Despite the new state guidelines, the challenge exists that most schools do not have a health education curriculum that provides the foundation for an effective opioid prevention curriculum because Ohio is the only state without health education standards. This reactive approach to policy adds to a teacher's and school's overflowing plate of mandates, rather than addressing a comprehensive approach to prevention. The guidance provided by the state of Ohio is focused on addressing topics with a knowledge/information focus rather than skills-based learning outcomes aligned with the NHES (Joint Committee on National Health Education Standards, 2007) to promote healthy behaviors.

## Author Note

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## Health and Opioid Prevention Education (HOPE) Curriculum.

Due to the limited state guidance for health education curriculum and the need for opioid specific curricular support, the HOPE Curriculum Project was developed in the fall of 2017. The HOPE Curriculum (<http://starttalking.ohio.gov/Schools>) is a free K–12 health education curriculum designed to enhance opioid prevention in health education in Ohio's schools to meet the requirements of HB 367. The HOPE Curriculum is an evidence-informed opioid prevention curriculum based on the NHES (2007) and Characteristics of Effective Health Education (CDC, 2012) that includes lesson plans, assessments, instructional materials, teacher resources, school administrator guides, and tips for connecting with parents and community resources. The goal of the HOPE Curriculum is for students to develop essential skills and knowledge to make healthy choices about opioids and prescription medicines throughout their life. The skills-based approach of the HOPE Curriculum combines essential knowledge with key skills to demonstrate health literacy, that is, the ability to make healthy and drug-free choices. The HOPE Curriculum prioritizes developing: the skills of decision-making; interpersonal communication skills including active listening and assertive communication, refusal skills, negotiation skills and conflict management skills; analyzing influences; and identifying trusted adults. These skills are not only essential to opioid prevention, but also transfer to other drugs and other health topics such as healthy eating, appropriate physical activity, and personal safety. The skills developed in the HOPE Curriculum extend beyond merely refusing to use or avoiding risky behaviors but can also impact students living in homes and communities where drug use is common by

teaching skills that transfer to other health behaviors. Learning to access valid health information is a valuable skill children can use to obtain information when they need it, no matter what the topic or issue might be.

**Implementing the HOPE Curriculum.** The middle and high school lessons are designed for health education teachers to implement and enhance existing health education curriculum to focus on the skills needed to make healthy choices about prescription medication and opioids.

Physical education contributes to drug prevention by providing a safe and nurturing environment for all students that builds social-emotional skills.

While other prevention providers can use the HOPE Curriculum, it was designed for the health education teacher who is trained and licensed to build students' skills within a skills-based health education curriculum. Elementary (K–5) lessons are designed for general education classroom teachers to integrate opioid abuse prevention within English Language Arts (ELA). The HOPE Curriculum outcomes of decision-making, communication and advocating for healthy choices more closely align with the ELA

standards. The key messages and skills of the HOPE Curriculum can be reinforced throughout the school year by the classroom teacher. The HOPE Curriculum also offers an opportunity to introduce a skills-based approach to health education curriculum to teachers and curriculum directors.

## Role of Physical Education

The recommendations for the physical educator in the opioid crisis are similar to every teacher. These include being a caring, trusted adult; enhancing protective factors and reducing risk factors; sharing consistent messages about healthy choices; and being an advocate for the physical, social, mental, and behavioral health of students. Physical education contributes to drug prevention by providing a safe and nurturing environment for all students that builds social-emotional skills. Physical Education Standard 4—Personal and Social Responsibility (ODE, 2015), together with the aligned social-emotional learning standards, provides a set of foundational skills that include self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. These skills can be used to make healthy choices across topics, activities, and situations to enhance students' overall health and wellness.

The role of the physical educator in drug prevention would be slightly different depending on the grade level or school setting. In the elementary grades, drug prevention would be situated primarily within the classroom provided by the classroom teacher, school counselor, and/or school nurse. The physical educator could support drug prevention efforts in the classroom by providing resources, curriculum, information, and support to these partners. The physical educator can also capitalize

on teachable moments to reinforce key concepts or practice skills. For example, a teacher could reinforce the key concept of trusted adults to help a student take medicine. Students could also practice communication skills or the decision-making process to decide how to be physically active. It is important to refer to the district's health education and social-emotional learning curriculum for additional guidance and support. Additionally, the middle and high school physical educator can include consistent messages about making healthy choices within their lessons, incorporate drug-free and healthy behavior messaging in their gymnasium, be an advocate for healthy students, and collaborate with the health education teacher to integrate consistent messages about healthy choices throughout the school.

The physical education teacher is a key advocate and serves as one of the school leaders for student health. As an advocate, the physical educator is the "button pusher" highlighting key issues, serving in a leadership role on the local wellness committee, and providing support and programming aligned with the school's wellness goals including the development of a Coordinated School Physical Activity Plan (CSPAP) (Castelli et al., 2017). A physical educator

not only enhances physical activity through a quality physical education curriculum and CSPAP, but it can also build numerous protective factors, connects students with trusted adults, and engages students in healthy behaviors.

## Every Teacher Can Help: The Power of One Caring Adult

Teachers and school professionals are essential to supporting our students to be healthy and drug-free. One caring adult is a significant protective factor in drug prevention (NIDA, 2003). Teachers play a significant role as a caring adult as they build relationships with students throughout the school year, serving as an accessible, skilled, knowledgeable, and supportive resource for students. Every teacher can help by building protective factors and reducing risk factors, using words and language that is supportive and empathetic, and reaching out to students in need.

### Building Protective Factors and Reducing Risk Factors

Prevention programs increase protective factors, which are environmental, biological, or relational factors that help children deal with stressful and risky events in an effective way (NIDA, 2003). When

present, protective factors can help improve a child's health and well-being. Examples of protective factors include social/emotional competence and social connections. Both of these protective factors will be detailed with examples to follow.

Risk factors are factors associated with greater potential for substance abuse. Examples include early aggressive behavior, academic problems, lack of parental supervision, substance use, drug availability, peer and family substance use, rejection, mental health problems, and poverty (NIDA, 2003). The presence or absence of risk factors are not absolutes and do not guarantee active addiction or substance use disorder will occur. A risk factor for one person may not be a risk factor for another individual. Collectively, risk and protective factors affect children and their risk trajectory or path. Evidence-based prevention programming can intervene to strengthen protective factors and reduce risks before problem behaviors develop. Health education curriculum and prevention programming share the common goal of developing the knowledge and skills to make healthy choices (Joint Committee on National Health Education Standards, 2007; Substance Abuse and Mental Health Services Administration—SAMSHA, 2019). Health and physical educators could play a key role in connecting prevention programming to existing curriculum, helping implement programming, and making connections to the school-wide approach to drug prevention.

### Words Matter: Addiction Language and Terminology

The stigmas and stereotypes associated with addiction remain a barrier for treatment and can potentially cause trauma among our students who can re-experience trauma because of the language used. Broyles





and colleagues (2018) provide guidance for words to avoid, justification, and appropriate alternatives. Examples of guidelines include:

- Respect the worth and dignity of all persons. Avoid using the terms “addict, abuser, or junkie.”
- Use person-first language (e.g., person in active addiction, person experiencing an alcohol/drug problem).
- Use language that reflects the medical nature of substance use disorders.
- Avoid slang and idioms.
- Avoid using “clean” or “dirty” when referring to a drug test; instead use “negative,” “positive,” or “substance-free.”

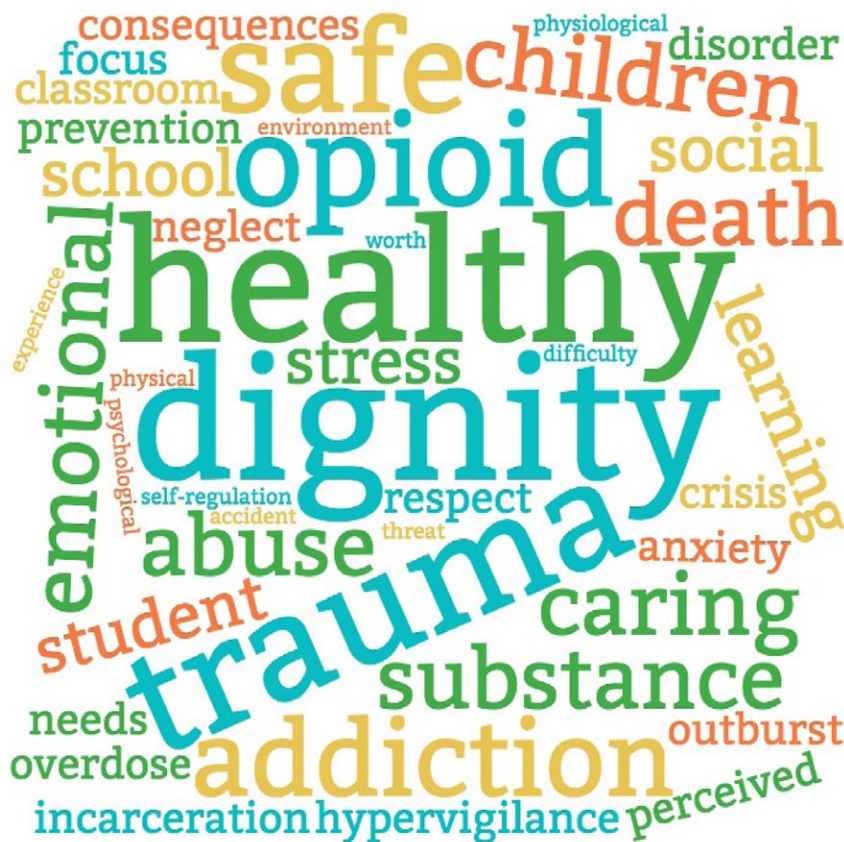
### Trauma-Informed Practices

Trauma is the emotional, psychological, and physiological damage caused by heightened stress during a threatening, violent, or life-changing experience (Walkley

& Cox, 2013). *The Diagnostic and Statistical Manual of Mental and Emotional Disorders (DSM-5), 5<sup>th</sup> Ed.* (American Psychiatric Association, 2013) asserts that victims of trauma experience a real or perceived threat of death or personal injury to themselves or someone they know. This could include a single distressing event, chronic stress, or from exposure to frequent prolonged adversity. Trauma can occur at any age and can affect individuals from all walks of life. Examples of traumatic events may include being in a car accident, death of a loved one, abuse, or witnessing violence. Traumatic events involving abuse, neglect, or familial dysfunction during the early years of life are often referred to as adverse childhood experiences (ACEs) and are directly related to poor health, education and social outcomes into adulthood (Liming & Grube, 2018). The impacts of trauma can vary by individual and can include physical,

social, emotional, cognitive and behavioral consequences. Difficulty concentrating, impulsivity, inconsistent behavior, and complaints of somatic symptoms are all signs associated with trauma. Children and adolescents may also present with hypervigilance, social or emotional withdrawal, anxiety and emotional outbursts. In the midst of the current opioid crisis, children and adolescents are more likely than not to be exposed to trauma (Feder, Letourneau & Brook, 2019). Overdose, death of a family member, family member incarceration, and abuse are all possible traumatic events a child may experience in association with familial drug use. It is estimated that nearly 50% of children and adolescents in the U.S. have had at least one out of ten common adverse child experience (Bethel, Davis, Gombojav, Stumbo & Powers, 2017). There is a significant increase between the number of adverse childhood experiences and the likelihood for a child or adolescent to use substances and/or develop a substance use disorder (Bethel, et al., 2017).

Prevention programming should focus on addressing the related consequences of trauma as well as providing programs and services that promote healthy childhood development. Implementing trauma-informed practices can serve as a guide for educators when working with students who may have experienced trauma. Trauma-informed schools and classrooms provide a caring stable environment that helps students feel safe and supported. It focuses specifically on addressing the needs of the whole child in relation to learning and development, places a great emphasis on the relationship between the school and student, and introduces social emotional learning as a means to teach students self-regulation (SAMSHA, 2014).



**TABLE • 2**

**Recognize, Reach Out and Refer (Safer Schools Ohio, 2019)**

Recognize	Reach Out	Refer
<p>Recognize a <i>change</i> in indicators including:</p> <ul style="list-style-type: none"> <li>• Show a decline in school-work; grades drop or slip dramatically</li> <li>• Miss school (skipping secretly or being too “tired” or “sick” to attend)</li> <li>• Have unexplainable and dramatic mood changes (irritable, crying)</li> <li>• Drop out of enjoyable activities (music, sports, hobbies)</li> <li>• Change their physical appearance (poor hygiene, unusual style changes)</li> <li>• Lose motivation; seem depressed or anxious; are forgetful</li> <li>• Change their sleeping habits, are tired, and possibly fall asleep in class</li> </ul> <p>Signs of drug abuse:</p> <ul style="list-style-type: none"> <li>• Suddenly change friends and do not introduce new friends to parents</li> <li>• May take money or valuables from others’ purses, lockers, desks, or homes.</li> <li>• Show secretive behaviors such as locking bedroom doors and taking a long time to answer</li> <li>• Have hostile, aggressive outbursts</li> <li>• Smells on their breath or body</li> <li>• Are negative, argumentative, or destructive</li> <li>• Paranoid, confused, or anxious</li> <li>• Overreact to criticism</li> <li>• Act rebelliously</li> <li>• Are overly tired or hyperactive</li> <li>• Exhibit drastic weight loss or gain</li> </ul>	<ul style="list-style-type: none"> <li>• Once you “recognize” the signs and symptoms, the next step is to “reach out” to the student.</li> <li>• Respond to the student in a non-judgmental tone; show your concern and a willingness to help.</li> <li>• Develop a plan to reach out that includes key messages to share with the student and next steps that follow school policy and procedures.</li> <li>• Practice how you will respond to a student disclosure, incorporating youth-centered and non-judgmental approaches including “I” messages in a supportive and non-judgmental tone to show your concern and willingness to help. Examples include:             <ul style="list-style-type: none"> <li>• “Thank you for sharing something so personal with me.”</li> <li>• “I may not be able to answer all your questions, but I will get you connected to someone who can help.”</li> <li>• “I am concerned about you. Can we talk about this more with the guidance counselor (or other trusted adult at school)?”</li> </ul> </li> <li>• Prepare how to care for yourself or build a support network for after a student disclosure.</li> <li>• Identify key messages to use with the student once disclosure has occurred</li> </ul>	<ul style="list-style-type: none"> <li>• Seek the support of administrators, counselors, or other support personnel to provide additional resources to meet the student’s needs.</li> <li>• Provide accurate and timely information when referring the student.</li> <li>• ALWAYS follow district policy and procedures for reporting student concerns.</li> <li>• FOLLOW state and district guidelines for mandatory reporting.</li> <li>• Check with administrators to determine the current policy and reporting procedures.</li> <li>• Teachers are not expected to provide a clinical intervention, treatment, or services but teachers are expected to be a resource for students.</li> </ul>

Note. The list of symptoms is important to know, but a key indicator is any change in the pattern of behaviors. Any one of these signs is not a definitive certainty of substance use, abuse, or addiction. Please recognize and reach out if a student is struggling or needs support.

**Recognize, Reach Out, Refer**

*Recognize, Reach Out & Refer* (Safer Schools Ohio, 2019) is an easy to remember guideline for supporting student’s needs (See Table 2). Educators are not expected to be mental health or behavioral health professionals. However, teachers should “recognize, reach out, and refer” young people to professionals who can help address problems before they escalate to crisis level. Utilizing school-wide efforts and

working with a school improvement team or school climate committees that include health and physical education teachers can aid in identifying resources to support educators and create a safe, supportive and drug-free school. The most important thing schools can do is help train educators to recognize the signs and symptoms of distress in students, reach out to them, tell them they care, and make the appropriate referral so students

can get the help they need to be successful in school and life.

- *Recognize:* A **CHANGE** in indicators.
- *Reach Out:* Show your concern, support and a willingness to help in a non-judgmental statement. “I am concerned about you. Can we talk about this more with the guidance counselor?”
- *Refer:* Seek the support of administrators, counselors, or other

support personnel to provide additional resources to meet the student's needs. Teachers are not expected to provide a clinical intervention, treatment, or services but teachers are expected to be a resource for students.

### Role of Teacher Education and Professional Organizations

Teacher preparation programs should be prepared to modify courses and course offerings to meet the health needs of students and schools. As schools shift their focus to supporting the whole child, teacher education must change its focus to include both education and health outcomes. This includes a shift to focus on social-emotional learning, resiliency skills, Positive Behavior Interventions and Supports (PBIS), health literacy, and trauma-informed schools. The opioid crisis highlights the need for schools and teacher education to include training in the WSCC Model. This includes an awareness of the importance of student health in education, working with public health and community partners, understanding PBIS, using trauma-informed practices, and understanding the opioid crisis and its impact on schools, students, and communities. Teacher candidates should have opportunities to practice collaboration with other programs and professionals such as school counselors, school nurses, and school social workers. Fostering relationships with other school health professionals while in teacher education programs will develop an awareness, knowledge and skills to make collaboration more likely. Some states, such as Ohio, have required teacher preparation programs to build an opioid module to prepare all future teachers to have the information to educate students about the consequences of

opioids and other substance abuse, as well as the resources available to help support students, families, and communities.

State and national health and education professional organizations should focus advocacy efforts towards a focus on healthy students and meeting the needs of the whole child, while fostering partnerships with other organizations focused on the similar outcomes. This includes state and national policy and initiatives highlighting the positive

Health and Physical Education should be prepared to connect and coordinate with school and health partners to maximize student health and education outcomes.

relationship between health and academic success, and the significant role health and physical educators play in our greatest health challenges. Professional organizations should be at the table to collaborate with other education organizations such as school boards, administrators, public health, and mental health/addiction services to develop a process, framework, and tools for schools and educators to impact the important work that goes on at the school level.

## Recommendations

A public health crisis such as the opioid epidemic highlights the important role of schools, educators, and health and physical education. Schools, educators and students are significantly impacted by the health of their community and must be able to evolve to meet the needs of the whole child. Ohio has prioritized the whole child through the ODE Strategic Plan (ODE, 2019) and the \$675-million in Student Wellness and Success Funds, and \$20-million in Prevention Funding. Health and Physical Education should be prepared to connect and coordinate with school and health partners to maximize student health and education outcomes. Educators also play a central role as a trusted adult and will need to continue to build their skills to *Recognize, Reach Out, and Refer* students to services. Educators must also continue to prioritize and take care of their own personal wellness. As advocates for student health and wellness, health and physical educators can connect programs, initiatives, and curriculum for the whole school to meet the needs of the whole child.

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# Grant Writing: Building a Team

By Carolyn J. Murrock and Mary Jo MacCracken

This article intends to help educators of all levels to consider building a team for successful grant writing to provide research or service-learning projects as opportunities for students and engage them in community activities. Team building requires time, energy, and understanding the strengths that each team member brings to the grant or project. Developing mutual goals and respecting the team members' different perspectives is a strength of team building. This article also describes why both undergraduate and graduate students should be included as an integral part of the team building process. Thus, this paper will focus on steps for building a successful grant writing team from assembling a team, to writing the grant/service-learning project, to sharing the results. While the writing context of the article is the higher education setting, secondary level school personnel and agency professionals may find the processes discussed applicable to their settings as well.

**Key Words:** Grants, Team Building, Students

Grant writing is a necessary skill for educators to support quality teaching and health education programs to benefit students, faculty, and the community. Both undergraduate and graduate students have a prime opportunity to become involved in the team building process for grants and service-learning projects. For example, students can help by reviewing the literature for the grant/service-learning application, set up sites where the service-learning projects will occur, help collect necessary data/information, and assist with writing up the results for course assignments or experiential learning projects. Faculty often need to write grants/service-learning projects for promotion and tenure requirements and have access to students who need to engage in various projects as part of their coursework for graduation. Including students as part of the grant writing team creates a win-win opportunity for students and faculty and is an important factor that is often overlooked when grant writing. Once the grant/service-learning project is funded, the project benefits the community through various health screenings,

education programs, and experiential learning during the grant cycle.

Although grants are written for a variety of reasons, the process of how to get started and grant writing tips have been reported previously in *Future Focus* (MacCracken, 2009) and elsewhere (Smith & Bohn, 2018). What is missing is how to build a research team, which is critical for successful grant writing. Team building requires time and energy to get to know one another, respecting the strengths that each person brings to the table, and employing methods to develop mutual goals from different perspectives. Thus, this paper will focus on steps for building a successful grant writing team from assembling a team, writing the grant/service-learning application, and sharing the results.

## Building a Team

Team building is the bedrock of successful grant writing since research/service-learning projects are rarely implemented in isolation. There has to be mutual goals for grant writing and respect for the talent, skills, and expertise each person has acquired.

Team members, also known as collaborators, can be identified through mutual areas of research/teaching interest, exchange of curriculum vitae (CVs) to support a track record of success, and someone (i.e., faculty, administrator, counselor) who has access to both undergraduate and graduate students. These students are an invaluable part of the research/service-learning team as grant writing is a great opportunity for them to apply what they are learning in the classroom to real world settings.



To begin building a grant writing team, gather potential team members in an informal setting. Schedule a preliminary meeting so potential team members can get to know each other and understand each other's research/teaching interests and areas of expertise. Allow for the exchange of ideas and thoughts via brainstorming potential project ideas and funding sources in a non-judgmental atmosphere. This discussion helps develop trust with one another and respect for each other's talents and skills (Lockhart, 2015). Identifying a potential funding source is an important part of the grant writing process. Team members may have access to internal funding sources from their place of employment or may feel that funding from professional organizations from local, state, or national agencies may be more appropriate. One should note that each year the Ohio Association of Health, Physical Education, Recreation, and Dance (OAHPERD) publishes a Request for Proposal (RFP) to support research/service-learning projects. When identifying potential funding sources, it is important to be sure that the purpose and aims of the potential study/service-learning project match that of the funding source. Also, it is imperative to know the grant application timetable and deadlines, time for review and acceptance notification, and when the grant/service-learning project will start if funded. This information is important for the team members who need to complete grant/service learning projects as part of tenure and promotion, or for those completing an advanced degree (Kwekkeboom, 2014). This preliminary meeting is also the time to find out which team members have access to both undergraduate and graduate students who could be a vital part of the team.

## Roles and Responsibilities of Team Members

Once the team has been assembled, it is crucial to define the roles and responsibilities of each team member to increase the likelihood of successful grant writing. The first and most important challenge is to determine who will be primarily responsible for writing the grant. This person needs to be someone, if possible, who has formal training in grant writing and a record of obtaining funding supported by her/his CV. This is an excellent opportunity for mentoring a



colleague such as junior faculty who are novices with grant writing. There also can be shared responsibility for grant writing, such as a co-principal investigator (PI) as one team member may be more skilled at writing, while another is more proficient in data collection, project implementation, or writing a budget. This approach is also an excellent learning opportunity for students to obtain hands-on experience with grant/service-learning projects by learning how to write research/service-learning project goals and objectives. Including

students in this process saves money as students are typically not paid for their time, especially on small grants/projects. Working on this project can also help undergraduate students if they plan to apply for graduate school. Next, deciding roles and responsibilities allows team members to assume ownership of parts of the grant and contribute to the overall research/service-learning mission, plan, and feasibility. When the grant/service-learning project is funded, it is important to identify who will be responsible for ensuring that participants are protected from harm and their identity is protected and for obtaining Institutional Review Board (IRB) approval or school board approval. In planning, it is also important to identify who will hire the personnel needed for the project, set up the project sites, submit and pay the bills, and who will be responsible for writing the required reports. These roles and responsibilities are often overlooked as the primary focus is on writing the grant/service-learning application. An important key to team building should include planning what happens when the grant/service-learning project is funded.

## Sharing the Results

Once the grant/service-learning project is funded, implemented, and completed, the team members should focus on sharing the results. Distributing, or disseminating the results, is crucial for team members who are working toward tenure and promotion. An important task of the team is deciding who will be first author on publications. There is no fixed formula for this, however, whoever will be first author is responsible for identifying peer-reviewed journals, obtaining the publication guidelines of each journal, and starting a good working draft of potential manuscripts. Determining each team member's responsibility on the

manuscript is similar to determining each team member's role during the grant writing phase. Developing a timetable for manuscript submission is key as it usually takes 2–3 months to receive feedback from the peer-reviewed journal and 9–12 months for the article to be published “in print” once it is accepted. Many journals offer the accepted manuscript to be available online before it is available in print. Be aware of the potential charges associated with making the article available online before printing. Further, deciding who will be first author on peer-reviewed poster/podium presentations should follow the same process as deciding who will be first author on manuscripts. Each team will have their own needs, thoughts, and decide the process of who should be first author. Team members often participate in various professional organizations that have annual conferences. Once again, it is important to be aware of abstract submission guidelines, deadlines, and dates of the conferences. Presenting at a conference may shorten the time to dissemination and may be an important consideration when applying for tenure and promotion (Munro, 2015). Conferences often publish abstracts of presentations in proceedings, which enhances sharing of the results and can be accessed like a journal publication.

Dissemination, or sharing the results, is another key piece for students. To support professional growth and development, students should be encouraged to take a small part of the grant/service-learning project as their own under the supervision of a team member. Many universities and colleges have student research/service-learning conferences on campus to prepare students in disseminating the results of research and service-learning projects. Students can also join professional organizations and work with a team member to prepare an abstract for these conferences. Such presentations help undergraduate students develop their resumes and give them an advantage when applying for graduate school. For graduate students, presentations are an opportunity to start building their resume/CV and assist with securing a job in academia or professional setting.

## Conclusion

This paper focuses on the steps for building a successful grant writing team from beginning to dissemination. Team building requires time and energy, respect for one another, and determining roles and responsibilities of team members. Both undergraduate and graduate students should be included as an integral part of the team building process. Finally, the results of grants/service-learning projects should be disseminated via presentations and publications for the professional growth and development of all team members.

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# The Relationship of Physical Activity and Mental Toughness in Collegiate Esports Varsity Student-Athletes<sup>1, 2</sup>

By John Roncone, Alan S. Kornspan, Eric W. Hayden, and Michael Fay

Recently, scholars have begun to investigate the mental skills necessary for optimal performance in esports (Banyai, Griffiths, Király, & Demetrovics, 2018). However, little is known about how physical activity levels are related to the mental toughness of esports collegiate athletes. Therefore, the purpose of this study was to analyze the relationship between physical activity and mental toughness of esports athletes. Thirty-four esports collegiate varsity athletes completed three separate questionnaires, including the Sports Mental Toughness Questionnaire (SMTQ), the International Physical Activity Questionnaire (IPAQ), and a demographic questionnaire. Results from the SMTQ revealed varsity collegiate esports athletes scored an average of 43.74, indicating a high level of mental toughness. In addition, scores on the IPAQ showed that 97% ( $n = 33$ ) of the athletes reported between at least two days and a maximum of seven days per week of vigorous physical activity. Further, results revealed a significant negative relationship between the amount of sitting per day and mental toughness ( $r = -.478$ ;  $p = .001$ ). Implications for practice include the importance of esports coaches incorporating physical activity into the training program of varsity esports athletes.

**Keywords:** esports, mental toughness, physical activity, tilting

Recently, scholars have suggested that mental toughness is extremely important for high-level sport performance athletes (Chang, Chi, & Huang, 2012; Cowden, 2017; Mack, 2019). Jones, Hanton, and Connaughton (2002) defined mental toughness as follows: “Mental toughness is having the natural or developed psychological edge that enables you to (a) generally, cope better than your opponents with the many demands (competition, training, lifestyle) that sport places on the performer, and (b) specifically, be more consistent and better than your opponents in remaining determined,

focused, confident, and in control under pressure” (p. 209). Based on previous mental toughness research, athletes, coaches and sport psychologists believed that to be successful in sport competition, a high level of physical fitness is necessary to develop mental toughness. Thus, sport psychology researchers have begun to use qualitative methods to explore coaches’ beliefs on how physical fitness can be utilized to develop mental toughness. For instance, research by Madrigal (2019) and Madrigal and Vargas (2019) suggested that coaches believed the development of mental toughness is necessary for athletes.

Further, coaches believed that an important strategy for the development of mental toughness included instruction and physical activity drills. These findings are consistent with scholars that have suggested physical activity drills can create an environment in which traditional athletes can learn to cope with physical and mental challenges (Hunt, Novak, Madrigal, & Vargas, 2020).

In a similar study that interviewed coaches, Weinberg, Butt, and Culp (2011) investigated coaches’ views on the development of mental toughness and how mental toughness is fostered. Their study explored a broader understanding of the concept of mental toughness. These scholars suggested that the ability to perform and handle emotions under stress is improved by the physical fitness level of the athlete. Weinberg et al. (2011, p. 164)

## Acknowledgments

<sup>1</sup> The researchers gratefully acknowledge Mr. Alec Trieff, who co-administered the survey packet to the participants during data collection.

<sup>2</sup> Results of this study were presented as a poster session at the 2019 90<sup>th</sup> OAHPERD Convention, Kalahari Resort, Sandusky, Ohio.

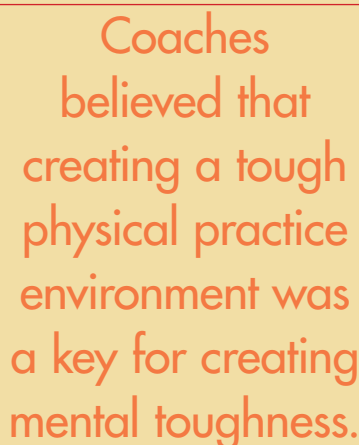
defined a tough physical practice environment as intense competitive practices and tough physical conditioning. These scholars defined intense competitive practices as an environment in which athletes are placed into stressful hypothetical game scenarios while practicing drills. Results from their study suggested that coaches believed that creating a tough physical practice environment was a key for creating mental toughness. In addition, this study found coaches reported athletes who had a high level of physical fitness demonstrated characteristics of mental toughness.

In addition to studying coaches' views on the development of mental toughness, investigators have begun to interview sport psychologists on their perception of how mental toughness can be built in elite-level athletes. For example, Weinberg, Freysinger, Mellano, and Brookhouse (2016) examined how sport psychologists believed coaches can enhance mental toughness in high performance athletes. One key finding consistent with previous research was that coaches needed to help build mental toughness of their athletes. In addition, sport psychologists believed coaches needed to create environments that build mental toughness through tough physical training. The results of the Weinberg et al. (2016) study are important to highlight since this was the first study to analyze what building mental toughness means to sport psychologists and how coaches specifically build mental toughness in elite-level athletes. Further, the results of Weinberg et al. (2016) study are consistent with Butt et al. (2010), who found that NCAA athletes believed it is important to focus on fitness since being more physically fit allows collegiate athletes to exert more energy when experiencing challenging situations.

Clearly, physical activity is important in the development of mental toughness for traditional sport athletes. However, one sport that has gained popularity on college campuses recently is esports. In fact, esports has become one of the fastest growing sports of all time (Stamatis, Andre, Padgett, & Valladao, 2019). Since esports does not incorporate much physical activity, little is known about the level of physical activity training that esports athletes perform. In addition, very little is known about the relationship of physical activity and

competing. Since players are frequently communicating with their opponents, an athlete that is not mentally tough enough to deal with the distress should experience less than ideal performance. Esports coaches and scholars refer to an athlete not being able to deal with these distractions and harassment from their opponents as *tilting* (Himmelstein et al., 2017; Kollar, 2016, para. 1). Since tilting is often observed, esports coaches have recognized the need to assist their athletes to become more mentally tough (Himmelstein et al., 2017; Kollar, 2016).

Banyai, Griffiths, Király, and Demetrovics (2018) noted that only a few scholarly investigations have analyzed the mental skills of esports athletes. Initial research by Himmelstein et al. (2017) utilized qualitative methodology to analyze the mental skills of elite esports athletes. In a similar way to how traditional sports researchers have begun to examine the mental toughness of traditional sport athletes, Himmelstein et al. (2017) investigated how competitive *League of Legends* players were able to cope with stress during competitive performances. In addition, they also explored how esports athletes overcame perceived obstacles utilizing semi-structured interviews with 5 competitive *League of Legends* players. These authors evaluated the obstacles and challenges with which the participants were confronted when competing. Further, these researchers also explored ways that these players overcame perceived obstacles. After completing these interviews, common themes emerged in relation to obstacles these athletes faced and the strategies they used to deal with these problems. In particular, the common obstacles that the *League of Legends* athletes faced included: "tilting" which was when their frustration



Coaches  
believed that  
creating a tough  
physical practice  
environment was  
a key for creating  
mental toughness.

mental toughness on esports student-athletes. Since high levels of physical activity and mental toughness appear to be related to performance in traditional athletes, it is possible high levels of physical activity and mental toughness also may be related to performance in esports student-athletes.

Initial scholarly research supported the need for esports athletes to have high levels of mental toughness (Himmelstein, Liu, & Shapiro, 2017). One reason mental toughness seemed extremely important for esports competitors was because harassment from opponents may occur while

overcame them and led to a decrease in performance; lacking confidence; and thinking about what happened during past events. In order to deal with these mental challenges, the athletes interviewed described utilizing strategies of being aware of how they are thinking, planning ahead, and playing intelligently.

Kari and Karhulahti (2016) completed one of the first investigations aimed at understanding the type of physical training in which esports athletes engage to prepare for competition. These authors surveyed esports professional athletes ( $n = 31$ ) and high-level amateur esports athletes ( $n = 84$ ) about the type of physical training they completed. Results of the investigation indicated that 88% of esports athletes surveyed reported engaging in physical training. In addition, the esports athletes surveyed averaged 1.08 hours per day of physical training. In fact, a majority of the esports athletes surveyed engaged in between one to two hours of physical activity per day. Further, a majority of the esports athletes (55.6%) believed that the physical training they completed daily had a positive effect on their esports performance (Kari & Karhulahti, 2016).

Shortly after Kari and Karhulahti (2016) assessed the physical training of esports athletes, Pereira, Figueiredo, Seabra, and Brito (2019) appear to be the first researchers to utilize the International Physical Activity Questionnaire (IPAQ) to examine the level of physical activity completed daily by esports athletes. These authors surveyed 721 esports athletes who participated in The Portuguese Football Federation (FPF) esports competition. Results indicated that 73% of the esports athletes reported high levels of daily and weekly physical activity and 79% of the esports athletes reported engaging in physical training. In addition, Kari and Karhulahti (2016) found

that esports athletes reported sitting on average 270 minutes per day.

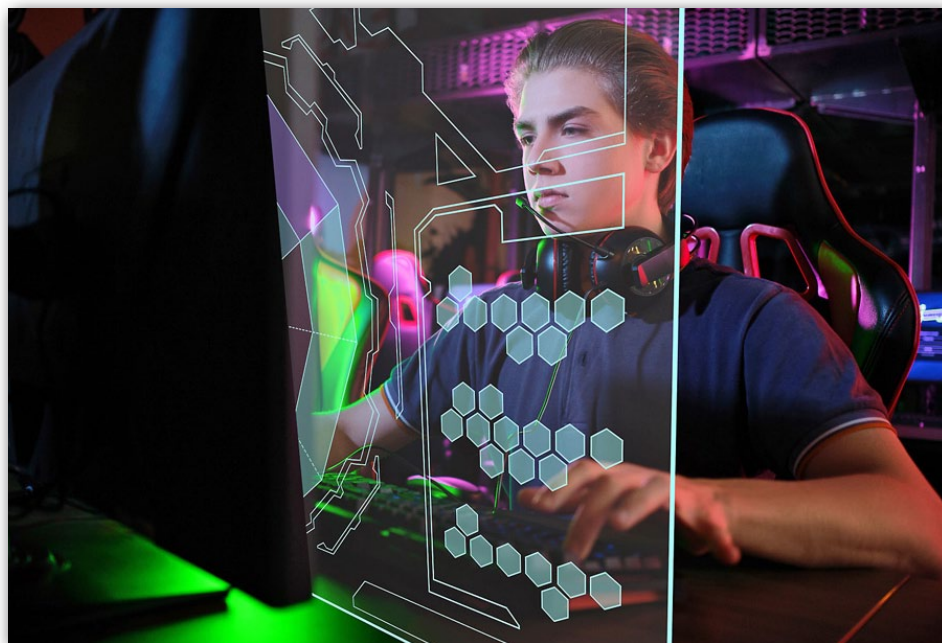
In a similar qualitative study, Kari, Siuttila, and Karhulahti (2019) interviewed five elite esports athletes about their physical training. All of the esports athletes in the study reported that physical training was helpful for esports performance because it helped improved physical health. The athletes believed since they were in good physical health, they were better able to focus and maintain a positive mood and high-energy which allowed them to stay focused during esports competition. To emphasize the importance that esports athletes place on physical training, Kari et al. (2019, p. 280) stated, "One player described physical exercise to be possibly the most overlooked aspect of training in esports."

Thus, available literature suggests that professional esports athletes and high level esports amateur athletes engage in a high amount of physical activity. Hence, Stamatis et al. (2019) hypothesized that a moderating variable in the physical exercise esports performance-relationship may be the variable of mental toughness. In particular, these authors hypothesized

that a positive relationship exists between the amount of physical training performed and esports performance. Moreover, the researchers wanted to determine if mental toughness was a moderating variable in the physical training esports performance-relationship. Participants in this study included 23 recreational esports players. Findings indicated that the more physical exercise the athletes performed and the higher the level of mental toughness, the more likely they were to better perform in esports competitions.

Although the levels of physical activity and the relationship of physical activity and mental toughness have been examined in elite and recreational esports athletes, the relationship in collegiate esports athletes has not been investigated to date. The current study examined physical activity and mental toughness of collegiate varsity esports student-athletes.

In addition to analyzing the relationship of physical activity and mental toughness, the purpose of the current study was to also examine the level of physical activity of these varsity esports athletes' and their



mental toughness. It was hypothesized there would be a positive relationship between mental toughness scores and levels of physical activity of varsity esports collegiate athletes. In addition, it was also hypothesized the varsity esports athletes would meet and exceed the recommended amount of moderate and vigorous physical activity levels.

## Method

### Participants

Participants were 34 varsity collegiate esports student-athletes from one large major NCAA Division I public university. Participants' ages ranged from 18 to 23 ( $M = 20.02$ ,  $SD = 1.46$ ). Overall, the class rank of the varsity esports collegiate student-athletes included 8 freshmen (23.5%), 8 sophomores (23.5%), 8 juniors (23.5%), 7 seniors (20.6%), and 3 fifth-year seniors (8.8%). All varsity esports collegiate student-athletes who participated in the study were male ( $n = 34$ , 100%). A majority of the varsity esports collegiate student-athletes were Caucasian ( $n = 31$ , 91.2%), two participants were Asian (5.9%), and one participant was African-American (2.9%). All participants were members of the university esports varsity collegiate team. All participants were informed of the purpose of the study and were asked to volunteer to participate in the study. Participants were in majors that included engineering ( $n = 11$ ; 32.4%), business ( $n = 5$ ; 14.7%), cyber security ( $n = 3$ ; 8.8%), engineering/math ( $n = 2$ ; 5.9%), computer science ( $n = 2$ ; 5.9%), psychology ( $n = 2$  (5.9%), undecided ( $n = 2$ ; 5.9%) and other majors with only one participant ( $n = 7$ ; 20.5%): anthropology, computer information systems, criminal justice, exercise science, geoscience, pre-pharmacy, and pre-medicine.

### Instruments

**Sports Mental Toughness Questionnaire** (See Figure 1). The survey utilized in the present study was the Sports Mental Toughness Questionnaire (SMTQ; Sheard, Golby, & van Wersch, 2009). The SMTQ is a 14-item survey which is designed to assess the construct of mental toughness. The survey was completed on a 4-point Likert Scale, anchored by 1 (not at all true) to 4 (very true). Scores on the scale range from 14 to 56. The SMTQ has been shown to have adequate support for reliability and validity (Sheard et al. 2009). Sheard et al.

(2009) showed that the SMTQ had adequate divergent validity by correlating the SMTQ with the Life Orientation Test—Revised (LOT-R; Scheier, Carver, & Bridges, 1994) ( $r \text{ range} = .23-.38$ ), the Personal Views Survey (PVS; Maddi & Khoshaba, 2001) ( $r \text{ range} = .14-.33$ ), and the Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) ( $r \text{ range} = .12-.49$ ). Additionally, reliability of the SMTQ was established by demonstrating internal consistency of all scales with alpha levels above .70 (Sheard et al., 2009).

**Sports Mental Toughness Questionnaire (SMTQ)**

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Please indicate your agreement/disagreement with each statement below in relation to your involvement with participation in esports.

<p>1. I can regain my composure if I have momentarily lost it.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>2. I worry about performing poorly.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>3. I am committed to completing the tasks I have to do.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>4. I am overcome by self-doubt.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>5. I have an unshakeable confidence in my ability.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>6. I have what it takes to perform well while under pressure.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>7. I get angry and frustrated when things do not go my way.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p>	<p>8. I give up in difficult situations.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>9. I get anxious by events I did not expect or cannot control.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>10. I get distracted easily and lose my concentration.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>11. I have qualities that set me apart from other competitors.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>12. I take responsibility for setting myself challenging targets.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>13. I interpret potential threats as positive opportunities.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p> <p>14. Under pressure, I am able to make decisions with confidence and commitment.</p> <p style="text-align: center;">1      2      3      4 (Not at all True)    (Very True)</p>
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This is the end of the questionnaire, thank you for participating.

Figure 1. Sports Mental Toughness Questionnaire (SMTQ)

## Figure 2. International Physical Activity Questionnaire (IPAQ)

We are interested in finding out about the kinds of physical activities that people do as part of their everyday lives. The questions will ask you about the time you spent being physically active in the **last 7 days**. Please answer each question even if you do not consider yourself to be an active person. Please think about the activities you do at work, as part of your house and yard work, to get from place to place, and in your spare time for recreation, exercise or sport.

Think about all the **vigorous** activities that you did in the **last 7 days**. **Vigorous** physical activities refer to activities that take hard physical effort and make you breathe much harder than normal. Think *only* about those physical activities that you did for at least 10 minutes at a time.

1. During the **last 7 days**, on how many days did you do **vigorous** physical activities like heavy lifting, digging, aerobics, or fast bicycling?  
 **days per week**  
 No vigorous physical activities  
*Skip to question 3*
2. How much time did you usually spend doing **vigorous** physical activities on one of those days?  
 **hours per day**  
 **minutes per day**  
 Don't know/Not sure

Think about all the **moderate** activities that you did in the **last 7 days**. **Moderate** activities refer to activities that take moderate physical effort and make you breathe somewhat harder than normal. Think *only* about those physical activities that you did for at least 10 minutes at a time.

3. During the **last 7 days**, on how many days did you do **moderate** physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking.  
 **days per week**  
 No moderate physical activities *Skip to question 5*

4. How much time did you usually spend doing **moderate** physical activities on one of those days?  
 **hours per day**  
 **minutes per day**  
 Don't know/Not sure

Think about the time you spent **walking** in the **last 7 days**. This includes at work and at home, walking to travel from place to place, and any other walking that you have done solely for recreation, sport, exercise, or leisure.

5. During the **last 7 days**, on how many days did you **walk** for at least 10 minutes at a time?  
 **days per week**  
 No walking *Skip to question 7*
6. How much time did you usually spend **walking** on one of those days?  
 **hours per day**  
 **minutes per day**  
 Don't know/Not sure

The last question is about the time you spent **sitting** on weekdays during the **last 7 days**. Include time spent at work, at home, while doing course work and during leisure time. This may include time spent sitting at a desk, visiting friends, reading, or sitting or lying down to watch television.

7. During the **last 7 days**, how much time did you spend **sitting** on a **week day**?  
 **hours per day**  
 **minutes per day**  
 Don't know/Not sure

This is the end of the questionnaire, thank you for participating.

Figure 2. International Physical Activity Questionnaire (IPAQ)

### International Physical Activity Questionnaire

(See Figure 2). International Physical Activity Questionnaire (IPAQ; Pardini, Matsudo, Matsudo, Araújo, Andrade, Braggion, et al., (1997) is a 7-item scale developed to assess one's level of physical activity. The IPAQ asks respondents to report how many days per week they exercise at high intensity activities or sports and the average duration that they participate in high intensity sports and physical activity each day. In addition, this survey asks the participant how many

days per week and the duration that they participate in moderate physical activity. The amount of sitting per day is also assessed. The IPAQ has been shown to demonstrate adequate reliability and validity (Pardini et al., 1997). Adequate test-retest reliability of the IPAQ has been demonstrated with  $\rho$  ranging from between .46 to .96. (Craig, Marshall, Sjöström, Bauman, Booth, Ainsworth, et al., 2003). Adequate criterion validity of the IPAQ was shown with  $\rho$  ranging from between .14 to .53. (Craig et al., 2003).

**Demographic Questionnaire.** A questionnaire was developed to obtain demographic background information from the participants. This background information included year in school (class rank), age, gender, ethnicity, and major (see Figure 3.)

### Procedure

After obtaining Institutional Review Board (IRB) approval from the university, the head coach of the esports collegiate varsity team was contacted to set up a time for the authors to meet with the collegiate varsity esports team. The authors met with the participants and asked them if they were willing to participate in a study related to mental toughness and physical activity in esports.

## Demographic Questionnaire

The following questions ask background information about yourself.

1. What is your current academic rank in school?
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
  - e. 5<sup>th</sup>-year Senior
  - f. Graduate Student
2. What is your age? \_\_\_\_\_
3. What is your gender (circle one)?  
 Male    Female    Other (specify) \_\_\_\_\_
4. How do you primarily describe yourself? (circle one)  
 American Indian or Alaska Native  
 Asian  
 Black or African American  
 From Multiple Races  
 Native Hawaiian or Other Pacific Islander  
 White or Caucasian  
 Some Other Race (please specify) \_\_\_\_\_
5. What is your major/focus of study?  
 \_\_\_\_\_

This is the end of the questionnaire, thank you for participating.

Figure 3. Demographic Questionnaire

Varsity esports student-athletes that were willing to participate responded to the surveys (a cover letter, a demographic questionnaire, the SMTQ, and the IPAQ) administered by the authors at an esports team meeting. Of the 44 athletes on the team, 34 (77.3%) attended the team meeting. All collegiate varsity esports student-athletes attending the team meeting agreed to participate.

### Data Analysis

The present study was designed as a descriptive correlational investigation examining the relationship between mental toughness and levels of physical activity. We tested the hypothesis that esports collegiate student-athletes, like other sport athletes, would demonstrate a positive relationship between physical activity and mental toughness. First, means, standard deviations and frequencies were analyzed for the scores on the SMTQ, and the IPAQ. Next, Pearson Product Moment bivariate correlations were computed to analyze the relationship between the total scores on the SMTQ and the IPAQ (for levels of physical activity in terms of minutes and days per week).

### Results

Descriptive statistics for the scores on the IPAQ are presented in Tables 1 and 2. Eighty-eight percent of varsity esports collegiate student-athletes ( $N = 30$ ) reported meeting Centers of Disease Control and Prevention (CDC, 2020) and World Health Organization (WHO, 2020) recommendations for moderate physical activity at least 5 or more days per week (Piercy, Troiano, Ballard, et al. 2018). In addition, 50% of the varsity esports collegiate student-athletes ( $N = 17$ ) indicated participating in moderate physical activity 7 days a week and 44% ( $N = 15$ ) of varsity esports collegiate

TABLE • 1

Collegiate Esports Athletes Level of Moderate and Vigorous Activity per Week		
Moderate Physical Activity	Total Sample	
	N	%
2 days per week*	2	5.9
3 days per week	2	5.9
5 days per week	8	23.5
6 days per week	5	14.7
7 days per week	17	50.0
<b>Total</b>	<b>34</b>	<b>100.0</b>
*No participant reported 0, 1 or 4 days per week		
Vigorous Physical Activity	Total Sample	
	N	%
0 days per week*	1	2.9
2 days per week	18	52.9
3 days per week	5	14.7
4 days per week	3	8.8
5 days per week	5	14.7
6 days per week	1	2.9
7 days per week	1	2.9
<b>Total</b>	<b>34</b>	<b>100.0</b>
*No participant reported 1 day per week		

TABLE • 2

Collegiate Esports Athletes Level of Moderate and Vigorous Activity per Day		
Moderate Physical Activity	Total Sample	
	N	%
0 minutes per day	10	29.4
30 minutes per day	4	11.8
40 minutes per day	1	2.9
60 minutes per day	12	35.3
90 minutes per day	3	8.8
120 minutes per day	3	8.8
150 minutes per day	1	2.9
<b>Total</b>	<b>34</b>	<b>100.0</b>
Vigorous Physical Activity	Total Sample	
	N	%
0 minutes per day	1	2.9
15 minutes per day	1	2.9
20 minutes per day	1	2.9
30 minutes per day	1	2.9
60 minutes per day	20	58.8
70 minutes per day	1	2.9
75 minutes per day	1	2.9
90 minutes per day	4	11.8
120 minutes per day	2	5.9
240 minutes per day	2	5.9
<b>Total</b>	<b>34</b>	<b>100.0</b>

student-athletes indicated meeting CDC and WHO guidelines of vigorous physical activity at least 3 days or more per week (Piercy et al. 2018). Lastly, the descriptive statistics for the scores on the SMTQ are presented in Table 3. Results of the analysis indicated the average scores of the SMTQ were high ( $M = 43.7$ ;  $SD = 5.2$ ;  $range = 14-56$ ).

Pearson Product Moment correlations were computed to determine if relationships existed between levels of physical activity and mental toughness. As shown in Table 3, the amount of sitting per day was

negatively correlated with mental toughness ( $r(27) = -.478$ ,  $p < 0.01$ ). No other correlations were found to be statistically significant at the  $p < .05$  level.

### Discussion

The purpose of the current study was to analyze the mental toughness of collegiate varsity esports student-athletes. In doing so, this study examined the relationship between mental toughness and levels of physical activity. It was believed that this may be one of the first investigations to examine the relationship

**TABLE • 3**

**Matrix for Intercorrelations Between Variables for Esports Student-Athletes**

VARIABLE	<i>M</i>	<i>SD</i>	Age	Rank	Mental Toughness	Vigorous Phys. Act. Min./Day	Moderate Phys. Act. Min./Day	Moderate Phys. Act. Days/Wk.	Vigorous Phys. Act. Day/Wk.	Moderate Phys. Act. Min./Day Walking	Sitting Min./Day
Age	20.03	1.4	—	.878**	.009	-.049	-.216	-.417*	.194	-.046	.055
Rank				—	.155	.034	.045	-.306	.144	.061	-.004
Mental Toughness	43.74	5.2			—	-.066	.386	.077	.254	-.125	-.478**
Vigorous Physical Activity Min./Day	73.24	48.65				—	-.168	-.197	.137	.400*	.274
Moderate Physical Activity Min./Day	69.17	32.02					—	.299	-.356	.403	-.20
Moderate Physical Activity Days/Wk.	5.85	1.5						—	.162	-.031	-.2
Vigorous Physical Activity Days/Wk.	3.06	1.43							—	-.240	-.324
Moderate Physical Activity Min./Day Walking	82.5	99.25								—	.410*
Sitting Min./Day	467.24	170.67									—

\*Correlation is significant at the 0.05 level (2-tailed)

\*\*Correlation is significant at the 0.01 level (2-tailed)

of physical activity levels and mental toughness of collegiate varsity esports athletes. Understanding this association is important since knowing the relationship between mental toughness and physical activity may provide practical implications for esports coaches. Assuming the positive relationship between mental toughness and performance found in other sport performers may exist in esports athletes as well, a positive relationship between physical activity and mental toughness in esports athletes might predict that higher levels of physical activity would predict greater mental toughness which would in turn predict higher levels of esports performance. While not statistically predictable ( $p > .05$ ), the correlation coefficient between mental toughness and moderate physical activity was positive (.386) indicating our results were in the hypothesized direction.

Overall, the results of the present study revealed the less minutes per day varsity esports collegiate student-athletes sat, the more likely they were to exhibit mental toughness. The findings of the current study are consistent with Paivarinne, Kautianen, Heinonen, and Kiviranta (2018) who found that more time sitting was negatively related to mental health. Coaches can use this information to promote adherence to moderate and vigorous activity, that is, “less sitting, more activity = more mental toughness.”

Concerning the physical activity of these collegiate esports athletes, they met and exceeded the recommended moderate and vigorous physical activity general guidelines as outlined in Piercy et al. (2018). Results of the present study indicated 88% of athletes reported having high levels of physical activity. This is consistent with Pereira et al. (2019) who

found 73% of their subjects reported having high-levels of physical activity. According to Piercy et al. (2018), “For substantial health benefit, adults should do at least 150–300 minutes a week of moderate physical activity, or 75–150 minutes a week of vigorous physical activity or an equivalent combination of moderate-and-vigorous physical activity” (p. 2020). The CDC and the WHO recommend moderate physical activity for approximately 30 minutes per day, five or more days per week, or at least 150 minutes per week (Piercy et al. 2018). In this study, results revealed participants performed physical activity almost 6 days per week ( $M = 5.8$ ) and exceeded double the recommended minutes per day ( $M = 69$ ). In addition, according to Piercy et al. (2018, p. 2025), the general recommendation of vigorous physical activity is at least 75–150 minutes per week. Results

of this study indicated participants were meeting the number of vigorous physical activity days per week ( $M = 3$ ) and exceeded the number of minutes per day ( $M = 73$ ). This finding is consistent with Kari and Karhulahti (2016) who found that esports professional and high-level players were relatively physically active. In addition, Kari et al. (2016) found players were physically active 1.08 hours per day. Further, Kari et al. (2016) found adult esports athletes do engage in physical exercise more than three times the recommended amount and over half of their participants believed engaging in physical activity as part of their training programs had a positive effect on esports performance. Kari et al. found that, among their participants 18 years of age and older, engagement in physical activity was more than three times the daily 21-minute activity recommended by the WHO. These results from Kari et al. (2016) are consistent with the findings from this study indicating collegiate esports athletes also meet the WHO guidelines.

## Recommendations

The major limitation of this study was generalizability because participants were only a small convenience sample of male collegiate esports varsity student-athletes at one university. To date, when this article was written, there were no female esports collegiate varsity student-athletes on the roster. Without exploring additional levels of esports collegiate student-athletes, the results of the study are not generalizable and it is recommended further research be conducted with collegiate esports student-athletes from other institutions. Examining the physical activity levels and mental toughness of female esports athletes would also be recommended. A research study

conducted with a national sample of esports athletes across different levels of competition (e.g., varsity, club/junior varsity, and recreational) seems of interest. In addition, a mixed-method approach should be considered to explore other variables that may moderate the relationship between physical activity and mental toughness. For example, utilizing a

•  
Among their  
participants  
18 years of  
age and older,  
engagement  
in physical  
activity was  
more than three  
times the daily  
21-minute activity  
recommended by  
the WHO.  
•

qualitative research design (Kari et al. 2019), incorporating interviews and focus groups with esports collegiate student-athletes and coaches could yield identification of additional factors that might affect the relationship. Finally, future scholars should conduct experimental studies in which interventions are developed to increase physical activity and/

or mental toughness for collegiate esports student-athletes to determine if these variables enhance levels of esports performance. Esports collegiate coaching staffs could use our results to share with their esports athletes the purpose and importance of physical activity training and its relationship to mental toughness.

## Conclusions

Moderate physical activity was found to be associated with higher levels of mental toughness. Sitting was found to be negatively related to mental toughness. Collegiate esports student-athletes, like student athletes in other sports, need to develop mental toughness. Moderate and even vigorous physical activity seems to be associated with higher levels of mental toughness.

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*Michael Fay was the Director of Esports/Head Varsity Esports Coach at the University of Akron at the time of the writing of this manuscript. Michael is currently the manager of the Esports Center at Rutgers University. He is also currently the Executive President and Co-Founder of National Collegiate Esports.*



O A H P E R D

PROFESSIONAL

DEVELOPMENT

WORKSHOPS

## Physical Education

- Standard-based Curriculum Consulting
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## Health Education

- Standard-based Health Education Curriculum
- Innovative Health Education Lessons
- Opioid Abuse Prevention Curriculum

## Whole School, Whole Community, Whole Child

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- Reserve your workshop at least one month in advance.
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**To schedule a workshop, contact Lisa Kirr, Executive Director, at [Lisa@assnoffices.com](mailto:Lisa@assnoffices.com) or call (614) 228-4715**

# OAHPERD Budget 2020-2021

May 1<sup>st</sup> to April 30<sup>th</sup>

<b>INCOME</b>	<b>Budget</b>
<b>Membership</b>	<b>\$ 25,020</b>
Professional 1 yr @ \$ 50	\$ 16,000
Professional 2 yr @ \$ 95	\$ 600
Professional 3 yr @ \$ 140	\$ 850
Corporate @ \$ 550	\$ 3,000
Student @ \$ 25	\$ 1,000
Senior Student @ \$ 40	\$ 120
Institutional Student @ \$ 20	\$ 900
Retired @ \$ 25	\$ 50
Institutional @ \$ 200	\$ 1,000
Library Serials	\$ 100
First Time Professional Member @ \$ 35	\$ 1,400
<b>SHAPE America Incentives</b>	<b>\$ 200</b>
<b>Convention</b>	<b>\$ 71,199</b>
Exhibits	\$ 5,999
Sponsors	\$ 750
Registration	\$ 60,000
Preconference Registration	\$ 3,200
Merchandise	\$ 1,250
<b>Other</b>	<b>\$ 4,450</b>
Summer Outing	\$ 600
Workshops (Summer Institute)	\$ 2,000
Advertising	\$ 100
Interest Income	\$ 50
Miscellaneous Income	\$ 0
Royalties	\$ 0
Memorial Scholarship Fund	\$ 1,200
OCA-WPES Award Funds	\$ 500
Unrestricted Donations	\$ 0
Grants	\$ 0
<b>Total Income</b>	<b>\$ 100,869</b>

<b>EXPENSES</b>	<b>Budget</b>
<b>Operating Expenses</b>	<b>\$ 61,700</b>
President	\$ 1,000
Past President	\$ 1,000
President Elect	\$ 0
All Ohio Representative	\$ 0
Executive Director / Management Services	\$ 48,000
Treasurer	\$ 0
Recording Secretary	\$ 0
<i>Future Focus</i>	\$ 10,000
<i>Newsline</i>	\$ 0
Community Outreach Co-ordinator	\$ 1,700
Trustee	\$ 0
<b>Divisions</b>	<b>\$ 0</b>
Dance	\$ 0
Higher Education	\$ 0
Adult Development & Learning	\$ 0
Necrology	\$ 0
Health	\$ 0
Physical Education	\$ 0
Recreation	\$ 0
Sports Sciences	\$ 0
Future Professionals (Student)	\$ 0
Coordinated School Health	\$ 0
<b>Committees</b>	<b>\$ 4,350</b>
Memorial Scholarship	\$ 2,000
Honors & Awards	\$ 1,000
Grants and Research	\$ 1,000
Ohio Gold	\$ 350
Whole Child/CSH	\$ 0
All Other Committees	\$ 0

## OAHPERD Budget 2020–2021 (Continued)

May 1<sup>st</sup> to April 30<sup>th</sup>

EXPENSES	Budget
<b>Conferences/Workshops</b>	<b>\$ 6,100</b>
Workshops (Summer Institute)	\$ 2,000
SHAPE America LC (SAM)	\$ 1,500
Ohio Student Leadership Conference	\$ 2,000
Summer Outing	\$ 600
Trade Shows	\$ 0
SHAPE Midwest Student Leaders	\$ 0
<b>Executive Committee/Board</b>	<b>\$ 4,500</b>
Mileage	\$ 2,500
Other	\$ 0
Board Meetings	\$ 2,000
<b>Other Communications</b>	<b>\$ 2,925</b>
General Printing	\$ 500
General Postage	\$ 125
General Telephone	\$ 1,100
Supplies	\$ 1,200
Miscellaneous	\$ 0
<b>Miscellaneous &amp; Special Requests</b>	<b>\$ 19,500</b>
Web Page/Membership Management	\$ 4,425
IRS Tax Preparation	\$ 6,700
Ohio Attorney General fee	\$ 200
Insurance Liability	\$ 1,275
Bank Charges	\$ 200
Advocacy	\$ 3,500
Miscellaneous	\$ 0
Credit Card Service fee	\$ 2,500
Technology	\$ 700
Prior Year Expense	\$ 0

EXPENSES	Budget
<b>Convention</b>	<b>\$ 65,170</b>
SHAPE America Rep. Exp.	\$ 0
Audio Visual	\$ 6,000
Speaker Expense	\$ 1,000
Entertainment	\$ 3,900
Staff Expense	\$ 3,000
Facility	\$ 8,500
Technology/App	\$ 2,500
Supplies	\$ 500
Exhibits	\$ 5,000
Gifts	\$ 2,000
Meals/Breaks	\$ 24,000
Miscellaneous	\$ 0
Merchandise	\$ 1,000
Transportation	\$ 0
Committee	\$ 300
Postage/Shipping	\$ 20
Printing	\$ 1,000
Stipends	\$ 1,250
Convention Social	\$ 2,000
Community Engagement/Fundraising Social	\$ 0
Preconvention Workshop	\$ 3,200
<b>Total Expenses</b>	<b>\$ 164,245</b>
<b>Net Income</b>	<b>\$ (63,376)</b>

## 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  
400 W. Wilson Bridge Rd., Suite 120  
Worthington, OH 43085  
P: 614-221-1900  
F: 614-221-1989  
E: Lisa@assnoffices.com

## GRANT \$ AVAILABLE!

Research grant monies are available to the OAHPERD membership. This year, \$1,000 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 Scholar

The Ohio Association for Health, Physical Education, Recreation, and Dance is accepting credentials from all candidates who qualify for the "OAHPERD Scholar" award. The OAHPERD Scholar designation will recognize OAHPERD's research leaders by honoring their achievement in HPERD-related scholarship disseminated through OAHPERD. The OAHPERD Scholar designation is intended to (a) be one of distinction within OAHPERD and Scholars' own academic communities, and (b) encourage high standards of research and other forms of scholarship among OAHPERD's members.

There is no voting process associated with this scholarly recognition; there is simply a qualification process. Members qualify as OAHPERD scholars upon attaining a certain scholarly record. **Minimum criteria** (both A & B below) must be met:

**A. Publications:** All OAHPERD Scholars must have published at least 5 refereed articles in the OAHPERD journal, *Future Focus*.

**B. Presentations:** All OAHPERD Scholars must have made 5 presentations at the annual OAHPERD convention.

Announcement of newly recognized OAHPERD Scholars will take place at the annual OAHPERD awards ceremonies.

## Credentials/Materials Required:

- List Name, Rank and/or Title, Professional Affiliation, Research Areas/Interests, Address, Phone and Fax Numbers, and e-mail address.
- List publications in APA format and attach a scanned copy of the *Future Focus* "Table of Contents" page for each publication.
- List presentations in APA format and, if available, attach a copy of the OAHPERD Convention Program page containing name and presentation title for each presentation.
- Mail all materials to the current *Future Focus* Editor no later than October 1 of the application year.

E-mail to the *Future Focus* Editor, Robert Stadulis: futurefocus.res@gmail.com



## Membership Form

(Effective Date 2020-2021)

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)

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State ( ) Zip ( )

Home Telephone                  Work Telephone

School/Agency/College

Levels (K-6, 7-9, etc.)

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E-mail Address

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Make Check Payable To: **OAHPERD**

Mail To: OAHPERD, 400 W. Wilson Bridge Rd., Ste. 120, Worthington, OH 43085

Questions? Call 614-221-1900 or OAHPERD@AssnOffices.com

Online Membership Registration is available at [www.ohahperd.org](http://www.ohahperd.org)

### Division Interest

- Rank from (1-3)
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 \_\_\_\_ Dance  
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Send information on OAHPERD services for ethnic minorities, individuals with disabilities and women. (Checking this box is strictly voluntary)

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\*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.

# 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 5<sup>th</sup> or 6<sup>th</sup> 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 of the manuscript pages.

## Cover Sheet

In a separate file, 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**.
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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 6<sup>th</sup> 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, figures (charts, diagrams, and art) as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript and **placed at the end of the manuscript** (indicate where in the text the table/figure should appear). 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 figures 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.

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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. The next issue to be published shall be available in March or April 2020. To be eligible to appear in this issue, the manuscript should be received by January 15<sup>th</sup>. 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 OAHPERD's newsletter, *Catch up with OAHPERD*, should be submitted to:

Lisa Kirr  
Executive Director, OAHPERD  
400 W. Wilson Bridge Rd., Ste. 120  
Worthington, OH 43085  
or  
Email: Lisa@assnoffices.com