

Future**Focus**

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



Spring/Summer 2021

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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.

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JOY

Tracy Grissom, OAHPERD President



Joy: a word associated with the holiday of Christmas or the feelings of a celebration. According to most people I have spoken with as of late, they note joy is something we have not really truly felt in a year since COVID. On Monday, one full year since I as a teacher was told I would be teaching Physical Education from my computer at home to be safe and that I should “Figure it out, you’ll make it work, it’s okay, we are all in this together,” I heard the quiet masked voices of my students enter the gymnasium, the excitement contained because as the classroom teacher had said, “It’s the first day of school, be good listeners!”. I felt JOY, I could teach again, I wanted to get those children moving and learning! As we got more into the class, I heard and witnessed JOY in the students as they were happy and active (free and moving). I hope as you finish your school year regardless of your mode of teaching you take a moment to find some JOY!

Together we are “OAHPERD Strong!”

Mary LaVine, OAHPERD President-Elect¹

I am looking forward to learning from the leaders before me and the foundation they have laid that set our State Organization on the path to become a stand-out to state leaders, schools, and all communities. I am learning a lot from my predecessors, listening to our members, and developing goals to move us forward. These goals include recruiting and engaging more members in the Association and building bonds with other organizations of similar interest. Together we are “OAHPERD Strong!”

¹Mary LaVine, Youngstown State University, was elected at the virtual OAHPERD Board of Directors meeting, December 1, 2020



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For more information contact Lisa Kirr at Lisa@AssnOffices.com or at 614-228-4715.

Call for Convention Proposals: Check the OAHPERD website to submit your proposal.



Kalahari
RESORTS.

OAHPERD Association News, Spring 2021

Lisa Kirr, OAHPERD Executive Director

What a year it has been! While reading my last submission of Association News written in March of 2020, the year ahead seemed “normal” and we were planning another wonderful convention at Kalahari. Little did we know, one year later, we would still be reeling from the effects of COVID-19. I want to thank the leaders of this organization who stepped up quickly and provided much-needed resources, time, and support to members of OAHPERD. Last spring, OAHPERD offered a series of Think Tanks where teaching professionals could gather and share ideas and ask questions. During the summer of 2020, OAHPERD offered a Summer Institute to ready our teachers for the new school year. All of these sessions were of little or no cost to members and provided much-needed resources as teachers prepared for an unprecedented school year full of changes and unknowns. I am proud to be a part of such an important and uplifting organization with leaders who serve selflessly every day. Thank you all!

The 2021 OAHPERD State Convention planning is under way. While we do not know what the convention will look like this year, we are doing all we can to offer an in-person event at Kalahari in December. The call for proposals will open in the next few months and I encourage you to submit a proposal. I know teachers were forced to learn new virtual platforms, teaching formats, safety measures, and many other new skills... now is the time to share those new skills with your colleagues! If you have never been a presenter and you are unsure of what to do, contact the OAHPERD office and we can assign you with a Presenter Mentor who will assist you along the way.

Please consider introducing *SHAPE America's health.moves.minds*, program in your school! The health.moves.minds. program brings you lessons, activities, and community-building



ideas that help children live their best lives, while offering flexible fundraising options to help you make the biggest impact in your school and community. The funds raised through this program also help support health and physical education programs and advocacy in Ohio. Learn more about this fundraising option on the OAHPERD or SHAPE America websites.

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 being accepted or will be in the near future. Do not miss the opportunity to highlight your school, yourself, a colleague or a senior student. Information and forms can be found on the OAHPERD website under the “About” tab.

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 membership, support, and involvement. I urge you to advocate for OAHPERD. If you know of any colleagues who are not members, encourage them to sign up today! 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
(614) 228-4715

Institution Recognition

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.

| | |
|---------------------------|----------------------------|
| Bowling Green State Univ. | The Ohio State University, |
| Kent State University | Health Science PAES |
| Ohio University | Wright State University |
| University of Mount Union | Youngstown State Univ. |

Editor's Comments

Bob Stadulis

At this time last year, I was writing this message as we were entering the COVID virus spread in the U.S. The panel next to the end of my message was the invitation to be at Kalahari for the State OAHPERD Convention. That meeting never was held in-person but perhaps you have been involved in the many virtual presentations and workshops offered by our OAHPERD leadership as well as members like you. There are more virtual events planned but we all hope to be in Kalahari come December 2021.

Speaking of the pandemic, the first refereed article¹ in this issue by Simmons and Chen chronicles the efforts of a parks and recreation department to deal with the need to try to blunt the spread of the virus and still provide for recreational activities. I suspect some of you faced similar issues and took similar steps. One of our aims of *Future Focus* has been to share “best practices” of one of our members with the rest of the association. So if you have some innovative actions that were instituted to deal with the pandemic that expand upon those described in the article, please consider sharing them by offering a contribution, no matter how small you may think it is, with our readers.

The second refereed article is a classic research effort by Naylor and Patton on another contemporary topic: the use of portable devices by children and how that activity relates to being physically active or sedentary (or perhaps both, described as an “active couch potato”). During this past year, with “lock-downs” and “stay-at-home” orders, and the virtual approach to so much of a child’s education, opportunities for physical activity were minimized. That may have resulted in more “screen-time” Read the article to see what might have happened with the increase in children’s screen-time based upon the research.

As usual, Mike Sheridan, the “CoachingToolbox” contributor, addresses another important and prevalent topic of the



past year: mental health. In this case, the mental health of coaches is the focus of the article. But I suspect that professionals like educators could also profit from the review of the research in Mike’s article and the applications that are offered based upon the research.

Members of the OAHPERD Memorial Scholarship Committee offer perspectives of the award in a special section about the award. Bonnie Berger and Mary Jo MacCracken highlight the key components of the scholarship including the application and selection processes. Then we highlight the 2020-

2021 recipient of the award, Brian Ladner of Youngstown State University. The special section closes with Committee member Heather Barbour’s detailing of a connection between the current recipient and the current YSU President, Jim Tressel. Can you guess what the connection might be (don’t cheat by reading the article yet)?

The issue contains words of encouragement from President Traci Grissom as she urges us to consider “JOY” as we vaccinate. The newly elected future president, Mary LaVine, begins her leadership role by proclaiming, “OAHPERD Strong.” And Executive Director Lisa Kirr overviews the coming year and opportunities for growth.

Selecting a cover photo is always a difficult process. The current photo was selected to represent the kind of physical activity and recreation so many have been forced to choose this past year. It is along a hike and bike trail by the Cuyahoga River. It was used by so many fellow exercisers and recreators as an opportunity to be physically active (walking, running, biking, or wheeling in my case) while relatively safe with one’s mask, socially distanced from others, and still having social interaction especially with a significant other as well as fellow hikers/bikers you met along the trail.

¹ Articles submitted are reviewed by 2 or more members of the Editorial Board (members are listed on the inside cover page). Manuscripts are evaluated and judged to be acceptable by the reviewers and the editor. Occasionally, it is necessary to solicit a review from a non-Editorial Board member; Mary Jo MacCracken is thanked for serving as a reviewer in the past year for one manuscript.

The Editorial Board has currently only five members and needs to have additional members added. If interested, contact Bob Stadulis at Futurefocus.RES@gmail.com.

An Invitation: To Faculty, Enhance Your Teaching Legacy; To Students, Build Your Resumé

By Bonnie G. Berger and Mary Jo MacCracken

Keywords: OAHPERD Memorial Scholarship, invitation, faculty, students, evaluation areas

Each year, the Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD) seeks to recognize Ohio's outstanding college seniors majoring in physical education teacher education, coaching, health education, sport management, recreation, or related areas such as exercise and sport science, and strength/conditioning. Faculty who are aware of students in their senior year of study who demonstrate outstanding academic and professional contributions should consider nominating their students for the OAHPERD Memorial Scholarship. In addition, students who are interested in applying for the Scholarship should contact a faculty member, typically their advisor, to discuss the possibility. Nomination by a faculty member and three letters of recommendation are required to accompany the application for this Award.

An Open Invitation

Educators, community leaders, and parents can provide students with valuable information for improving their opportunities to be selected for diverse awards such as the OAHPERD Memorial Scholarship. Thus, we invite you, especially higher education faculty, to participate in the Memorial Scholarship nomination process.

By their freshmen year in college, students are beginning to develop their skills and professional contributions that will enrich their resumes, professional qualifications, and scholarly endeavors. Such students would benefit greatly from mentoring by faculty and professionals in the field. Their advice and guidance can have a major impact on the quality of students' Memorial Scholarship applications. To apply for the OAHPERD Memorial Scholarship, college seniors need to complete an application that includes six primary requirements. Faculty are invited to mentor students and to assist them in preparing the application reflecting the following Scholarship requirements. Such aid to students is invaluable!

OAHPERD Memorial Scholarship Evaluation Areas

Evaluating the Scholarship applications reflects a very objective process. Each of the six Scholarship requirements listed in the following sections are rated on a five-point scale (with 5 being the highest score) by each member of the Scholarship

Committee. Scores across Committee members are totaled. The highest number of points that an applicant might earn from a single evaluator would be 30; 5 points for each of the six areas. Applicants with the largest number of points are awarded the available scholarships. Thus, students need to carefully and fully report their achievements in each of the following six areas.

Area I. OAHPERD Membership and Participation

Membership and active participation in OAHPERD are important components of the Memorial Scholarship. According to OAHPERD guidelines, a student must be a member of OAHPERD for a minimum of six months at the time of receiving the Memorial Scholarship Award (usually at the State Convention in early December). Additional points in this first area are awarded to students who have been a member of OAHPERD for a longer period of time, as well as for joining the Society of Health and Physical Education (SHAPE America), and for participating in diverse OAHPERD activities such as the annual conference, the Student Leadership Retreat, and presenting a session or poster at the annual conference and/or mini-convention virtual sessions. Students should be encouraged to join OAHPERD's Student Division. Involvement in the Student Division will provide opportunities to volunteer, become a leader, as well as meet others representing Ohio colleges and universities.

Area II. Professional Organizations: Participation and Leadership

Students should try to join one or more on-campus organizations/clubs in the area of the student's university major area of study. In addition to providing students an opportunity for leadership, such memberships might help students develop insight into refereeing, manage sporting events, develop strength/conditioning or coaching skills, and also provide service both within and without their college/university. Note that activities that are required as part of class or schoolwork (e.g., field day, internships, student teaching) do not count in this category.

Area III. Extra-Curricular Activities

In this section, student applicants highlight their participation in clubs and activities that are not directly related to their chosen professions. Examples of these activities might include band,

chorus, fraternity or sorority groups, and other social organizations. Points in this section also are awarded for participation in intercollegiate athletics and intramural sports.

Area IV. Community Service

Community service includes voluntary participation in organizations both outside and inside of OAHPERD interest areas. Examples of these activities include coaching youth sports, volunteering to work with local camps, and working with charitable organizations and local food banks. However, activities related to the student's major such as serving as a youth sport coach or official should only be listed in one of the six categories (i.e., typically either categories II, III or IV). Students are encouraged to list any other service (e.g., military service) that already has not been mentioned. The broader the examples, the number of examples, and length of the participation, the higher the score will be in this area.

Area V. Scholarship: Academic Record

Points are awarded for grade point average (GPA) and for other forms of recognition. These include scholarships (provide a description of these), being a member of the Honors College, scholarly publications and/or presentations, and being on Dean's List for multiple semesters. The OAHPERD Memorial Scholarship rewards academic achievement and seeks to recognize potential for leadership in the profession.

Area VI. Goal Statement: The Student's Letter Describing Professional Goals

It is important to encourage students to identify future goals especially with regard to their professional aspirations. When applying for the OAHPERD Memorial Scholarship, students are asked to write at least a two-page letter highlighting their professional goals for the next five years. In this letter, students can be creative and also can describe what they plan to do in their professional lives. Additional information in this section can include a student's sources of inspiration, and other related information. This letter is where the student captures initial goals and plans for the future. Students who anticipate living in Ohio after graduation can describe whether they expect to continue their participation in OAHPERD.

OAHPERD Memorial Scholarship Award: Creating a Legacy, Providing Mentoring, and Building a Resume

We invite faculty to mentor students by encouraging them to apply for numerous scholarships and awards, including the OAHPERD Memorial Scholarship. Applying for awards is a complex process, and thus students can benefit from your guidance, leadership, and most importantly your encouragement. Consider showing them the way toward even greater professional achievement by applying for awards and other academic recognitions.

We may be biased, but we think that mentoring students is a valuable way to enhance our own teaching contributions. We wish that your continued mentoring of talented students brings you personal fulfillment and enriched meanings to your teaching. Students will benefit greatly and faculty will have an opportunity to learn even more about their students as they progress toward their professional goals. By being aware of your students' aspirations and academic accomplishments, you will be in an ideal position to write numerous letters of recommendations--for the OAHPERD Memorial scholarship, other types of awards, and a diverse posting of job opportunities.

Students: if you are considering applying for a scholarship, be sure to seek the advice of a trusted faculty member. By enlisting the aid of faculty, you will enable faculty to comment with greater specificity about your achievements and potential when they provide letters of recommendation on your behalf.

In conclusion, we wish faculty continued success in helping your students succeed, and hope that you will consider providing OAHPERD with nominations of outstanding applicants for the OAHPERD Memorial Scholarship Award. Likewise, we encourage students who feel they are qualified to apply for the OAHPERD Memorial Scholarship Award¹. Thanks for considering this possibility!

Additional Encouragement

To aid in making the decision to apply for the OAHPERD Memorial Scholarship, please see the following description (see page 7) of the most recent recipient, Brian Ladner of Youngstown State University. Brian's biography was prepared by Memorial Scholarship Committee members and was featured in recent "Catch up with OAHPERD" email posts by the OAHPERD Executive Director, Lisa Kirr. For further information about this year's Memorial Scholarship awardee, see the brief description of the link between Brian Ladner and Dr. Jim Tressel, the current President of Youngstown State University.

Bonnie G. Berger is Professor Emerita, Sport and Exercise Psychology, School of Human Movement, Sport, and Leisure Studies, Bowling Green State University, Bowling Green, OH.

Mary Jo MacCracken is Professor Emerita from School of Sport Science and Wellness Education, University of Akron, Akron, OH.

Both authors currently are serving as members of the OAHPERD Memorial Scholarship Committee.

¹ Applications for the Memorial Scholarship are available at OAHPERD.org. At present, dates on the website need updating.

Brian Ladner: Recipient of the OAHPERD Memorial Scholarship Award

Brian Ladner is the recipient of the 2020/21 Ohio Association of Health, Physical Education, Recreation, and Dance (OAHPERD) Memorial Scholarship Award. Brian is a senior at Youngstown State University (YSU) where he is majoring in Health Education and Physical Education in the Department of Teacher Education and Leadership Studies in the College of Liberal Arts, Social Science and Education. He has established a stellar academic record. With a 4.0 grade point average, Brian serves as a member of the Dean's Dozen and has been recognized in multiple semesters on the Dean's (8) and President's (6) academic lists of high-achieving students at YSU. Brian has received six different scholarships.

Brian has been an active member of OAHPERD for the past three years. In addition to attending the annual conference and making presentations at two of them, Brian has lobbied for passage of State Health Education Standards by writing newspaper articles and making presentations throughout his community.

Since 2017, Brian Ladner has been licensed by the Ohio High School Association (OHSAA) to officiate football, basketball, baseball, and softball games. As a sports official, Brian has worked to ensure that State playoff games were organized and conducted safely with a focus on controlling parents and enforcing the rules of the game. Brian is a professional member of the National Association of Sports Officials and four different officiating associations. Brian also has served as a replay official in the Missouri Valley Football Conference and



has coaching experience at all levels of competition—from middle school through college.

The OAHPERD Memorial Scholarship Award recognizes leadership, and Brian is a true leader among his peers. As a member of YSU's Health Education and Physical Education (HEPE) Club, he has served as a tutor and peer-mentor for first-year students. As supported by a letter of recommendation by a YSU faculty member, Brian is identified as "... a mature, motivated, dedicated leader, resourceful, enthusiastic, and

knowledgeable ... instrumental in leading club members to receive funding through YSU student government to support HEPE club membership." The author of another recommendation letter emphasizes, "Mr. Ladner possesses the qualities expected and required of an OAHPERD Memorial Scholarship candidate. It has been my pleasure to watch Brian mature and grow into an outstanding young professional so deserving of this scholarship award." Finally, another reference stated, "I have no doubt that Brian will succeed in any venture that he attempts because of his resolve, intelligence, personality, and attitude.... Brian's enthusiasm and commitment to the goals that he sets for himself make him an outstanding candidate for future success. His great attitude, creativity, and sense of humor are some of his most outstanding qualities. I truly believe that Brian Ladner has an unlimited future and would make a great choice for this award." In conclusion, Brian Ladner is an impressive recipient of the OAHPERD Memorial Scholarship Award.

WANTED:

Applicants for the Memorial Scholarship

For More Information:

<https://www.ohahperd.org/student-memorial-scholarship>

The Brian Ladner-Jim Tressel Connection

By Heather Barbour

Youngstown State University (YSU) is no stranger to accolades in its Teacher Education and Leadership Studies Department. Brian Ladner may not know this, but his Memorial Scholarship Award was earned 46 years after Youngstown's current President and former Ohio State University football team's head coach, Jim Tressel, was presented this same Award. The Memorial Scholarship Award recognizes students who exhibit scholarship, leadership, and pre-professional commitment. It is no coincidence that President Tressel exhibited these exemplary skills as a student at Baldwin-Wallace College. It is not surprising that President Tressel now leads the entire student body, professors, and staff members at YSU. Mr. Tressel coached the YSU football team prior to his successful tenure at Ohio State University. Under his leadership, the Ohio State Buckeyes earned several national championship titles. He moved into a Strategic Engagement position at the University of Akron in 2012 prior to his YSU Presidential nomination in 2014. President Tressel has been known to frequent Youngstown's Health Education and Physical Education Student Club to render advice and also has taught courses in the Department of Teacher Education and Leadership Studies.

Perhaps Brian will continue in President Tressel's footsteps after being awarded this prestigious honor as a Memorial Scholarship recipient. Brian has worked with the YSU Penguins football staff as a Quality Control coach for two seasons, in the YSU Football summer camps, in recruiting, and in analyzing opponent's film. He also has served as a student assistant to the YSU Athletic Director. OAHPERD is fortunate that Brian Ladner is a student member and leader. We cannot wait to see what the future holds for this young man.

Heather Barbour, Highland Elementary School, Marengo, Ohio, is a former recipient of the Memorial Scholarship and the former OAHPERD Student Services Liaison. Currently, she is a member of the OAHPERD Memorial Scholarship Committee and Secretary of OAHPERD.

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10

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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 21st 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.

Coaching: "A terribly unhealthy profession." Tactics to help coaches address mental health

Most of us who have coached understand how difficult the job can be: long hours, high levels of stress, job insecurity and the pressure that goes along with being publicly evaluated by our win/loss records (Taylor & Sheridan, 2021). Coaches, teachers and others in the helping professions (e.g., nurses, counselors, physicians etc.) devote their lives to helping others, often at the risk of their own mental and physical health (Sheridan, 2016). However, the coaching environment is one that is characterized by "being tough." If a coach is having problems coping with stress, the culture of coaching silently dictates that one should, "just suck it up and deal with it," instead of reaching out to others for help. In fact, for male coaches, reaching out for help is perceived as weakness and few coaches want to reveal any insecurities for fear that opponents will take advantage or that they will be criticized for being weak. With the crises that our nation and the world has faced in the last year, mental health has become a more acknowledged topic in our culture. Nonetheless, there is still an unspoken stigma that is often attached to seeking help for what are real life challenges. This article will review research that was recently published about coaches who reached out for help from sport psychology consultants to improve their coaching performance and found that they unexpectedly learned tactics which could assist in maintaining their mental well-being.

"It's an unhealthy, terribly unhealthy profession, you know, how many of us are either sick, been sick, or have disastrous relationships" (Sheehy, Zizzi, Dieffenbach, & Sharp, 2019, p. 143). The pressures that today's coaches face are immense. Some of these stressors include but are not limited to coping with stress, job uncertainty, managing balance between professional and personal lives, exhaustion, and need satisfaction (Sheehy et al., 2019). Yet, much of the attention directed to addressing mental health challenges has been devoted to helping athletes learn how to cope with life stress (Longshore & Sachs, 2015). Only lately have researchers started to identify how sport psychology consultants can help coaches manage their mental health. Despite

the limited formal training that most coaches receive in sport psychology, coaches are expected to provide self-styled mental health counseling for their athletes. Improved understanding is being developed about the chaotic environment in which coaches often practice and perform. This better understanding has led to the need for specialized training to assist coaches in developing competencies to help their athletes overcome the obstacles that they face (International Council for Coaching Excellence, 2013). Therefore, there seems to be a need to help coaches develop psychological skills, not only to help coaches meet their athlete's needs, but also to focus on coaches improving and maintaining their own mental health and performance.

Sport psychology has often been viewed by the coaching community as a soft science that is only for those who are weak and who cannot meet their challenges by themselves. In fact, some coaches are not confident in asking for the help of a sport psychologist because of the unspoken negative stigma associated with appearing feeble or because the possibility that their behavior will be professionally scrutinized by a psychologist. "If I said, 'Hey, there's a sport psych consultant that's wanting to help you out and make you a better coach,' it'd be like, 'Hub?'... They still sorta think, 'Oh well, this is... still someone with a white coat, they're just not wearing a white coat. Um, you're gonna be analyzing me'" (Sheehy et al., 2019, p. 143). Yet, as improved understanding is developed about the variety skills that are needed to be effective in coaching, more acceptance may evolve related to coaches addressing their personal mental health. In fact, we know that coaches serve many roles for their athletes and effective coaches possess highly proficient interpersonal, intrapersonal, and technical skills related to their sport (Ferrar et al., 2018). As

we have learned more about coaching, we also have come to understand that coaches are also performers (Rynne, Mallett, & Rabjohns, 2017) who are likely to experience to the same emotions faced by most other performers, for example, anger, anxiety, stress, disappointment, happiness, hope, relief, and resentment (Fletcher, Hanton, & Wagstaff, 2012). Yet, few have examined how sport psychology

...coaches who reached out for help from sport psychology consultants to improve their coaching performance... found that they unexpectedly learned tactics which could assist in maintaining their mental well-being.

skills could assist coaches in managing their performance and in developing skills to sustain their own mental health. Therefore, the current article that is reviewed is of recent research that investigated coaches' use of sport psychology skills intended to address their own coaching performance. Practical applications will follow as suggested from the results of the research.

Article Review

Sheehy, T., Zizzi, S., Dieffenbach, K., & Sharp, L.-A. (2019). "... Didn't Only Change My Coaching, Changed My Life": Coaches' Use of Sport Psychology for Their Own Development and Performance. *Sport Psychologist*, 33(2), 137-147.

The authors (Sheehy et al., 2019) sought to learn about the experiences of high performance coaches who worked with sport psychology consultants with the intent of improving their own coaching performances. Several in-depth interviews were conducted with eight coaches (female $n = 2$, male $n = 6$) who had at least three months of consecutive experience working with a sport psychologist. The coaches came from a variety of countries and coached an assortment of different sports. "High performance coaches" were by defined as "coaches whose primary source of income was through coaching athletes who compete in national and international competitions including Olympic and non-Olympic sports as well as professional sports" (Sheehy et al., 2019, p. 138). The coaches were mostly all full-time paid coaches. As former athletes, several of the coaches had experienced sport psychology services and some had worked with sport psychology consultants as coaches for up to 14 years.

Eight themes were identified by the researchers through analysis of the interview data: buy-in, opportunity, facilitating self-awareness, performance enhancement, enhanced interactions, friendship development, lack of resources, and stigma.

Buy-in was reflected by the coaches' confidence in sport psychology and the individual sport psychology consultant with whom he or she worked. **Facilitating awareness** described how coaches learned to be more reflective about their own behavior and how their actions affected their athletes' behaviors.

Performance enhancement was described as coaches learning from consultants how to manage arousal and improve decision-making during their coaching performances. **Enhanced interactions** referred to coaches' interest in learning more about how to improve their relationships with their athletes and to engage in more mindful behavior. Several of the coaches remarked about how their relationships with their sport psychology consultants developed into mutual **friendships** where reciprocal support was provided back and forth between the coach and consultant. Several of the coaches explained that a barrier to learning was **lack of resources** (finances and access to the consultant). However, coaches also remarked that they would like to have visited with the consultants more frequently because of the value that they found in their support. Finally, the coaches described a negative **stigma** that their coaching colleagues possessed that was related to coaches' use of sport psychology services.

Applications for coaches

In my experiences, many coaches who work in interscholastic athletics are unlikely to have the funds for, or the access to, a professional psychology consultant. Furthermore, some coaches simply do not value sport psychology skills and are often hesitant to step out of their comfort zones to explore how sport psychology skills might help their own performance. However, most coaches already use mental skills with their athletes. For example, many coaches practice pre-competition walk-throughs with their teams, use video to scout opponents/review past game performances, engage in individual and team goal setting, and attempt to pump up their teams or calm them down depending upon their athletes' levels of arousal during competition. These are all forms of psychological skills (arousal management, self-talk,

imagery, relaxation, and goal setting) that Thelwell, Weston, Greenlees, and Hutchings (2008) found were used by high performance coaches to enhance athlete and coaching performance. So, it seems logical that coaches who already use sport psychology skills with their teams could transfer these familiar skills to adapt to their own coaching performance. Yet, finding reliable, evidence-based professional development for coaches can be a challenge.

The United States sport system has been described as the "Wild West" where coaches have to figure out, on their own, what are credible resources for professional development (Sheehy et al., 2019). Table 1 lists several examples of trustworthy resources for coach development and, in some cases, resources that offer realistic applications of sport psychology skills.

In addition to these valuable videos, articles and podcasts, coaches might consider taking what many of them already understand regarding their use of sport psychology skills and apply this knowledge to their own coaching performance. For example, if coaches seek to change their own behavior during their coaching performance, some fundamental goal setting strategies might help them. Coaches could first map out a plan to provide more praise instead of criticism during competitions and then ask an assistant

coach to track the head coach's progress. Coaches might consider using a tally sheet or voice recording to track their use of praise/criticism (see more here Sheridan, 2015). Moreover, a coach who has difficulty managing their arousal during games might practice positive self-talk strategies by first becoming aware of their own negative self-talk and then replacing it with more positive self-talk (Sheridan, 2014). Finally, coaches who ask their athletes and teams to relax during tense moments of competitions, but sometimes overlook their own tension, might consider practicing imagery and deep breathing exercises to lower their own arousal. Each of these skills can be utilized to enhance coaching performance which in turn may help coaches manage their mental health. As frequently recommended by psychologists, "You must help yourself first so that you have the ability and the foundation to help others" (David, 2018).

Coaching can be a rewarding yet challenging career choice. Our most effective and enduring coaches have often entered the profession with an intense desire to help young athletes grow and improve. Many of these coaches consider the coaching profession their calling. Yet a calling can be both a blessing and a curse—sometimes coaches devote so much

TABLE • 1

| Trustworthy Resources for Coach Development with Realistic Applications of Sport Psychology Skills. | |
|---|---|
| Resource | Website |
| Positive Coaching Alliance (PCA) | https://devzone.positivecoach.org/browse/?f[0]=im_field_role%3A15 |
| The Association for the Advancement of Sport Psychology (AASP) | https://appliedsportpsych.org/resources/resources-for-coaches/ |
| Human Kinetics Coach Education | http://www.asep.com/Administrators/samples.cfm? |
| Coach Doc Connection | https://coacheducation.humankinetics.com/blogs/coach-doc-connection-articles |

of themselves to helping others that they neglect to give attention to their own mental health needs. This is a note of thanks directed to all of our dedicated educators who go above and beyond their duties to help our students grow. Remember to take care of yourselves; your students and athletes will benefit from your own mental well-being!

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

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- Michael P. Sheridan, Ph.D. has more than 30 years of experience in education as a head college and high school coach, teacher, and administrator. Sheridan is an editorial board member of the *International Sport Coaching Journal* (ISCJ), a peer-reviewed journal for coaching education professionals. Sheridan is also a member of the editorial board of *Future Focus*, a refereed journal for the Ohio Association of Physical Education, Recreation and Dance (OAHPERD). Dr. Sheridan recently co-authored a book chapter: Taylor, W., & Sheridan, M. P. (2021). *Career Decision Making in Coaching in D. Gould & C. J. Mallett (Eds.), Sport Coaches' Handbook* (pp. 205–238). Champaign, IL: Human Kinetics. Sheridan is an elementary physical education teacher in the Tri-Valley School District.



A Recreation Department's Response to the COVID-19 Pandemic¹

By Michael Simmons and Steve Shih-Chia Chen

The novel coronavirus (COVID-19) pandemic has severely impacted the operation and financial vitality of recreation, fitness, and sports industries (Byrne, 2020; Dolesh & Colman, 2020). This case study addressed how recreation and fitness sectors were impacted by the outbreak of virus and described how the Recreation, Parks and Cultural Activities (RPCA) department of a satellite city near the National Capital, Washington D.C., operated its facility with proper emergency responses and best practices under the guidelines of Center for Disease Control and Prevention (CDC) and the State Health Department. In addition, challenges (i.e., staffing and financial compensation) faced during different phases of reopening are also discussed. Mask wearing, maintaining proper social distance, contact tracing, and taking extra safety precautions are advocated as the key elements to minimize the increase of infected cases, keep the community safe and reopened, and avoid a draconian shutdown.

Keywords: COVID-19 pandemic, recreation management, recreation facility, social distancing.

On January 9, 2020, the World Health Organization (WHO) released an announcement that the organization had tracked a virus in Wuhan China that would later become known as COVID-19. COVID-19, a respiratory virus which spreads from person to person, was caused by a coronavirus called SARS-CoV-2 (Georgia Department of Health, 2020). Infected individuals who are in close contact, most likely within six feet with others, can spread the virus through respiratory droplets by speaking, coughing, and sneezing. The virus was also thought to spread when individuals touch surfaces that are contaminated with aerosolized particles that have landed on these surfaces. Older adults and people who have severe underlying medical conditions such as heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness. While the virus does affect children and younger adults as well, most seem to quickly recover and

or be asymptomatic. There is a disease, Multisystem Inflammatory Syndrome (MIS-C), linked to COVID-19, that can severely impact children and toddlers. This is a condition where different body parts can become inflamed including the heart, lungs, kidneys, brain, and other organs (CDC, 2020a). This new coronavirus likely originated in bats, but there are also speculations that was purposely developed in a laboratory.

Recreation, fitness, and sports industries were one of the most severely impacted businesses, along with transportation and the hospitality industry, during the COVID-19 pandemic (Byrne, 2020; Dolesh & Colman, 2020). Many recreational and sports programs and activities had been cancelled and/or delayed worldwide (City of St. Louis, 2020; University of North Carolina, 2020). The activities and events that continued to operate would focus on whether physical distance could be maintained throughout competition among players and spectators.

Excessive cleaning costs before and after recreational programs that seemed to be unreasonable are now more in line with the new normal (BayCare, 2020). The operation of recreation, fitness, and youth sports have completely different looks and procedures (Eschner, 2020). Basketball has become a drill-only sport where each participant has one's own ball. The Little League World Series was cancelled for the first time in history, and Fall football was either delayed or cancelled with possible practices and games played in the spring. In the past, recreational summertime programs were focused on bringing kids together. Now, these programs have been focusing on keeping kids away from each other. Participation numbers have been limited because enrollment capacity has been slashed in half according to

¹ Due to the fact that the writing of this case study occurred in the summer of 2020, information concerning COVID-19 has changed over the past 6 months. The modifications described in response to the pandemic are within the context of the spring and summer of 2020.



the CDC guidelines or due to the lack of staff (County of Santa Clara, 2020). Equipment within gyms and playgrounds must be sanitized before and after use, and only program or staff members have the privilege to use the facilities. Facilities are limiting foot traffic by scanning the temperature of the children before entering buildings and parents are to remain in their vehicles (University of North Carolina, 2020).

The fitness industry has struggled with many fitness centers going out of business (Bowling, 2020; Horton, 2020). High-intensity circuit training can no longer be as widely offered and classes have to take place in parks due to physical distancing rules. For example, a gym in Sierra Madre takes equipment outdoors to avoid shut down orders amid COVID-19 (KABC, 2020). A popular circuit training program has been limited to half capacity with each participant using their labeled equipment during the class (Roth, 2020). Circuits are being performed in different rooms with multiple trainers for one class. Excessive cleaning costs place a heavy burden on small gym owners who attempt to offer their customers a safe place to work out. Gymnasiums and facilities put shields up between treadmills, hire staff to do temperature checks, and wipe down equipment as soon as people stop using the machines. Locker rooms and water fountains are locked down to avoid contamination. These adjustments are impacting facilities across the country.

The purpose of this case study was to address the emergency responses and best practices utilized by the City of Alexandria, Virginia, regarding the operation of the city's recreation, park and cultural facilities. The director of the city's Recreation, Parks, and Cultural Activities (RPCA) Department tried to be forward thinking in responding to the pandemic. Shared information and practices were implemented by the department and received positive feedback from the staff. It is the authors' goal to share these existing practices

and reopening policies with other field practitioners in order to incorporate useful information to ensure the health and safety of patrons of community recreation and fitness departments.

The Operation of RPCA in the City of Alexandria under the COVID-19 Pandemic

Early COVID-19 History

On March 10th, 2020, the Alexandria Health Department was notified that a guest who had tested positive for the COVID-19 virus attended a church meeting. After further investigation, the health department found the exposed individual attended the church on both February 26th and March 4th. On March 11th, the health department announced that an Alexandria resident had been identified as the first positive case within the city. At that time, the Director of Health for the City of Alexandria, Stephan A. Haering, released his first public statement regarding the pandemic. His statement indicated the general Alexandria community was still at low risk for COVID-19,

and that the city's Health Department was prepared for the evolving pandemic (City of Alexandria, 2020). March 11th was also the same day the City of Alexandria activated its Emergency Operations Command Center. On June 18th, the City of Alexandria and the health department reported its first case of MIS-C in children.

After three months of a temporary lockdown and a series of emergency responses held by the health department, the pandemic in Alexandria has been kept under control. As of June 30th, Alexandria has had 2,507 cases and 56 deaths related to COVID-19. Almost all the cases and fatalities included individuals with preexisting health conditions or the elderly. Over a fifteen-week period, the City of Alexandria had a weekly average of 170 cases and almost four deaths. Since the cases and causalities seemed well controlled when compared to the national average, the city's administrators had the confidence to execute the reopening plans for general businesses and public services. Please see Figures 1 and 2 for detailed information on COVID-19 related cases in the region.

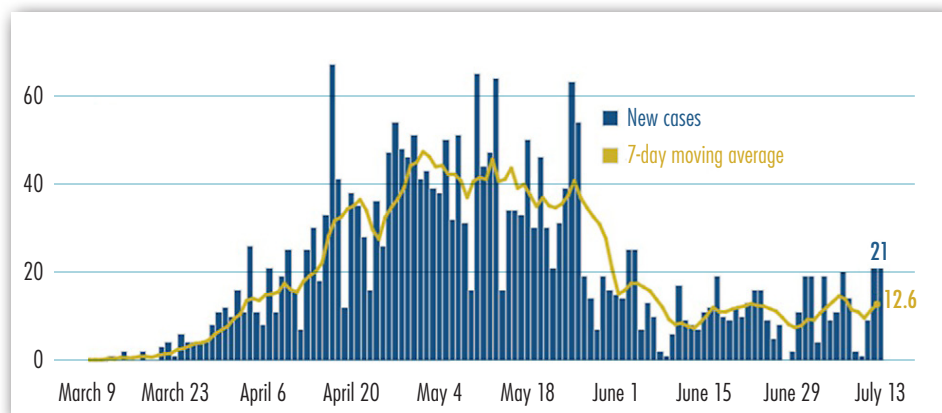


Figure 1. Average weekly new COVID-19 cases from May 9 to July 13¹: New Cases and 7-day Moving Average (Image courtesy of City of Alexander, VA)

¹ For dates before April 18, the case count includes only laboratory-confirmed cases received by the Alexandria Health Department as of that day. For dates on and after April 18, the case count includes both laboratory-confirmed cases and probable cases (symptomatic patients diagnosed by a doctor but not tested) reported by the Virginia Department of Health the following day.

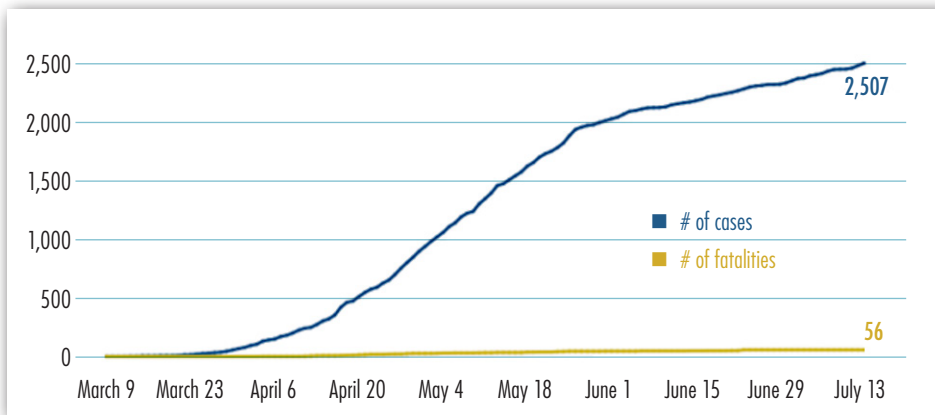


Figure 2. Cumulative COVID-19 cases¹ and casualties² in Alexandria, VA (Image courtesy of City of Alexander, VA)

¹For dates before April 18, the case count includes cumulative laboratory-confirmed cases received by the Alexandria Health Department as of that day. For dates on and after April 18, the case count includes both cumulative laboratory-confirmed cases and cumulative probable cases (symptomatic patients diagnosed by a doctor but not tested) reported by the Virginia Department of Health the following day.

²For dates before April 24, the fatality count includes cumulative fatalities reported to the Alexandria Health Department as of that day. For dates on and after April 24, the fatality count includes cumulative fatalities reported by the Virginia Department of Health the following day.

Daily COVID-19 Briefings

The City of Alexandria's COVID-19 briefings occurred twice daily, one at 10 A.M. and another at 4 P.M., starting on March 16, 2020. The primary focus of these briefings was to discuss and share information that pertained to the impact and spread of the virus and how it was directly affecting recreation, parks, and cultural activities. The briefings were handled by the Head of COVID Response updating the leadership and upper level management team with all the information that they had received throughout the day. Additional information was shared in the conversation that followed. After several weeks, the briefings became more complex and organized with more groups being formed and the head of each group communicating information to the other groups. The groups were broken down into finance, RPCA safety and health, human resources, communications, recreation facility and programming, park operations and management, capital projects, and the director of briefing.

The finance division discussed matters involving funds, coding of labor hours regarding overtime, essential pay, telecommuting, and purchasing. The safety division covered topics related to employee well-being, personal protective equipment, safety supplies, and the procurement of all RPCA safety needs. The human resources department handled compliance and training for all staff and was the main contact point for all employees with questions. The communications department handled all social media accounts while relaying closed, cancelled, and opening messages to the public as well as drafted emails to be released to staff. Recreation programs and facilities organized community outreach programs during the pandemic such as housing shelters for residents, showering areas, and child-care centers for essential city workers. The office of park operations and management handled park closures, daily maintenance, and upkeep of all parks during the pandemic. The capital projects group discussed status of projects and how the pandemic was affecting

dates of compliance and the ability to get the work completed. Finally, there was a briefing informing all participants about what the director had shared and handled daily. After June 2020, the meetings were cut down to once a day and occurred only during the weekdays.

The Operation and RPCA during the Pandemic

On March 21st, Alexandria Recreation, Parks, and Cultural Activities (RPCA) closed its first amenity to the public. Eventually, this led to all City of Alexandria parks, recreation facilities, and community-based activities being closed or cancelled. While parks and trails remained open, amenities such as playgrounds, athletic fields, courts, parking lots, dog parks, picnic shelters, restrooms, and water fountains were closed and/or turned off. Recreation facilities were closed thus canceling indoor and outdoor swimming, summer camps, exercise classes, and recreation free play. All community centered activities were cancelled including adult programs, sports leagues, farmers markets, special events, park reservations, and community service events. The City of Alexandria also closed two local facilities which included The Torpedo Arts Factory and the City Marina. All City of Alexandria recreation, park, and cultural activities were cancelled completely on March 23^d. Figures 3 and 4 show the signs and instructions that RPCA gave to the residents about the closure of the parks and facilities.

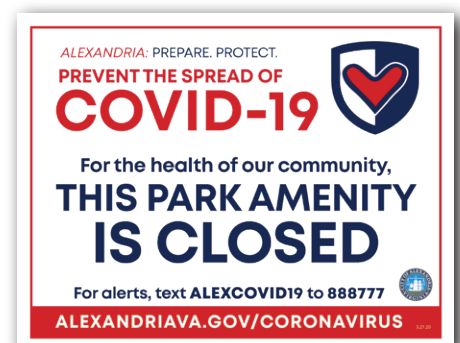


Figure 3. Park and Facility Closure Sign (Image courtesy of City of Alexandria, VA)

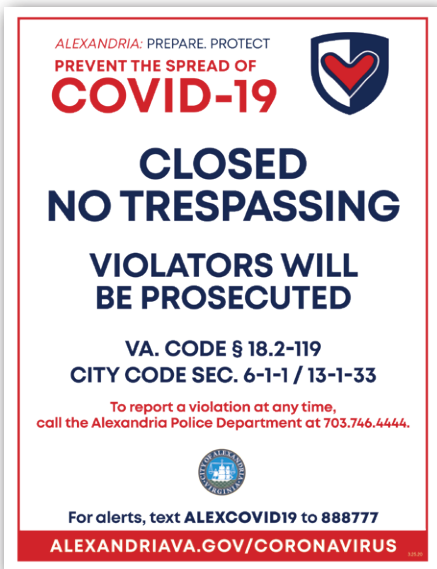


Figure 4. Park and Facility Closure Sign (Image courtesy of City of Alexandria, VA)

Phases Reopening

A three phased reopening approach (see Table 1 and Figure 5) was adopted by the City of Alexandria in accordance with guidance presented by the governor of Virginia. This phased opening aligned with the Northern Virginia region which offered a later opening plan than all other regions of Virginia. While most of Virginia opened under Executive Order 61 in early May, Northern Virginia delayed its phase one reopening until May 29th due to not meeting guidelines set by the Governor. The delay of Northern Virginia opening several weeks after the rest of Virginia continued throughout the phased opening approach. Each phased reopening plan detailed what could be opened, the capacity allowed within each area, the safeguards needing to be in place, and the expectations for each facility. Virginia Governor Northam implemented several guidelines that had to be met before the start of reopening. The state had to experience a steady drop in the percentage of positive cases over a fourteen day period, a decrease in the number of hospitalizations over a fourteen day span, have enough hospital beds and care units to handle a

TABLE • 1

| Designated schedule of 3-Phased reopening in 2020 | |
|---|-----------------------|
| Stage | Date |
| Phase One | May 29 th |
| Phase Two | June 15 th |
| Phase Three | July 1 st |

surge, an increase testing and tracing, and maintain sustainable supply of personal protection equipment (PPE) (Virginia Department of Health, 2020).

Essential Workers and Teleworking

Shortly after March 21st when RPCA began closing different aspects of RPCA park amenities, facilities, and programs, the division transitioned to two different work formats. Within RPCA, each employee was either: (a) deemed essential and needed to continue working onsite, or (b) classified as telework staff and could perform all job duties at home. There were some employees who were

not essential but also did not have teleworking capabilities or job functions that allowed them to work remotely. Those members continued to be paid throughout the pandemic. Very early in the process, the city manager said no employee, whether full-time or seasonal, would be laid off and not get paid. Unfortunately, there were no plans for employees to make up their lost working hours, but some staff members were able to transfer to other job positions within the city. In this case, the cost due to the COVID-19 pandemic was not completely absorbed by the RPCA, but shared with a different City of Alexandria department, such as the Health Department.

Essential workers consisted of park operations and maintenance staff who took care of daily operations of parks and facilities. Upkeep of ground maintenance, park amenities, and recreation facilities still needed to be carried out, even if the location was closed or had limited use. To keep essential workers safe, their schedules were split into two-shift groups with no overlap with other

| STOP THE SPREAD OF COVID-19 | | | |
|---|---|---|--------------------------------|
| RPCA REOPENING PHASES | | | |
| The timing of the RPCA reopening phases is anticipated to align with the phases in the Governor's Forward Virginia blueprint for Northern Virginia, but is subject to change. Programs and facilities will operate according to federal, state and local health guidelines, which include significant adjustments to capacity and format. | | | |
| | PHASE 1 | PHASE 2 | PHASE 3 |
| All Parks | Open | Open | Open |
| Playgrounds | Closed | Open | Open |
| Trails & Paths | Open | Open | Open |
| Picnic Shelters | Closed | Closed | Open |
| Fields | Closed | Open | Open |
| Sport Courts | Closed | Open | Open |
| Dog Parks | Closed | Open | Open |
| Restrooms | Closed | Open | Open |
| Nature Center | Closed | Closed due to facility repairs | Closed due to facility repairs |
| Recreation Centers | Closed | Open for limited use starting June 20 | Open for limited use |
| Outdoor Pools | Closed | July 1 | Open |
| Out of School Time | Not offered | Not offered | Offered |
| Summer Camp | Not offered | July 6 | Offered |
| Classes & Nature Programs | Virtual options & limited outdoor fitness | Offered | Offered |
| Marina | Only open to slip holder & reserved transient | Only open to slip holder & reserved transient | Open |
| Torpedo Factory Art Center | Closed to public/open to artists | Open | Open |
| Special Events | Cancelled | Cancelled | Conditional |
| Special Event Permits | No permits being issued | No permits being issued | Conditional |
| Sports Classes & Leagues | Not offered | Limited sports instruction | Offered |
| Sprayground | Closed | Closed | Closed |
| Registration & Reservation Office | Closed | Open by appointment | Open |
| Department of Recreation, Parks & Cultural Activities • alexandriava.gov/Recreation • 703.746.5414 | | | |
| FOR CURRENT REOPENING INFORMATION, VISIT ALEXANDRIA.VA.GOV/CORONAVIRUS | | | |

Figure 5. Detailed plan of PRCA reopening phases (Image courtesy of City of Alexandria, VA)

shifts. Along with the staggered scheduling, deep cleaning, individual vehicle allocation, and mandatory PPE were other ways employed to increase safety measures for essential staff.

In April, the city manager made Alexandria the first jurisdiction in Northern Virginia to offer a COVID-19 emergency response pay supplement. This pay increase consisted of an additional four dollars per hour to all essential employees who still worked onsite. The emergency response pay expired on June 26th, when the City of Alexandria entered Phase Three, and teleworking staff began to come back to the office. With the additional four dollar increase on hourly wages, \$320 of cleaning spending would be paid to the cleaning crews every two weeks. With the additional cost in cleaning spending, labor cost, sanitizing items, and PPE, the City of Alexandria would need to spend \$750,000 monthly to maintain the operation of its recreation facilities. Until the end of June, the total COVID-19 emergency response cost had exceeded over two million dollars (Browand, 2020).

All staff who were not deemed essential moved to teleworking from off-site locations. Most worked from home and remotely logged into their work database. After some glitches in the early process, teleworking worked well for recreation, parks, and cultural activities. With essential staff working onsite and teleworking staff working from home, RPCA was able to have a business as usual approach. There were some hybrid staff that had some essential onsite responsibilities as well as performing some work from home teleworking.

Various Guidelines and Executive Orders

Throughout the pandemic, the governor issued several executive orders (see Figure 6) to help stop and slow the spread of COVID-19. The following executive orders had a direct impact on the City of Alexandria recreation, parks, and cultural activities division (Commonwealth of Virginia, 2020).



Figure 6. Best practices for stopping the spread of COVID-19 (Image courtesy of City of Alexandria, VA)

Executive Order 51 declared a state of emergency for the state of Virginia due to the Coronavirus. This declaration allowed for the City of Alexandria to gain state resources such as funding, employee staff support, and allowance for express actions. Executive Order 53 stated the information about the restriction policies and closures of facilities and recreation programs.

Executive Order 55 was declared on March 30, 2020, and enforced a stay-at-home order for all residents of Virginia unless deemed as essential employee. According to Executive Order 61, Virginia would enter Phase One of reopening on May 29, 2020. Executive Order 63 announced the requirement for wearing a face covering while inside a

building. The order required individuals ages ten and older to cover their mouth and nose with a face covering when entering, traveling through, spending time in, and exiting public buildings. Excepted from the order were people who are eating, receiving medical care, exercising, communicating through lip reading, or have preexisting health conditions that would deem the face covering harmful to their health. Executive Order 65 stated Virginia would enter Phase Two of the reopening plan, and Executive Order 67 stated Virginia would enter Phase Three of the reopening plan.

The operation and reopening of the RPCA required closely abiding to the policies and guidelines listed in these seven executive orders. These were

recommendations and tips for protecting oneself and others from getting infected by the COVID-19 or spreading the virus.

Overall Impact and Reopening Attempts of RPCA

Financially, RPCA will continue to face challenges from COVID-19 and budget stressors throughout FY21. The salary savings and other budget reductions decreased existing available resources by \$1,258,546 (Browand, 2020). Each department had to realign budgets showing a five to fifteen percent budget decrease. While this was the initial discussion, divisions were made aware that other deductions could be forthcoming depending on how long restrictions are in place due to COVID-19.

Training for staff who were coming back to work or for those who continued to work through the pandemic was essential to slow and stop the spread. Health and safety of staff and residents were the key elements to reopening of the City of Alexandria. With physical distancing being necessary to slow and stop the spread of COVID-19, most training and education was done through video calls and recordings. Trainings covered knowledge and understanding of COVID-19, handwashing, physical distancing, methods for working from home, six steps to stop the spread, proper face coverings, and returning to work to the "new normal." Each facility also had a plan developed for what to do if a person was in the facility and tested positive for COVID-19. This plan detailed who was responsible for: (a) contact tracing; (b) shutting down, cleaning, and reopening the facility, and (c) speaking with staff and facility participants on the matter while still respecting the privacy of the individual who tested positive.

Staffing

With such a wide variety of skill sets and job tasks within RPCA, staffing during the pandemic has been challenging and difficult. Since RPCA had teleworking individuals, essential staff and hybrid telework/essential staff, it was important to have open communication when discussing the rotations of available onsite workers, types of available remote tasks, and all safety measures that needed to be taken. Some essential staff questioned why they were working

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Training for staff who were coming back to work or for those who continued to work through the pandemic was essential to slow and stop the spread.

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while some teleworking staff wondered when they could come back to work. A few staff questioned the effectiveness and integrity of safety measures, while others were thankful for what was being provided to them. Some groups perceived that their work or positions were not important at all, while others felt it important to provide the community with clean, friendly, and welcoming parks regardless of the crisis.

Impact of COVID-19 on Staff Members' Family

Families of RPCA all handled the COVID-19 pandemic a little differently. Having conversations with staff throughout the closing period, it was easy to notice that each family had their challenges. Some families had no children in the household, so for the most part everything was normal for them besides the aspect of working from home. Other staff either had or lived with family members who had preexisting condition; thus, they were forced to work from home and limit their exposure to anything in public. Others had children staying home due to the closure of their school or child-care center and were now working long days as well as taking care of their children. Through multiple conversations with the employees, it was found the older the children were, the easier it was to have them home. All staff agreed that having a newborn, infant, or toddler at home while trying to work remotely was nearly impossible.

Park amenities closed on the week of March 21st and remained closed for more than a month. Closing the amenities included taking basketball rims down, locking and taping off playgrounds, shutting off water to fountains and restrooms, and fencing and locking fields and parking lots. Part of the closing down process included continuous signage replacement and redoing the tape of closed areas. Throughout the time that the amenities were closed, a lot of residents challenged the process and would often hop fences and take off tape so they could use the closed area. Once the phased opening started, staff members were able to have a great plan developed.

Initial Phase of the Shutdown

Recreation facilities were closed after the week of March 21st, but this did not mean the places were not being used. Shortly after shutting down all

recreation facilities and activities, one location was converted into a living shelter. The center itself housed up to twenty-five individuals throughout the days and nights. Another RPCA location was used for shelter showering. This location was open five hours a day to assist with showering needs of the community residents. Furthermore, one recreation center was turned into an essential City of Alexandria employee childcare center. This was the easiest transition, because very little facility conversion was required. Lastly, some locations were used as food kitchens and food distribution centers. Not only were these RPCA locations used for alternative means, but recreation staff worked these facilities throughout the hours they were opened.

Once the phased reopening was introduced, the division of RPCA had to develop cleanliness standards and provide safety measures for each emergency need so facilities could be operated safely. Protective shields were

installed at front desks, office cubicles were extended for height, additional cleaning wipe stations were installed, and temperature locations at entrances were among some of the changes made at each facility to improve safety.

Supplies

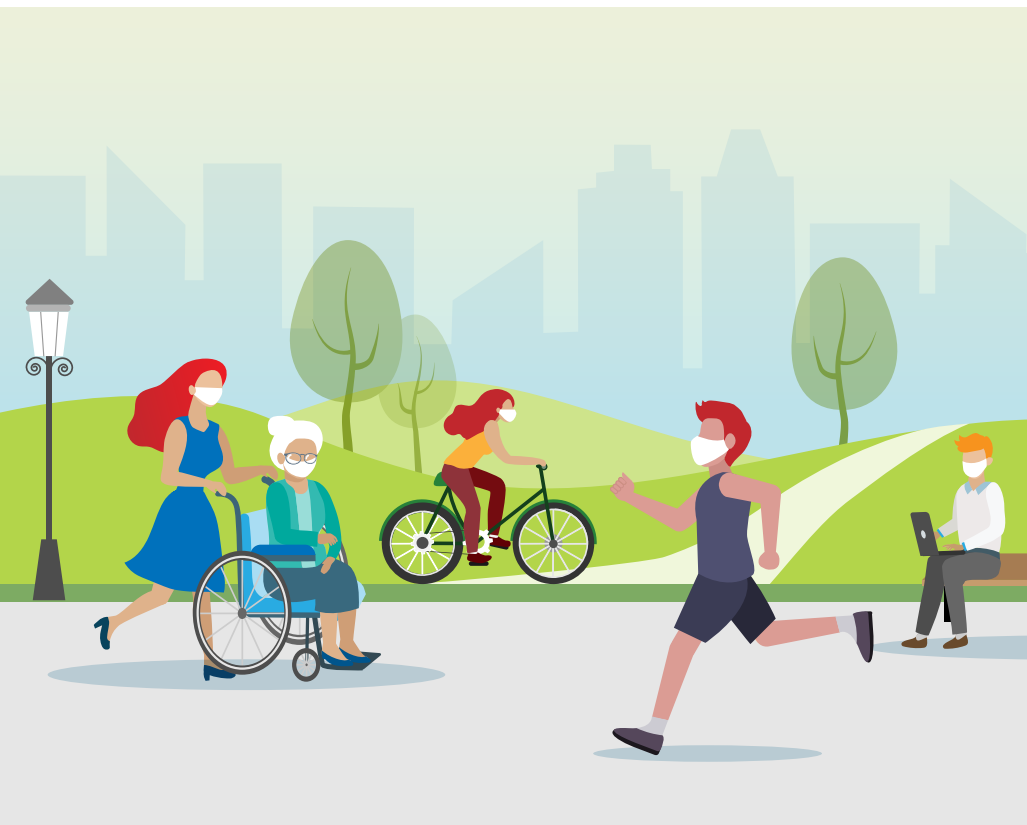
Traditionally, the RPCA only maintains a month stockpile of PPE, cleaning supplies, and other materials regarding staff safety and cleaning procedures. Once the pandemic set in and panic purchasing began, RPCA started to notice shortfalls immediately. Having most of the RPCA facilities temporarily closed definitely helped with preserving its supplies. Nevertheless, RPCA still struggled to obtain standard cleaning supplies along with gloves, ear plugs, and safety glasses for its normal operation. Standard two-day shipping had turned to a minimum three-month wait, even if supplies were available. With limited stock available, cleaning supplies and PPE were placed under the direct

subversion of the RPCA's head of safety. This individual oversaw all aspects of procurement, distribution, and tracking. The head of safety had worked with the Emergency Operations Center (EOC) and logistic division within the city to purchase supplies in bulk. Under this operational process, supplies and PPE became available and sufficient.

Conclusions

The City of Alexandria and its RPCA department faced an exceptional challenge while handling the COVID-19 crisis. Being able to limit cases and fatalities to a minimum gave the city and its community a sense of confidence to reopen the parks, recreation facilities and the community in a safe and secure way. Being within the Northern Virginia Capital Region, residents and city staffs of Alexandria have responded to the pandemic with an open mind by wearing masks and taking extra safety precautions according to the rules set forth by the Governor and City Manager. The cost for these extra measures was considered minimal when compared to the cost of lives lost. The financial benefit of reopening will gradually pick up. The initial cost of the first shut down would be relatively small in comparison to a second shut down due to the reckless behaviors of people (i.e., not wearing masks or maintaining proper social distance) in reopening phases. A few staff tested positive; however, with all the measures and safeguards in place the RPCA was able to effectively contain the spread (Browand, 2020).

As the weather gets cooler and more activities take place indoors, the cases of the COVID-19 infection would continue to surge. Although the development of vaccine and medical treatment for this deadly virus sounds promising, it is still not going to be available for the public to be vaccinated before the winter. The economy of our nation is just too important that our communities just cannot afford to have another draconic lockdown. As health experts



suggested, mask wearing, maintaining proper social distance, contact tracing, and taking extra safety precautions are still the most effective measures to combat this virus and keep the community safely reopened (CDC, 2020b; Children's Mercy, 2020; Health Department of Minnesota, 2020). By following rules and guidelines issued by the state and local government and the CDC, the authors believe many recreation and fitness agencies can be safely operated and move in the right direction like City of Alexandria has done.

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Sedentary Behavior and the Relationship to Portable Device Use and Parental Influence in Children¹

By Jonathan B. Naylor, Beth J. Patton and Jacob E. Barkley

Portable screen-based device (e.g., smartphones, tablets) use is a common behavior. Research has indicated using such devices may be associated with sedentary behavior and physical activity in a variety of populations. However, these relationships remain untested in young children. The purpose of the current study was to examine the relationships between screen-based media device use, physical activity, and sedentary behavior in children and their parents. Per the research protocol, parents completed a questionnaire assessing total screen use (smartphone, tablet, television, video games, computer), portable device use (smartphone, tablet), sedentary behavior and physical activity in their children ($N = 40$, 8.7 ± 1.3 years old) and themselves ($N = 40$). Four standard regression models assessed the relationship of criterion variables to predictor variables of child age, sex, daily sedentary time, and physical activity. Criterion variables included (a) child portable device use, (b) child total screen use, (c) parent portable device use, and (d) parent total screen use. Results displayed that child sedentary time was significantly ($\beta = 0.47$, $t = 3.30$, $p = 0.002$) and positively associated with child portable device use. Child sedentary time was also significantly ($\beta = 0.45$, $t = 2.91$, $p = 0.006$) and positively associated with parent total screen use. Physical activity was not significantly ($p > 0.05$) related to parent or child device use. In conclusion, child sedentary behavior was related to portable device use while physical activity was not. This result is similar to what has been previously reported in adults and suggests the potential for an “active couch potato” lifestyle.

Keywords: physical activity, sedentary behavior, screen-time, parental influence, children

Technological advances over the years have created increased availability of screen-based media options in the home for children (Lauricella, Wartella, & Rideout, 2015; Rideout, 2017). An increase in the accessibility of these devices may make it difficult to promote a healthy lifestyle as use of such devices has been associated with greater sedentary (i.e., sitting) behavior (Barkley & Lepp, 2016; Barkley, Lepp, & Salehi-Esfahani, 2016; Fennell, Barkley, & Lepp, 2019; Fennell, Lepp, & Barkley, 2019; Lepp, Barkley, Sanders, Rebold, & Gates, 2013). This greater sedentary behavior is concerning as research examining children from

developed nations has reported that children who exceeded guidelines for both total sedentary time and screen-time were found to have increased body weight and decreased physical activity participation relative to less sedentary peers (LeBlanc et al., 2015).

In addition to the relationship to sedentary time, screen-based media device use in adolescents has been linked to reduced levels of physical activity and a reduction in health-related quality of life, which encompasses both physical and psychosocial health (Lacy et al., 2012). Because of their increasing popularity and unique characteristics relative to traditional screen use (e.g.,

watching television), researchers have recently focused on portable device (henceforth referring to any portable, screen-based, internet connected device [i.e., smartphones, tablet computers, etc.]) use and its associations with health behaviors. The effect and/or relationship of portable device use and the following factors have been examined: sleep quality, academic performance, well-being, personality, anxiety, exercise intensity, sedentary time, physical activity, and cardiorespiratory fitness (Barkley & Lepp, 2016; Barkley et al., 2016; Lepp et al., 2013; Lepp, Barkley, & Karpinski, 2014; Lepp, Barkley, & Karpinski, 2015; Lepp, Li, Barkley, & Salehi-Esfahani, 2015; Rebold, Lepp, Sanders, & Barkley, 2015). Generally, these studies have

¹ The research described in this manuscript was completed as part of Jonathan B. Naylor's dissertation requirements with Jacob E. Barkley as dissertation advisor.

highlighted a potential negative impact of excessive portable device use and these factors. While these studies raise several potential concerns regarding the associations between excessive portable screen use and these aforementioned health outcomes, this extant literature concentrated mainly on a college-aged or older population (Fennel, Barkley, & Lepp, 2019; Fennel, Lepp, & Barkley, 2019). Therefore, there is an overall lack of research on these relationships and potential effects in younger age groups. It is possible that outcomes may be different for children than adults as there is a well-established inverse relationship between cell phone use and age (Fennel, Barkley, & Lepp, 2019; Fennel, Glickman, Lepp, Kingsley, & Barkley, 2018). In other words, among those studied, younger individuals exhibit greater device use than older individuals. Due to these possible age-related differences, it is important to determine the role of portable device use in predicting health behaviors and outcomes in young children.

Of specific interest for this project was assessing the relationships between children's portable screen use and physical activity and sedentary behavior. These specific relationships have been examined in adults that were college-age or older (i.e., ≥ 18 years of age). In this population, researchers have reported that portable device use is positively associated with sedentary behavior, but not related to physical activity (Barkley & Lepp, 2016; Barkley et al., 2016; Fennel, Lepp, & Barkley, 2019; Lepp & Barkley, 2019). While device use did not predict physical activity, heavy portable device users accumulated >70 minutes per day more sedentary behavior than their lower-use peers (Fennel, Barkley, & Lepp, 2019). If similar relationships are seen in children, this would be particularly concerning as poor health behaviors during childhood are likely to persist into adulthood (Gordon-Larsen, Nelson, & Popkin, 2004).

An additional factor that may induce children to use portable devices is the influence of their parents. Lauricella et al. (2015) found that increased use of portable devices by parents was associated with greater use by their children. Furthermore, positive parental attitude toward a particular device has been positively correlated to time spent on that device by children (Lauricella et al., 2015). These results suggest a significant impact of parental modeling on a child's behavior as it pertains to portable device usage. This influence of parent modeling may be in part due to concepts from social cognitive theory.

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Increased use of portable devices by parents was associated with greater use by their children.

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Based on this theory, parental modeling and social support could influence a child's behavior through both environmental (e.g., home environment) and social (e.g., personal attitude) factors (Wright, Wilson, Griffin, & Evans, 2010). In other words, if a parent often participates in and shows a positive attitude towards sedentary endeavors and/or portable device use, a child might be predisposed to have a similar behavior pattern. This effect of parent modeling may also be true for influence over healthy behaviors as previous research has shown that parental attitudes regarding the importance of

physical activity for their child can influence children's actual participation in physical activity (Wright et al., 2010). In these terms, parental modeling could have both a positive and/or negative effect on a child's health depending on the parents' own behaviors.

The aim of the present study was to examine both total (i.e., smartphone, tablet, television, video games, computer) and portable (i.e., smartphone, tablet) screen device use in children and their parents and the relationship between these measures of screen use to children's sedentary behavior and physical activity. We hypothesized that there would be a positive relationship between portable device use and sedentary behavior in children. This proposed finding would be consistent with existing research on adults (Barkley & Lepp, 2016; Barkley et al., 2016; Fennel, Barkley, & Lepp 2019; Fennel, Lepp, & Barkley, 2019; Lepp & Barkley, 2019). We also hypothesized that there would not be a significant relationship between physical activity and portable device use in children as prior research on adults has found no association between these variables (Barkley & Lepp, 2016; Barkley et al., 2016; Fennel, Barkley, & Lepp 2019; Fennel, Lepp, & Barkley, 2019; Lepp & Barkley, 2019). Additionally, we hypothesized that parents who are high volume users of portable devices would have children who are also high volume users. Lastly, a positive relationship was expected between child and parent physical activity and sedentary behavior. These parent/child relationships would echo recent findings that may be explained in part by parental modeling (Lauricella et al., 2015; Wright et al., 2010).

Methods

Participants were young children ages 6–10 years old ($N = 40$, 20 boys [8.7 ± 1.2 years old], 20 girls [8.1 ± 1.3 years old]) and one of their

parents ($N = 40$, 28 females, 12 males). Participants were recruited via word of mouth and recruitment flyers located in public community areas and dispersed electronically through email. Parental informed consent forms and verbal child assent were collected prior to participation and child age was recorded during this process. One parent was then asked to volunteer to fill out a questionnaire in which they reported screen use, physical activity behavior, and sedentary activity for themselves and their child. The use of parental report in the study was warranted as methods of self-report for children has shown inconsistent validity and reliability (Lubans et al., 2011). Furthermore, the use of adult proxy to report health measures in children, such as physical activity, has shown moderate correlation to actual observed behavior (Loprinzi & Cardinal, 2011). All methods were approved via the university's Institutional Review Board (IRB) and specific procedures and measures are described below.

Physical Activity

Physical activity assessment was adapted from the validated Godin Leisure-Time Exercise Questionnaire (Godin & Shepard, 1985). This measurement tool has been used previously in similar research to quantify

physical activity (Barkley, Lepp & Salehi-Esfahani, 2016; Lepp & Barkley, 2019). Parents were asked to fill out how often their child participates in strenuous, moderate, or light intensity exercise per week. They were then separately asked the same questions regarding their own physical activity behavior. A weekly physical activity score was then calculated for the child and parent separately using the following equation where METs = metabolic equivalents:

$$\begin{aligned} & (9 \text{ METs} \times \text{strenuous}) \\ & (5 \text{ METs} \times \text{moderate}) \\ & + (3 \text{ METs} \times \text{light}) \\ & \hline & \text{Weekly physical activity score} \end{aligned}$$

Sedentary Time

Sedentary time was assessed via the validated International Physical Activity Questionnaire (IPAQ) for both children and parents (Craig et al., 2003). Parents reported their child's and their own sedentary behavior (sitting minutes/day) both during week days and weekend days. An average weekly sedentary time was then calculated for parents and children separately based on these responses encompassing both week and weekend days using the following equation:

$$\begin{aligned} & (\text{minutes of sitting per week day} \times 5) \\ & + (\text{minutes of sitting per weekend day} \times 2) \\ & \hline & \text{Weekly sedentary behavior} \end{aligned}$$

Screen-Time

The screen-time assessment was adapted from a survey instrument previously developed for adults by Lepp et al. (2015). This particular instrument was designed and implemented to ensure validity based on previous protocols used to estimate screen-time in adults (Jacobsen & Forste, 2011). The specific adaptation included the addition of screen-time devices beyond smartphones that may be pertinent to children (i.e., iPod/Tablet, video games, television, and computers). Parents were asked to estimate their child's daily use of each of the following devices: smartphone, tablet, computer, video game, and television. Use of these individual devices was then added together for a measure of time spent on all devices (total screen use). In addition, usage of smartphones and tablets specifically were added together to provide a separate measure for more modern devices (portable screen use). One parent repeated the process for the use of the same devices.

Statistical Analysis

All statistical analyses were performed utilizing the statistical package for the social sciences (SPSS, Version 26, Chicago, IL). A-priori significance was set at $\alpha \leq 0.05$. Standard multiple regression analyses were used to



TABLE • 1

| Summary of Survey Variables (Data are means \pm SD) | | | | |
|---|-----------------------------------|--------------------------------|----------------------------------|------------------------------|
| | Portable Device Use (M hours/day) | Total Screen Use (M hours/day) | Physical Activity (weekly score) | Sedentary Time (M hours/day) |
| Boys | 0.8 \pm 0.6 | 3.1 \pm 1.5 | 88.0 \pm 43.2 | 5.8 \pm 2.3 |
| Girls | 1.4 \pm 1.4 | 2.8 \pm 1.4 | 75.4 \pm 46.7 | 5.9 \pm 2.3 |
| All Children | 1.1 \pm 1.1 | 2.9 \pm 1.4 | 81.7 \pm 44.9 | 5.9 \pm 2.2 |
| Parents | 2.2 \pm 1.3 | 5.6 \pm 2.9 | 63.6 \pm 45.9 | 4.7 \pm 2.2 |

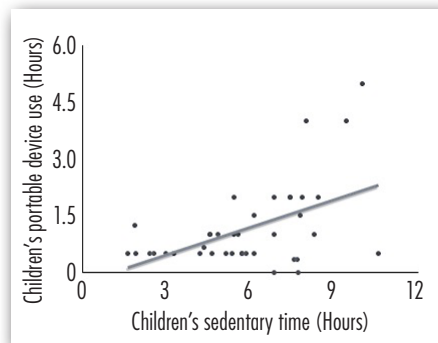


Figure 1. Regression results: Positive association between children's sedentary time and children's portable device use ($\beta = 0.47$, $t = 3.30$, $p = 0.002$).

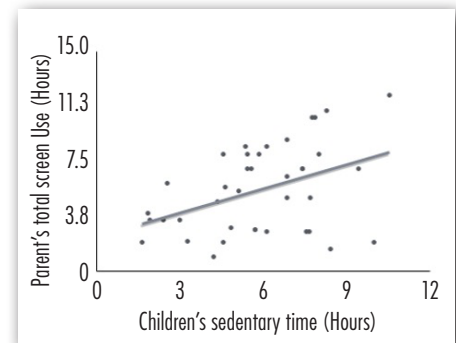


Figure 2. Regression results: Positive association between children's sedentary time and parent's total screen use ($\beta = 0.45$, $t = 2.91$, $p = 0.006$).

assess two models for children and two additional models for adults. The first model for children (Model 1) assessed the relationship between average daily child portable device use (i.e., smartphone, tablet) and the following predictor variables: child age, child sex, child average daily sedentary time, and child physical activity. The criterion variable for the second model (Model 2) was daily average child total screen use (i.e., smart phone, tablet, TV, video game, computer) and the same predictors as the first model. Two additional models were then tested assessing the relationship between average daily parent portable device use (i.e., smartphone, tablet [Model 3]) and average daily parent total screen use (i.e., smart phone, tablet, TV, video game, computer [Model 4]) and the same predictor variables as Model 1 and 2: child age, child sex, child average daily sedentary time, and child physical activity. Because child sex is a categorical variable it must be coded before entering it into all regression models (Alkharusi, 2012; O'Grady & Medoff, 1988; Wendorf, 2004). Therefore, sex was dummy coded as follows: 0 = males and 1 = females. Pearson's correlation analyses were then used to test the relationship between child and parent screen use. Further correlations were used to determine relationships between parent and child sedentary behavior and physical activity.

Results

The results of the survey data are summarized in Table 1. Standard multiple regression findings for each statistical model are described below followed by results from correlation analysis.

Model 1

Standard regression revealed that the model significantly predicted child portable device use ($R^2(4,35) = 0.35$, $F(4,35) = 4.71$, $p = 0.004$). Child sedentary time was significantly ($\beta = 0.47$, $t(39) = 3.30$, $p = 0.002$) and positively

associated with child portable device use (Figure 1). As portable device use increased, children's sedentary behavior also increased. In addition, child sex was a significantly associated with portable device use ($\beta = 0.31$, $t(39) = 2.50$, $p = 0.02$) as parents reported that girls (1.45 ± 1.38 hours/day) participated in greater levels of portable device use than boys (0.8 ± 0.6 hours/day). Child age ($\beta = 0.21$, $t(39) = 1.34$, $p = 0.19$) and physical activity ($\beta = 0.1$, $t(39) = 0.61$, $p = 0.55$) were not significantly related to child portable device use.

Model 2

Standard regression revealed the model for child total screen use and the predictor variables was not statistically significant ($R^2(4,35) = 0.12$, $F(4,35) = 1.15$, $p = 0.35$).

Model 3

Standard regression revealed the model for parent portable screen use

and the predictor variables was not statistically significant ($R^2(4,35) = 0.14$, $F(4,35) = 1.38$, $p = 0.26$).

Model 4

Standard regression revealed that the model significantly ($R^2(4,35) = 0.25$, $F(4,35) = 2.95$, $p = 0.03$) predicted parent total screen use. Child sedentary time was significantly and positively ($\beta = 0.45$, $t(39) = 2.91$, $p = 0.006$) associated with parent total screen use (Figure 2). As total screen use in parents increased, sedentary behavior in children also increased. Child age ($\beta = 0.10$, $t(39) = 0.45$, $p = 0.66$), physical activity ($\beta = 0.15$, $t(39) = 0.87$, $p = 0.39$), and sex ($\beta = 0.22$, $t(39) = 1.38$, $p = 0.18$) were not significantly related to parent total screen use.

Correlation

Correlation analyses revealed parent portable device use was positively associated to child total screen use

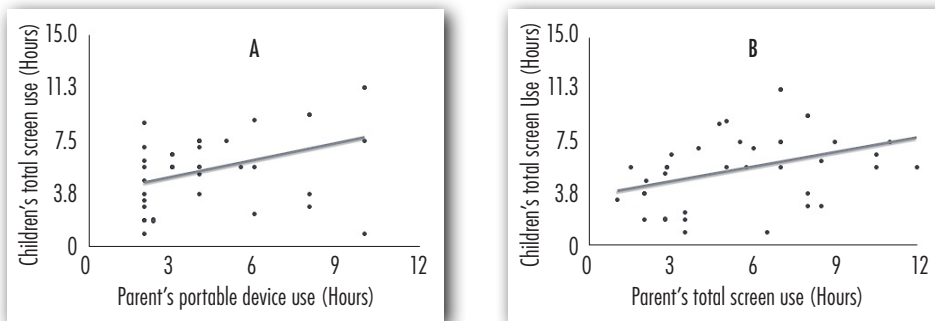


Figure 3. Correlation results for screen use: (A) Positive correlation of children's total screen use and parent's portable device use ($r = 0.41$, $p = 0.009$); (B) Positive correlation of children's total screen use and parent's total screen use ($r = 0.37$, $p = 0.019$).

($r = 0.41$, $p = 0.009$ [Figure 3A]). Parent total screen use was also positively correlated to child total screen use ($r = 0.37$, $p = 0.012$ [Figure 3B]).

Additionally, parent portable device use ($r = 0.29$, $p = 0.07$) was nearing a significant correlation to child portable device use. Child sedentary time was positively associated to parent sedentary time ($r = 0.65$, $p < 0.001$ [Figure 4]). Child physical activity was not significantly related to parental physical activity ($r = 0.24$, $p > 0.14$).

Discussion

This is the first study to our knowledge to examine the relationship between parent's and children's portable screen use and physical activity and sedentary behavior. Whereas previous research was completed in adult populations or evaluated other types of screen-time in children (e.g., TV, video games, etc.) (Barkley et al., 2016; Lauricella et al., 2015; Lepp et al., 2013; Lepp et al., 2014; Lepp, Barkley et al., 2015; Lepp, Li et al., 2015; Rebold et al., 2015), the current study is novel as it aimed to examine these associations in children and with more modern, portable devices. Presently, children who were heavier users of portable devices were found to participate in greater amounts of sedentary activity. This finding is in support of our hypothesis as we believed children would be similar to adults from previous survey-based research who reported greater amounts of sedentary

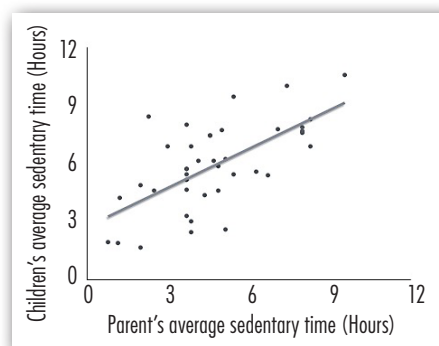


Figure 4. Correlation results for parent/child sedentary time: Positive correlation of child and parent sedentary time ($r = 0.65$, $p < 0.001$).

time associated with heavier cell phone use (Barkley & Lepp, 2016; Barkley et al., 2016; Fennel, Barkley, & Lepp 2019; Fennel, Lepp, & Barkley, 2019; Lepp & Barkley, 2019). Conversely, total screen use in children was not related to sedentary time. This could be due to recent findings that children are using portable screens to a greater extent than other screen-time. Specifically, as TV use has decreased in children, mobile device use has increased consistently from five minutes in 2011 to 48 minutes per day in 2017 (Rideout, 2017). Therefore, portable device use alone may serve as a better proxy for screen-time than screen use that involves more traditional versions of screen-time (e.g., TV) in present day youth. Children of parents who reported greater total screen use were also found to participate in greater sedentary time. Sedentary time in children

was also significantly correlated to sedentary time in parents. These findings were also in support of our hypotheses as prior research has indicated that parental screen habits significantly influence screen-time behaviors of their children, which may in turn affect sedentary behaviors as well (Lauricella et al., 2015; Wright et al., 2010). No significant associations existed among parent or child screen-time (portable or total) and children's physical activity. This was similar to prior studies with adults, which reported significant, positive relationships between portable screen use and sedentary behavior but no associations to physical activity (Barkley et al., 2016). Additionally, in the current sample, girls participated in greater portable device use than boys, which has been reported in previous studies on young adults (Barkley et al., 2016).

Our present study found that sedentary behavior was related to portable device use in children while physical activity was not. This suggests that children, like young adults, who are heavier users of portable devices may participate in adequate amounts of physical activity while still being more sedentary than their peers who utilize these devices to a lesser extent (Barkley et al., 2016). While physical activity and sedentary behavior have been shown to be inversely correlated to one another in prior studies, these variables are also independent predictors of disease risk and it is possible to be highly physically active and simultaneously highly sedentary (Healy et al., 2008; Katzmarzyk, Church, Craig, & Bouchard, 2009; Owen, Healy, Matthews, & Dunstan, 2010; van der Ploeg, Chey, Korda, Banks, & Bauman, 2012). This confluence of high physical activity coupled with high sedentary behavior is referred to as the "active couch potato" phenomenon in literature pertaining to adults. Research on "active couch potatoes" has indicated that excessive sedentary time, even in the presence of adequate moderate to vigorous physical activity and/

or exercise, can still lead to increased chronic disease risk (e.g., hypertension, diabetes, hyperlipidemia) (Healy et al., 2008; Katzmarzyk et al., 2009; Owen et al., 2010; van der Ploeg et al., 2012). The present findings with children that portable device use predicts sedentary behavior, but not physical activity, suggests the possibility that children who are heavy portable device users may also be more likely to be “active couch potatoes.” Recent evidence has supported that smartphone use in adults is a significant and positive predictor of being classified as an “active couch potato” (Fennel, Lepp, & Barkley, 2019; Lepp & Barkley, 2019). Further examination investigating the link between portable device use and the “active couch potato” phenomenon in children is therefore warranted.

An important factor when examining behavioral variables in children is parental influence (Lauricella et al., 2015; Wright et al., 2010). Our present findings demonstrate that a child’s total screen use was positively associated with both parental portable device use and total screen use. Children’s sedentary behavior was also significantly and positively associated with sedentary time in parents. Furthermore, portable device use in children was nearing a significant positive correlation to parent portable device use. These positive relationships reinforce previous findings that have demonstrated increased use of portable devices by parents was associated with greater use by their children, potentially due in part to positive parental attitude toward such technology (Lauricella et al., 2015). The present results, in combination with these previous findings, support the idea that parental modeling has an impact on a child’s portable device usage which may be explained by elements of social cognitive theory. The theory involves a belief that behavior is shaped by environmental and interpersonal factors (Wright et al., 2010). Parents could therefore have a large impact on their child through the home

environment (e.g., device availability) and their own behavior as viewed by their children (e.g., behavior modeling). In these terms, parental actions could be impacting a child’s health through the modeling of excessive sedentary behaviors, such as portable device and total screen use. Conversely, parents who do not model excessive screen use may promote reduced sedentary behavior in their children. While the current study

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Parents may also aid in overall child physical activity by advocating to local school systems for more widespread use of short “activity breaks”, which have proven to both enhance physical activity in children and be feasible in implementation.

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examined the behavior of one parent in relation to the child’s behavior, data was not collected from both parents in dual parent households. The behavioral influence of multiple parents in the household could potentially alter the home environment and in turn the child’s sedentary and physically active behaviors. Therefore, the discovered relationships between parent and child in the current study may have varied had data been

collected from both parents in dual parent households.

The potential for a parent’s behavior to affect a child’s behavior has significant implications in regard to both current and enduring lifestyle habits. As mentioned earlier, the term “active couch potato” has been prescribed to adults who are physically active and highly sedentary and this phenomenon may be positively associated with portable device use (Healy et al., 2008; Katzmarzyk et al., 2009; Lepp & Barkley, 2016; Owen et al., 2010; van der Ploeg et al., 2012). Our results indicate that a similar dynamic may be present in children as well. There is potential that parental modeling of such a lifestyle could in turn promote a similar behavior pattern in their children. As we did not find a correlation between any type of child screen use and physical activity, parents may feel that adding some amount of daily physical activity (e.g., weekly sports participation, going to the playground, etc.) for their children will be enough to combat the detrimental effects of an otherwise sedentary lifestyle. This rationale is potentially problematic in children due to the proportionally large amounts of sedentary time during the school day (Abbott, Straker, & Matthiassen, 2013; Dale, Corbin, & Dale, 2000). Prospects for children to be physically active at home and after school therefore become even more important in fostering a healthy lifestyle. Unfortunately, this opportunity has not been seen in a recent study as children have been found to display after school behavior that does not significantly “make up” for sedentary time while in school (Dale et al., 2000). Due to a lack of control over sedentary time during their school day, parental influence and modeling in the home environment, specifically in relation to portable device use and excessive sitting, is very important. Parents may also aid in overall child physical activity by advocating to local school systems for more widespread use of short “activity breaks”, which have proven to both enhance physical activity

in children and be feasible in implementation (Watson, Timperio, Brown, & Hesketh, 2019).

While this appears to be the first study to assess the relationship between child and parent portable screen use to child physical activity and sedentary behavior, it is not without limitations. Presently, parents self-reported their personal behavior and that of their child. This self-report, which can be reliable and valid, is a subjective assessment of these behaviors; a more objective measurement, such as monitoring the actual behavior over a period of time especially with recording technology like accelerometers, would be superior (Loprinzi & Cardinal, 2011). The self-report measures were also taken from only one parent. In two-parent households, an examination of combined behavior (i.e., an average) and/or a comparison between each parent and the child separately, especially when the self-reported parental activity differed, may be beneficial due to the potential for variable device usage and activity levels between parents.

The present study is a non-experimental study and therefore we can only describe the relationships without inferring causality. The relationships were examined via standard zero-order correlations and regressions among the multiple independent variables; a moderation regression analysis to investigate apparent interactions between sex and portable device use upon sedentary time and device use might help clarify the associations. Lastly, the findings are based upon a relatively small sample size for non-experimental, survey research. Future studies utilizing experimental designs including objective measures of portable device use, physical activity, and sedentary behavior in larger, more diverse, samples are warranted.

Conclusions

While this was a small, non-experimental study which relied on self- and parental-reported data, it was the first study to our knowledge to attempt to

examine physical activity and sedentary behavior in relation to portable device use in young children. Sedentary behavior seems positively related to portable device use while physical activity does not. Young children who are heavy users of portable devices may participate in regular physical activity yet also be highly sedentary. In other words, it is possible that such children may be classified as “active couch potatoes.” Our results also imply that parental behavior is associated with similar behavior in their children, namely, sedentary time and screen use. These conclusions provide a basis for further studies into the effect of portable device use upon children’s health behaviors as well as potential actions to increase physical activity opportunities both within the school, community and home environments.

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Jacob Barkley is a Professor of Exercise Science at Kent State University in Kent, Ohio. His research interests are in the examination of factors that may impact physical activity and sedentary behavior across the lifespan. These factors include, but are not limited to, social influence, the physical environment, and the impact of technology (e.g., smartphones, video game play).

OAHPERD Budget 2021–2022

May 1st to April 30th (Approved 2/27/21)

| INCOME | 2021–2022 Budget | 2020–2021 Budget Projected through 4/30/21 |
|---------------------------------|---------------------|--|
| Memberships | | |
| Professional 1 yr. @ \$ 50 | \$ 12,000.00 | \$ 13,000.00 |
| Professional 2 yr. @ \$ 95 | \$ 400.00 | \$ 1,050.00 |
| Professional 3 yr. @ \$ 140 | \$ 700.00 | \$ 1,400.00 |
| Corporate @ \$ 550 | \$ 550.00 | \$ 550.00 |
| Student @ \$ 25 | \$ 250.00 | \$ 50.00 |
| Senior Student @ \$ 40 | \$ 120.00 | \$ 0.00 |
| Institutional Student @ \$ 20 | \$ 300.00 | \$ 100.00 |
| Retired @ \$ 25 | \$ 50.00 | \$ 25.00 |
| Institutional @ \$ 200 | \$ 800.00 | \$ 1,200.00 |
| First-Time Professional @ \$ 35 | \$ 500.00 | \$ 210.00 |
| Shape America Incentives | \$ 750.00 | \$ 1,010.00 |
| Convention | | |
| Exhibits | \$ 1,000.00 | \$ 0.00 |
| Sponsors | \$ 0.00 | \$ 0.00 |
| Registration | \$ 24,870.00 | \$ 1,407.68 |
| Preconference Registration | \$ 0.00 | \$ 0.00 |
| Merchandise | \$ 0.00 | \$ 0.00 |
| Other | | |
| Workshops (Summer Institute) | \$ 1,000.00 | \$ 700.00 |
| Advertising | \$ 200.00 | \$ 390.00 |
| Royalties | \$ 0.00 | \$ 7.46 |
| Memorial Scholarship Fund | \$ 0.00 | \$ 53.85 |
| OCA/WPES Legacy Award Funds | \$ 0.00 | \$ 0.00 |
| Unrestricted Donations | \$ 0.00 | \$ 100.00 |
| Grants | \$ 0.00 | \$ 32.68 |
| Total Income | \$ 43,490.00 | \$ 21,286.67 |

| INCOME | 2021–2022 Budget | 2020–2021 Budget Projected through 4/30/21 |
|--|------------------|--|
| Officers | | |
| President | \$ 1,000.00 | \$ 0.00 |
| Past President | \$ 500.00 | \$ 0.00 |
| President Elect | \$ 500.00 | \$ 0.00 |
| Treasurer | \$ 0.00 | \$ 0.00 |
| Secretary | \$ 0.00 | \$ 0.00 |
| <i>Future Focus</i> | \$ 8,000.00 | \$ 10,000.00 |
| Community Outreach Coordinator (Sasha) | \$ 1,000.00 | \$ 0.00 |
| Trustee | \$ 0.00 | \$ 0.00 |
| Divisions | | |
| Dance | \$ 0.00 | \$ 0.00 |
| Higher Ed | \$ 0.00 | \$ 0.00 |
| Adult Development & Learning | \$ 0.00 | \$ 0.00 |
| Health | \$ 0.00 | \$ 0.00 |
| Physical Ed | \$ 0.00 | \$ 0.00 |
| Recreation | \$ 0.00 | \$ 0.00 |
| Sports Sciences | \$ 0.00 | \$ 0.00 |
| Student Division | \$ 0.00 | \$ 0.00 |
| Committees | | |
| Memorial Scholarship | \$ 1,000.00 | \$ 515.50 |
| Honors & Awards | \$ 1,000.00 | \$ 1,000.00 |
| Grants and Research | \$ 1,000.00 | \$ 1,000.00 |
| Ohio Gold | \$ 350.00 | \$ 192.40 |
| All Other Committees | \$ 0.00 | \$ 0.00 |
| Advocacy | \$ 1,000.00 | \$ 684.00 |
| Conferences/Workshops | | |
| Workshops (Summer Institute) | \$ 1,000.00 | \$ 129.99 |
| Ohio Student Leadership Conf. | \$ 200.00 | \$ 0.00 |

OAHPERD Budget 2021-2022 (Continued)

May 1st to April 30th (Approved 2/27/21)

| INCOME | 2021-2022 Budget | 2020-2021 Budget Projected through 4/30/21 |
|--|---------------------|--|
| Executive Committee/Board | | |
| Mileage | \$ 1,000.00 | \$ 0.00 |
| Other | \$ 0.00 | \$ 0.00 |
| Board Meetings | \$ 500.00 | \$ 781.97 |
| Administrative | | |
| Executive Director/ Management Services | 48,048.00 | \$ 48,048.00 |
| General Printing | \$ 100.00 | \$ 20.00 |
| General Postage | \$ 50.00 | \$ 38.25 |
| General Telephone | \$ 1,100.00 | \$ 1,100.00 |
| Supplies | \$ 1,200.00 | \$ 1,200.00 |
| Storage | \$ 120.00 | \$ 112.00 |
| Web Page/Membership Management | \$ 4,425.00 | \$ 4,410.00 |
| IRS Tax Preparation | \$ 1,500.00 | \$ 9,200.00 |
| Ohio Attorney General fee | \$ 200.00 | \$ 200.00 |
| Insurance Liability | \$ 1,300.00 | \$ 1,293.00 |
| Bank Charges | \$ 600.00 | \$ 600.00 |
| Misc. | \$ 0.00 | \$ 50.00 |
| Credit Card Service fee | \$ 2,000.00 | \$ 862.98 |
| Technology | \$ 550.00 | \$ 500.50 |

| INCOME | 2021-2022 Budget | 2020-2021 Budget Projected through 4/30/21 |
|---|-----------------------|--|
| CONVENTION | | |
| Conv SHAPE America Rep Exp | \$ 0.00 | \$ 0.00 |
| Conv Audio Visual | \$ 3,000.00 | \$ 0.00 |
| Conv Speaker Expense | \$ 250.00 | \$ 0.00 |
| Conv Entertainment | \$ 1,000.00 | \$ 0.00 |
| Conv Staff Expense | \$ 1,000.00 | \$ 0.00 |
| Conv Facility | \$ 4,250.00 | \$ 0.00 |
| Conv Technology/App | \$ 2,500.00 | \$ 2,500.00 |
| Conv Supplies | \$ 250.00 | \$ 0.00 |
| Conv Exhibits | \$ 1,000.00 | \$ 848.66 |
| Conv Gifts | \$ 500.00 | \$ 0.00 |
| Conv Meals/Breaks | \$ 10,000.00 | \$ 0.00 |
| Conv MISC | \$ 0.00 | \$ 0.00 |
| Conv Merchandise | \$ 0.00 | \$ 0.00 |
| Conv Transportation | \$ 0.00 | \$ 0.00 |
| Conv Committee | \$ 100.00 | \$ 48.33 |
| Conv Postage/Shipping | \$ 20.00 | \$ 0.00 |
| Conv Printing | \$ 250.00 | \$ 0.00 |
| Stipends | \$ 1,250.00 | \$ 1,250.00 |
| Conv Social | \$ 500.00 | \$ 0.00 |
| Community Engagement/ Fundraising Social | \$ 0.00 | \$ 0.00 |
| Preconvention Workshop | \$ 0.00 | \$ 0.00 |
| Total Expenses | \$ 105,113.00 | \$ 86,537.58 |
| Net Income | (\$ 61,623.00) | (\$ 65,250.91) |

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: 614-228-4715
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 Kilkerly 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:

1. List Name, Rank and/or Title, Professional Affiliation, Research Areas/Interests, Address, Phone and Fax Numbers, and e-mail address.
2. List publications in APA format and attach a scanned copy of the *Future Focus* "Table of Contents" page for each publication.
3. 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.
4. 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 2021–2022)

☐ New Member ☐ Renewal OAHPERD Member (____ Years)

Company Name (For Corporate Membership only)

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

First Name (or Contact Person for Corporate Membership)

Preferred Mailing Address

City

State () Zip ()

Home Telephone

Work Telephone

School/Agency/College

Levels (K–6, 7–9, etc.)

Position

E-mail Address

Corporate Website

☐ Scholarship Gift \$ _____ ☐ Memorial Gift \$ _____

Make Check Payable To: **OAHPERD**

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

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

Online Membership Registration is
available at www.ohahperd.org

Division Interest

Rank from (1–3)

____ Adult Development

____ Dance

____ Health

____ Higher Education

____ Physical Education

____ Recreation

____ Sports Sciences

____ Student Division

Payment

☐ Personal Check

☐ O.E.A. Payroll Deduction

☐ Honorary Life Member

Membership Type

☐ **1 Year CORPORATE** \$550

☐ **1 Year First-Time Professional** \$35

☐ **1 Year Professional** \$50

☐ **2 Year Professional** \$95

☐ **3 Year Professional** \$140

☐ **1 Year Student** \$25

☐ **1 Year Sr. Student** \$40*

☐ **1 Year Institution Student** \$20**

☐ **1 Year Institution** \$200

☐ **1 Year Retired** \$25

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Articles for OAHPERD's newsletter, *Catch up with OAHPERD*, should be submitted to:

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