

# *Future* Focus

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



OAHPERD

Spring/Summer 2022

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*Future Focus* is the official scholarly publication of the Ohio Association of Health, Physical Education, Recreation, and Dance. *Future Focus* is a refereed journal, and manuscripts are blindly reviewed by the writer's peers unless otherwise noted (e.g., columns from OAHPERD officers, continuing special sections such as "Convention Research Abstracts" and "The Coaching Toolbox"). Manuscript guidelines and submission dates are detailed on the last page. *Future Focus* is published in an electronic form only @ [www.OHAHPERD.org](http://www.OHAHPERD.org).

### Change of Address/ Incorrect Address

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### Advertising Rates for Future Focus

Business card size \$50.00  
Quarter-page ad \$75.00  
Half-page ad \$125.00  
Full-page ad \$225.00  
All advertising copy must be high-res PDF format. See last page for deadlines. Make checks payable to OAHPERD.

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To represent progress in dealing with COVID, the cover photo depicts the celebration of a high school girls’ basketball team at the clinching game for their second consecutive conference championship but this time with standing room only spectators allowed to be in attendance.



# The SENSES of an OAHPERD Membership

Tracy Grissom, OAHPERD President

## What does it MEAN to have an OAHPERD membership?

- You belong to a professional organization!
- Advocacy
- Professional Development
- Networking

## What does it LOOK like to have an OAHPERD membership?

- *Future Focus*
- Lots and lots of colleagues to share ideas
- Professional development

## What does it SOUND like to have an OAHPERD membership?

- Exchange ideas with professionals
- Participate in state regulatory decisions that directly affect your profession
- Loud excited voices when lots of people are taking part in quality professional development

## What does it SMELL like to have an OAHPERD membership?

- Coffee/Tea at early morning meeting with friends
- Sweaty bodies in activity sessions learning new content for our students, clients and participants
- Clean bodies getting a lot of awards and recognition for their dedication to our professions



## What does it TASTE like to have an OAHPERD membership?

- Happy Hour at Convention
- Buffet meals at Convention
- Meeting up with friends with a drink or some food to socialize or talk about professional topics

## What does it FEEL like to have an OAHPERD membership?

- Obtain the tools you need to develop further within your profession
- Proud to represent your profession in the state organization
- Someone is listening to your voice!

Please just take a moment to consider all the possibilities with which a membership (<https://www.ohahperd.org/about-membership>) could provide you.

I challenge our members to invite a colleague to join!

We have great activities coming up like Summer Institute and Convention in December. Please plan now to attend and reach out to me if you have questions.

Sincerely,

*Traci*

## Corporate and Institution Recognition

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

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

American Dairy Association Midwest  
Outdoors Tomorrow Foundation



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 University  
Kent State University  
Ohio University  
The Ohio State University,  
Health Science PAES  
University of Mount Union  
Wright State University  
Youngstown State University

## WANTED:

### Applicants for the Memorial Scholarship

For More Information:

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



# Together we are "OAHPERD Strong!"

Mary LaVine, OAHPERD President-Elect<sup>1</sup>



This year has been filled with new beginnings and challenges. As we all navigate our world in different ways, let us remember we have each other. OAHPERD is more than a professional organization, it is community where we support each other, provide guidance and feedback, and work to educate our students, parents and communities for a healthier and more active OHIO. We need to keep reaching out to bring all voices to the organization and to create new visions for all students in our schools and universities. My goal is a challenge to you: "Bring a colleague to the convention and OAHPERD!" Now more than ever we need to increase membership and active participation in OAHPERD to make OHIO better for all. Together we are OAHPERD Strong!

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



## The Women's Physical Education Student Scholarship

The Women's Physical Education Student Scholarship is to be awarded to either a female or male undergraduate student or young professional in HPERD-related fields. This award provides funds to help undergraduate majors in Physical Education, Health Education, Exercise Science, Athletic Training, Sport Science, Dance, and Recreation and/or beginning young professionals in career positions related to the mission of OAHPERD attend professional conferences or other professional development opportunities.

More info or apply [here](#)

## Awards, Grants & Scholarships

OAHPERD offers many opportunities to receive recognition or support. OAHPERD is seeking nominations for Teacher of the Year and the other awards listed below. The recipient of the awards will be honored at the annual state convention. Some of the opportunities are highlighted in this issue (e.g., Legacy Award, Memorial Scholarship, Ohio Gold, Research Grants, OAHPERD Scholar, Student Writing Award). To initiate the awards process for most of the opportunities, go to the OAHPERD website: <https://www.ohahperd.org/awards-grants-scholarships>. Further information can be obtained by contacting the Chair of the Awards Committee, Stacy Slackford Barnes ([sbarnes@aurora-schools.org](mailto:sbarnes@aurora-schools.org)), or OAHPERD Executive Director, Lisa Kirr ([lisa@assnoffices.com](mailto:lisa@assnoffices.com)).

### Specific Opportunities

- Adapted Physical Educator of the Year
- Dance Educator of the Year
- Elementary Physical Education Teacher of the Year
- Health Professional of the Year
- High School Physical Educator of the Year
- Middle School Physical Educator of the Year
- Recreation Professional of the Year
- Young Professional of the Year
- Honor Award
- Honorary Life Award
- Legacy Award
- Memorial Scholarship
- Meritorious Award
- Ohio Gold Award
- OAHPERD Research Grant
- OAHPERD Scholar
- Student Writing Award



# OAHPERD Association News, Spring 2022

Lisa Kirr, OAHPERD Executive Director

Spring has sprung! As the gloomy days, snow, and chilly temperatures are behind us, so too, I hope, is the worst of the pandemic. After two years of virtual board meetings, workshops, and conventions, I am confident this is the year we can get back to normal. Thank you to the presenters who submitted recorded sessions for our virtual convention this past January and February. OAHPERD was able to offer five hours of content for a low registration fee to attendees. We had over 80 registrants participate!

Plan on attending the OAHPERD Summer Institute IN-PERSON on June 8, 2022. The Summer Institute is a great chance to get together with your peers and other OAHPERD members for a day of professional development, idea-sharing, and networking. The event will be centrally located in Columbus at Whetstone Park, home of the Park of Roses and numerous walking and cycling paths.

Add the 2022 OAHPERD Annual State Convention to your calendars! The convention will take place at Kalahari Resort November 30–December 2. The call for proposals will open in the next few months and I encourage you to submit a proposal. 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 kids live their best lives, while offering flexible fundraising options to help you make the biggest impact in your school and community. All



funds raised through *health. moves. minds* help support health and physical education programs and advocacy in Ohio. No other fundraising programs directly impact OAHPERD or teachers within the state of 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 also being accepted. Do not miss the opportunity to highlight your school, yourself, or a colleague. Information and forms can be found on the OAHPERD website under the “About” tab.

The success of OAHPERD also depends on your membership, support, and involvement. I urge you to get involved and advocate for OAHPERD. If you are interested in joining an OAHPERD committee, please complete this [form](#) and a Board member will be in touch with you. If you know of any colleagues who are not members, encourage them to sign up today! 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. 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



**The Ohio Gold Excellence in Physical Education Award Program** is designed to recognize those schools whose policies and practices reflect a high priority and quality for Physical Education in schools. The program is sponsored by the Ohio Association for Health, Physical Education, Recreation and Dance. The Ohio Gold Awards program will accept applications and rank schools based upon their progress to achieve a “gold” standard in Physical Education. Deadline: October 14, 2022. More info or apply [here](#)

# Editor's Comments

Bob Stadulis



**A**s reflected by the officer messages in this issue, plans to hold the state convention at Kalahari in late November, early December, are being made. Keep a positive perspective about COVID and plan on attending and also submitting a presentation.

The presenters at the January virtual convention were invited to have their presentations published in this issue of *Future Focus*. Fortuitously, one participant, Kitty Consolo of Ohio University-Zanesville, submitted her PowerPoint for consideration. Meanwhile, Mike Sheridan, who has authored 21 previous “Coaching Toolbox” articles, indicated he needed to take a break. So Dr. Consolo’s effort, dealing with the application of science to distance running, seemed an excellent inclusion as this issue’s “Coaching Toolbox” offering. One should note that the principles and concepts presented can be applied to activities other than distance running and also to health in general.

Health seems to be an important content thread throughout this issue. The refereed article by Kevin Lorson discusses The Ohio Whole Child Framework and implications for Health Education and Physical Education.

I am sometimes asked questions concerning the journal’s history. Therefore, below are some facts about the beginnings and past of *Future Focus*.<sup>1</sup>

## Some *Future Focus* History

- The first issue was published in October 1968
- Three issues per year (Spring, Fall, Winter) were published from 1968 through 1991
- Two issues (Spring/Summer, Fall/Winter) appeared from 1992 through 2017
- Only the Spring/Summer issue has been published beginning in 2018
- The last print issue was published in 2016 (Fall/Winter); from then to the present only an electronic issue has been prepared
- Although submitted articles were reviewed, until 1998 articles were not identified as “refereed”
- The first issue contained 16 pages of material which was the smallest over the years; the 2019 issue was the largest, containing 72 pages of content
- The early issues were an average of 28 pages (median page length 20 & 24); later issues averaged 32 to 36 pages.
- When articles began to be published with a “refereed” designation, the prevalent number per issue has been 2 and 3; no issue has been published without at least one refereed article while the most in any issue has been 6 (Fall/Winter 2009 & Spring/Summer 2019)
- Other contributions have been OAHPERD officer columns, “Updating Your Coaching Toolbox” articles, research abstracts and notes, invited papers, and shared “Best Practices”
- Editors and their terms (and number of issues)
  1. Mary Jane Mueller: 1978 to 1992 (45)
  2. Kathy Tebbe-Burnett: 1993 to 2006 (28)
  3. Robert Stadulis: 2007 to ??? (27)

<sup>1</sup>Thanks to Mary Jo MacCracken for providing early copies of *Future Focus* including issue #1.

**Save the Date**

**93<sup>d</sup> OAHPERD Annual Convention**  
Nov. 29–Dec. 2, 2022  
Kalahari Resorts, Sandusky, OH

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

**Great Convention Room Rate!**  
Nov. 29–Dec. 1: \$119/night  
Dec. 2: \$139/night

All rooms include 4 waterpark passes! Bring your family and extend your stay.

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



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

By Kitty Consolo

### What is this column all about?

**Editor's Note:** After 21 consecutive columns written by Mike Sheridan in the *Future Focus*' "Coaching Toolbox" section, the opportunity to offer a different contribution and topic area has occurred as Mike has taken a break this year.

Presenters at this year's virtual convention were invited to submit their presentations for publication in this issue of *Future Focus*. A submission by Dr. Kitty Consolo of her virtual presentation seemed an excellent potential contribution to this column given its focus on a different sport and from an author of a different scientific perspective. Whereas Dr. Sheridan's previous columns have focused largely on psychological aspects of sport and often team sports, Dr. Consolo's focus is exercise physiology and an individual sport. We welcome Dr. Consolo to the "Coaching Toolbox" section of *Future Focus* and look forward to Dr. Sheridan's return in the future.

This column is the 22<sup>d</sup> in a series of articles in *Future Focus* which are written for coaches. The goal of the current column is to provide information to coaches, and in this instance also participants, in distance running. The current column comes from a successful competitive athlete over many decades and who is also an exercise physiologist. It is the journal's intent to encourage a realistic bridging of an expert's experiential knowledge as well as science to practice. Given that the original format for the virtual presentation was in PowerPoint, questions may arise due to the brevity of the outline-type format. Contact Dr. Consolo for responses to your questions at [consolo@ohio.edu](mailto:consolo@ohio.edu) or 740-587-7879.

Dr. Consolo has been competing since 1975 when she broke ground running on the men's cross country team at Wake Forest University and qualified for women's Nationals in the 3 mile. Wake Forest did establish a women's team the following year and Consolo was named Wake Forest University's "Most Valuable Runner." She also competed in the First Women's Olympic marathon Trials. Today, despite severe allergies and asthma, Dr. Consolo is undefeated in the 60-64 age group in 5kms and remains a top senior distance runner.

## Science Based Practices and Supplements to Boost Immunity in Distance Runners

By Kitty Consolo

The following presentation provides recommendations for practice by distance runners that is based upon science, including a focus of enhancing the runner's health.

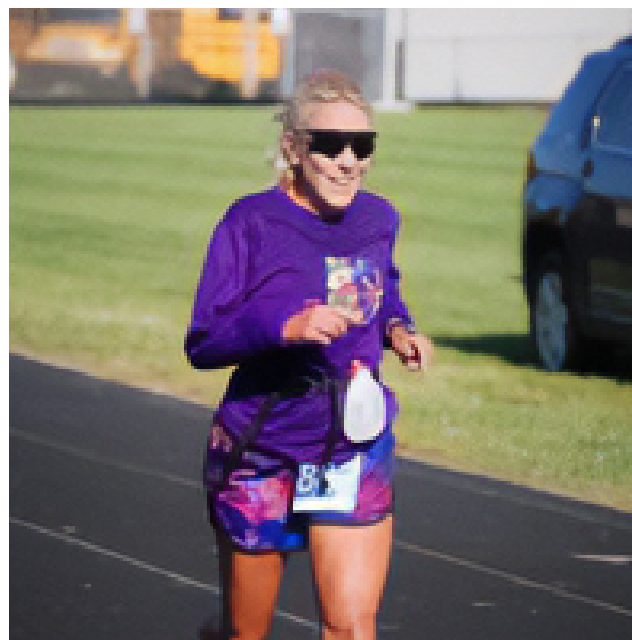
### Smart Training to Avoid Straining

- 85% Effort for Training, walk away feeling there is reserve left
- 100% Effort for Racing for Conditions that day; walk away feeling you gave your best for how you felt
- May use heart rates

### Science based practice #1: Resting HR see how to palpate

- Use first two fingers
- Feel for Carotid or Radial Pulse
- Establish what is normal resting heart rate
- 10% Increase, reduce training
- 20% increase or more, take rest day

### Science based practice #2: Races Count as speed work



This is Dr. Consolo winning a race in Circleville, OH



**Science-based practice #3: Logging Key Indices of straining/ overtraining**

- Include resting heartrate
- Mileage or time run
- Pain scale 1-10, 5 red flag
- Fatigue scale 1–10, 5 red flag only in training
- Tightness scale 1–10 5 red flag
- Include sleep hours/sleep schedule

**Science-based practice #4: Sleep**

- Restores and enhances immune system
- Strengthens immune cells that fight against viruses
- Athletes need more than 7 hours a night
- Develop regular sleep schedule most nights going to bed and getting up within the same hour
- Reduce use of screens/blue light devices prior to bedtime
- Sleep in a room under 70 degrees
- Ensure darkness at bedtime
- Take hot bath 90 min before bedtime

**Science based practice #5: MERV 16 filter**

- Install MERV (Minimum Efficiency Reported Value) 16 furnace filter yearly
- Filters out 95% of viruses, bacteria, smoke, pet dander, dust
- Under \$82 and easy to install
- Reduces illness/allergies

**Science Based Supplement #1 D3**

- Vitamin D deficiency is associated with weak immunity and increased risk of all types of respiratory infections as well as Covid mortality and ICU admissions
- Home test kits available or have your doctor order simple blood test
- Check with your doctor before taking any supplements
- Select 5000IU veggie capsules aim for blood levels above 52ng/ml to reduce risk of respiratory infections and colon and breast cancer
  - Reverses D deficiency in a few weeks
  - Also promotes muscle recovery

**Science-based supplement #2 Probiotics**

- Probiotics are healthy gut bacteria that boost immune system
- Best kinds to decrease respiratory illness: Lactobacillus GG, Lactobacillus crispatus, Bifidobacterium bifidum and Bifidobacterium longum
  - Probiotic Sources
    - Examples:
      - Live yogurt cultures
      - Supplements from various manufactures
      - Dosage—Recommend 15 billion organisms a day

*Dr. Kitty Consolo is an associate professor in Health Sciences, top senior runner, educator, writer and motivational speaker. She holds a doctorate in Exercise Physiology from Kent State University. At present, she is a tenured associate professor at Ohio University Zanesville where she teaches courses such as Healthy Lifestyle Choices, Intro to Public Health and Human Biology. She recently received the Ohio University Zanesville Outstanding Teacher of the Year Award.*



# 1

The program starts in health & physical education, but is geared for the whole child, whole school and whole community.

# 2

Social and emotional learning is embedded in the program's standards-based lessons, activities and community-building ideas.

# 3

SHAPE America provides teacher-friendly, student-friendly resources that are professional looking and adaptable for your classroom needs.

# 4

Program materials are complete for teachers and students in grade bands K-2, 3-5 and 6-8, including four lessons each.

# 5

High school lessons are coming soon, which means your entire school district can participate!

# 6

You can choose the timing and theme of your school's event. Do what works best for your school!

# 7

Up to 50% of the money your school raises comes right back to the school in the form of a Gopher gift card that does not expire.

# 8

You are supporting your state and national professional organizations, which in turn helps the profession.

# 9

The 20 pilot schools have made sure this program is HPE teacher-tested and approved!

# 10

Set the tone of your classes with these four words: **kindness, mindfulness, empowerment** and **wellness.**

**Sign up today at [healthmovesminds.org](http://healthmovesminds.org)**

# The Ohio Whole Child Framework: Implications for Health Education and Physical Education

By Kevin Lorson

The Ohio Whole Child Framework (ODE [Ohio Department of Education], 2020a) is a comprehensive approach to support students' academic, physical, social, emotional and safety needs so they can reach their full potential. The Ohio Whole Child Framework aligns the efforts of schools, families, and communities towards a common goal for each student to be healthy, safe, engaged, supported, and challenged. The goal of Ohio Whole Child Framework is achieved from a whole school and whole community approach and is comprised of 12 components organized in four categories: a) healthy behaviors, b) environment, c) services, and d) community and family engagement. Health education and physical education are Ohio Whole Child Framework components within the healthy behaviors category and play an essential role in developing functional knowledge and skills that lead to healthy behaviors. The framework's components and tenets are connected and supported by cross-cutting principles of equity, continuous improvement, coordination, and cultural responsiveness. The effectiveness of health education and physical education are enhanced by building connections and aligning efforts with other components and partners in a whole school, whole community approach. The Ohio Whole Child Framework is an opportunity for health education and physical education teachers to build connections with school and community partners, advocate for health education and physical education, and align resources to support student success.

Education and health are integrally related to the success of students, families, and communities. At the intersection of education and health are schools and their efforts to promote a lifetime of health, wellness, physical activity, and student success. Healthy students are a prerequisite to achieving educational outcomes because healthy students are better prepared for success, focused on learning and regularly attend school. Poor health can hinder educational performance and attainment (Basch, 2011; Hahn & Truman, 2015; The Colorado Education Initiative, 2015). Educational attainment is a social determinant of health and can create opportunities for better health throughout the lifespan (Hahn & Truman, 2015; Rasberry et al., 2017). Other independent factors such as income, geography,

stress, adverse childhood experiences, and parenting can influence both health and education (Basch, 2011).

An example of the relationship between education and health is the direct and indirect childhood exposure to the opioid crisis. Lower 3<sup>d</sup> grade and 8<sup>th</sup> grade test scores were found in counties with higher drug-mortality statistics, but the effects of the opioid crisis can be moderated by families, schools, and community supports (Darolia, Owens, & Tyler, 2020). Health education and physical education teachers play a role in supporting students and moderating the effects of the opioid crisis by developing skills within the curriculum, connecting to prevention programs, and by recognizing students in need, reaching out to build relationships, and referring students to school

and community resources (Lorson, Lawrence, Neyland-Brown, Huber, & Francis, 2020).

The importance of education and health can be seen in Ohio's policy and budget priorities. Collectively, K–12 education and Medicaid make up approximately 74% of Ohio's \$145.5 billion FY2020 and 2021 operating budget. The fiscal year (FY) 2020–21 and FY 2022–23 budgets included a combined \$1.8-billion allocation targeting Student Wellness and Success for wraparound services, mental health counseling, mentoring, and after-school programs (Ohio Department of Education [ODE], 2020b; Policy Matters Ohio, 2021). Ohio has taken steps to prioritize student health and wellness in initiatives such as the ODE Strategic plan *Each Child, Our Future* (ODE, 2019a), the Ohio Whole Child Framework (ODE,

2020a), the Ohio K–12 Prevention Initiative (Ohio Department of Mental Health and Addiction Services, 2019), and the Student Wellness and Success funds (ODE, 2020b). Despite the financial supports, the finite resources available to support students and schools are still being stretched to a critical level due to the scope and complexity of children’s health challenges and the growing pressure from multiple health crises on health, social, and education systems. The cooperation, support, and shared focus of stakeholders is needed to maximize the resources and produce a positive impact on student health and wellness (Association for Supervision and Curriculum Development [ASCD], 2014; Trust for America’s Health, 2017).

The Ohio Whole Child Framework (ODE, 2020a) is a tool to align initiatives, policies, programs, and stakeholders towards the common goal of healthy, safe, engaged, supported, and challenged students who are prepared to reach their full potential. The Ohio Whole Child Framework is an opportunity for health education and physical education to advocate for quality health education and physical education curriculums, expanded learning opportunities, and aligning efforts with other school health partners in a whole school and whole community approach to support the whole child. The purpose of this article is to summarize the Ohio Whole Child Framework, describe the potential impact of the Ohio Whole Child Framework on health education and physical education, provide strategies and opportunities for health education and physical education to align their efforts with school and community partners, and share advocacy strategies and opportunities within the Ohio Whole Child Framework.

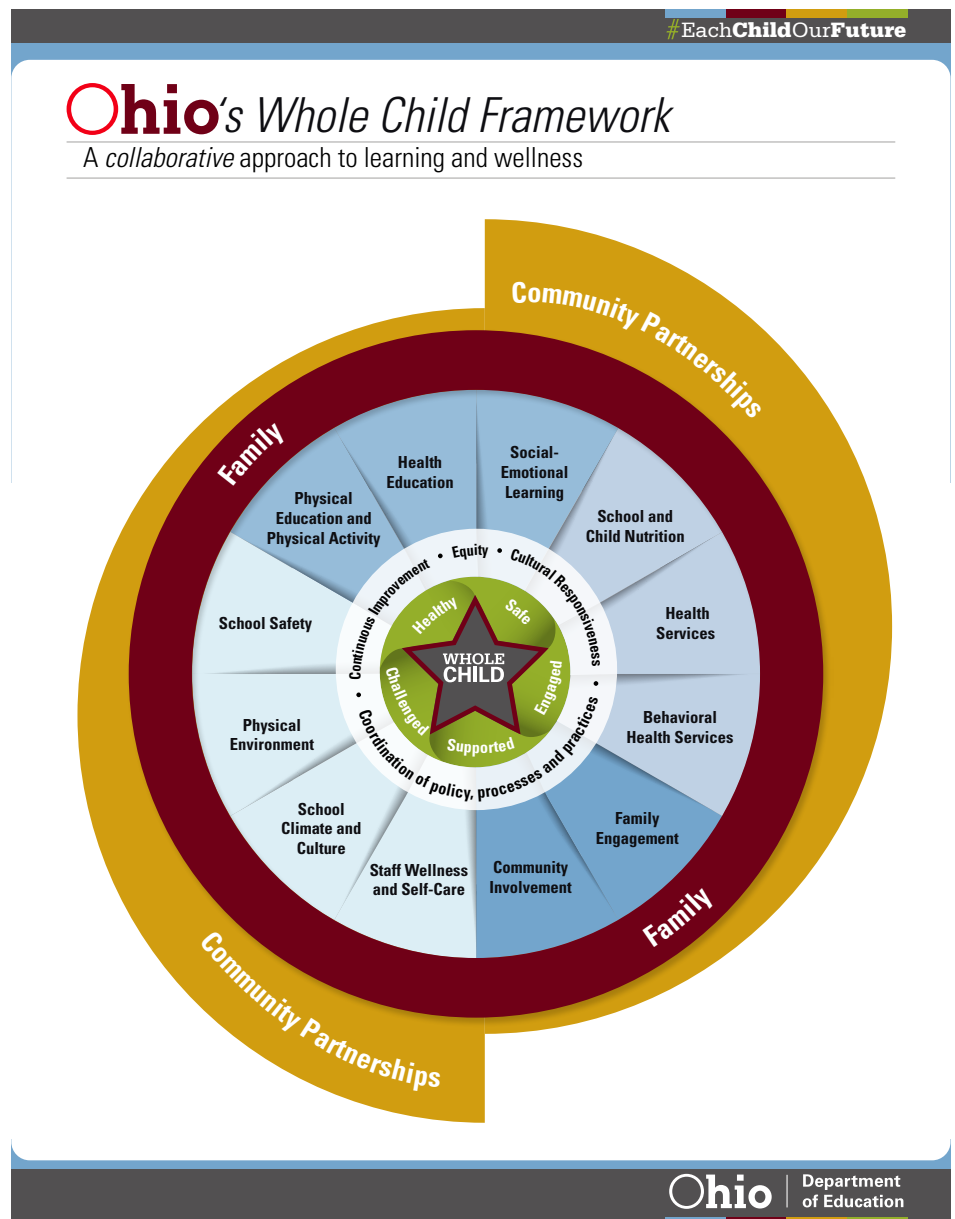


Figure 1. Ohio Whole Child Framework (ODE, 2020a).

## Ohio Whole Child Framework

The Ohio Whole Child Framework is grounded in the work of the Whole School, Whole Community, Whole Child (WSCC) model (ASCD, 2014). The original framework for children’s health in schools was Coordinated School Health approach with eight components but the predominantly public health approach did not fully resonate with the education sector (Lewallen, Hunt, Potts-Datema,

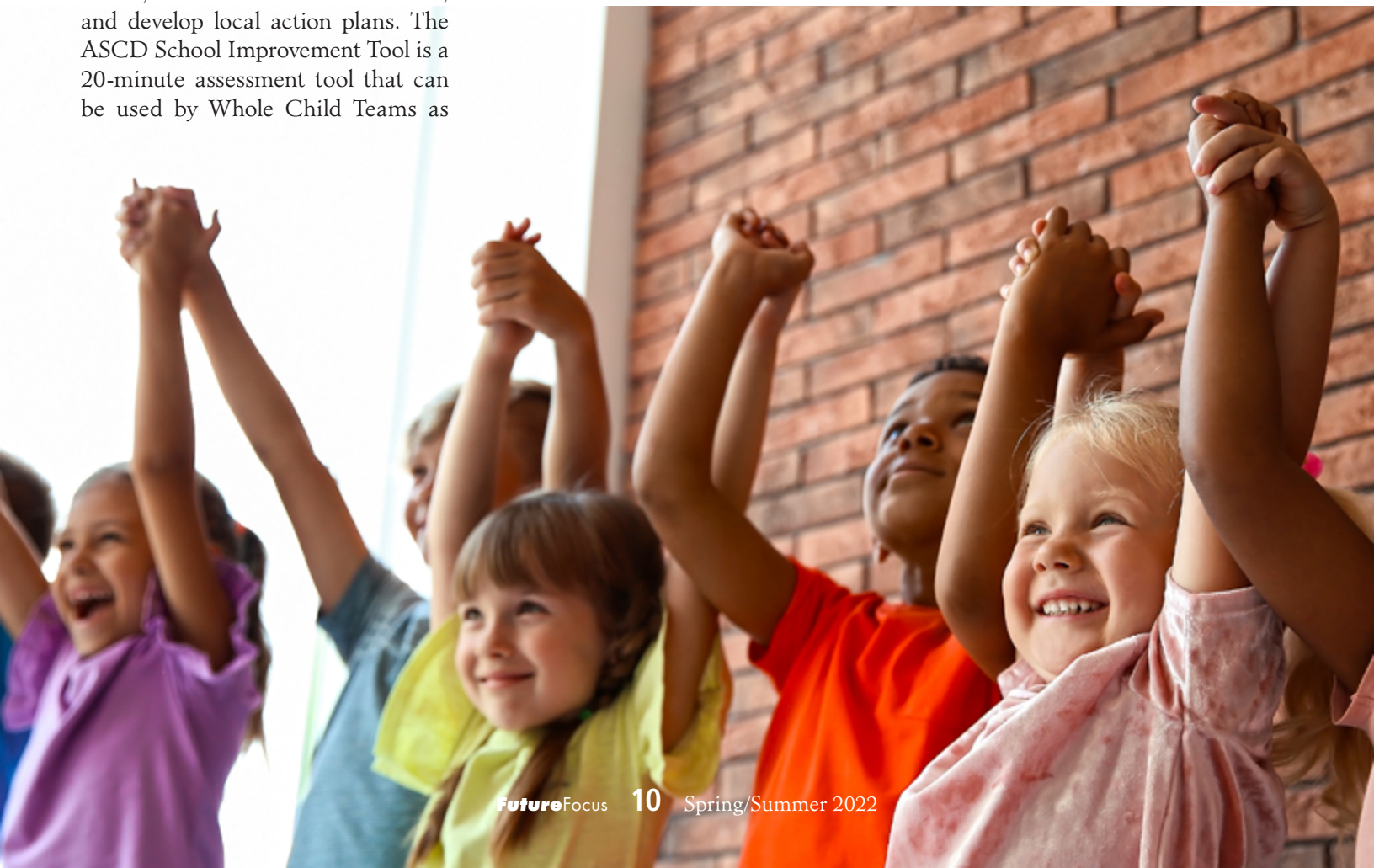
Zaza, & Giles, 2015). The WSCC model is grounded in socioecological models that identifies components, stakeholders, contexts, and elements needed to fully integrate health and education to support students (Lewallen et al., 2015). The WSCC model presents schools as an integral part of the community, highlighting the reciprocal influential relationship between the community and schools and that schools cannot do the work alone.

The WSCC model has the child at the center with five tenets: that each student is healthy, safe, engaged, supported, and challenged to achieve their fullest potential. The tenets are goals supported by coordinated policies, programs, and practices that can be tailored to meet local needs and resources. The WSCC model includes 10 components based on research, evidence, and best practices including: health education; physical education and physical activity; nutrition environment and services; health services; counseling, psychological, and social services; social and emotional climate; physical environment; employee wellness; family engagement; and community involvement (Centers for Disease Control [CDC], 2021). The ASCD School Improvement Tool (ASCD, 2021) and the CDC Virtual Healthy School (CDC, 2018) are useful tools to learn more about the WSCC model, assess current WSCC efforts, and develop local action plans. The ASCD School Improvement Tool is a 20-minute assessment tool that can be used by Whole Child Teams as

part of the needs assessment process to measure the tenets, components, or indicators at the district or building level. The CDC Virtual Healthy School is a dynamic and interactive online resource that provides additional information about the WSCC approach by sharing the components in action through: scenarios and real-world examples; guidance for implementing coordinated policies, programs, and practices; models of effective whole child team meetings; and highlights effective school and community partnerships.

The ODE Strategic Plan, *Each Child, Our Future* (see Figure 1), focused Ohio's schools upon ensuring each child is challenged, prepared, and empowered for their future (ODE, 2019a). Key elements of the *Each Child, Our Future* included a focus on the whole child supported by three core principles of equity,

partnerships, and quality schools; ten priority strategies; four learning domains; and a focus on the goal of student success. The 10 priority strategies of *Each Child, Our Future* include Strategy 7 (ODE, 2019a): "Working together with parents, caregivers and community partners to help schools meet the needs of the whole child." Strategy 7 was the major stimulus to create the Ohio Whole Child Framework. Student success is defined as one year after graduation the student would be enrolled and succeeding in a post-high school learning experience including: career-technical education, apprenticeship, and/or two-year or four-year college program; serving in a military branch; earning a living wage; or engaged in a meaningful, self-sustaining vocation (ODE, 2019a). The four equal learning domains include: foundational knowledge and skills; well-rounded



content; leadership and reasoning; and social-emotional learning (SEL). Health education and physical education are part of the well-rounded content domain and support the learning outcomes of SEL domain (ODE, 2019a).

The Ohio Whole Child Framework originated from The Ohio Behavioral Health and Wellness Education Advisory Committee Report and Recommendations (ODE, 2018) that sought to: create a whole child framework; establish whole child coordinators; enhance teacher education to incorporate whole child, SEL, and behavior management; and integrate a whole child approach within the continuous improvement process. The Ohio Whole Child Framework (2020a) was inspired by the WSCC and refined with input from education, health, and community stakeholders. Collectively, the ODE Strategic Plan (2019a), Ohio Whole Child Framework (ODE, 2020a), and Behavioral Health and Wellness Advisory Committee recommendations (ODE, 2018) provides a blueprint for Strategy 7 of *Each Child Our Future* (ODE, 2019a) to expand the focus beyond academics to meet the needs of the whole child. The Ohio Child Framework not only prioritized the whole child, but also provides a framework to bring stakeholders and champions for school health and the whole child together for collaboration to align efforts, maximize resources, and achieve success (Purnell et al., 2020).

## Ohio Whole Child Framework Tenets and Principles

At the center of the Ohio Whole Child Framework is the child and the five tenets of the whole child. These five tenets (see Table 1) of Ohio's Whole Child framework serve as a rallying point and goal for each

TABLE • 1

Tenets of the Ohio Whole Child Framework (ODE, 2020a)
<b>HEALTHY</b> and learns about and practices a healthy lifestyle.
Learns in an environment that is physically and emotionally <b>SAFE</b> for students and adults.
Actively <b>ENGAGED</b> in learning and is connected to the school and broader community.
Access to personalized learning and is <b>SUPPORTED</b> by qualified, caring adults.
<b>CHALLENGED</b> academically and prepared for success in college or further study and for employment and participation in a global environment.

child to be healthy, safe, engaged, supported, and challenged.

Each tenet has 10 indicators that Ohio adapted from the WSCC Framework (ODE, 2020a). The tenets are key because they are comprehensive, sustainable for school improvement, aligned with long-term success, and can be individualized to meet district and community resources (Murray, Hurley, & Ahmed, 2015).

The Ohio Whole Child Framework is grounded in: the foundational principles of continuous improvement; coordination of policies, programs, and practices; equity; and cultural responsiveness. These principles guide systems-based practices for each of the components and helps to create a whole school and whole community approach to achieve the five tenets. The continuous improvement process could be used for the collective Ohio Whole Child Framework or individual components. The continuous improvement process uses collaborative and representative teams to integrate the Whole Child Framework by analyzing data, identifying needs, implementing actions, assessing the impact the actions, and sustaining efforts. The continuous

improvement process helps districts integrate the whole child within their district's strategic plans and align with community partners' strategic planning goals (ODE, 2019b). The continuous improvement process and systems-change orientation for the Ohio Whole Child Framework could target specific goals focused on the five tenets, indicators that represent each of the 12 components, or address a specific issue identified during the needs assessment. A district Whole Child Advisory Council (WCAC) and Whole Child Liaison are essential assets to complete the improvement process, implementation, and sustaining the whole child efforts.

As cross-cutting principles, equity and cultural responsiveness are seen in each component and the collective whole school and whole community efforts. The Ohio Department of Education (2020a, p. 7) defined equity as, "each child having access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income." Cultural responsiveness "is the practice of educators reflecting on their students' as well as their own lived experiences, cultures and languages to inform and support their instruction" as defined by ODE (2020a, p. 7).

Coordination of policies, processes, and practices is a foundational principle because it maximizes resources, minimizes duplication, meets the diverse needs of each child, provides consistency, engages stakeholders, and supports a shared vision (Hunt, Barrios, Telljohann, & Mazyck, 2015). Policies and processes are the guidelines or procedures that direct decision-making, programs, and practices (ODE, 2020a). Practices are the actions performed and should be grounded in evidence-based programs, policies, and practices (ODE, 2021).

TABLE • 2

Ohio Whole Child Framework Components (ODE, 2020a).

Component		Description	Component		Description
Supporting Healthy Behaviors	Health Education Curriculum	The K–12 curriculum that provides each child with the skills and knowledge enables practicing healthy behaviors.	School Environment & Culture	School Climate and Culture	School climate includes the beliefs, values, attitudes, and norms cultivated through policies, programs and cultures that are sensitive to the needs of each student. A positive school climate includes a commitment to equity and social justice, addresses the impact of trauma on a student and helps adults respond more effectively to prevent and respond when issues arise.
	Physical Education & Physical Activity	CSPAP (CDC, 2013) includes a sequential K-12 physical education curriculum where students achieve the Ohio Physical Education Standards (ODE, 2015) to develop the skills and knowledge to be physically active. CSPAP also includes opportunities for students to be physically active including: classroom activity breaks, recess, before/after school activities, intramurals, staff involvement, and family and community engagement.		School Safety	Addresses the physical and emotional safety of students and staff by using a comprehensive approach connected to school climate and physical environment. School safety includes strategies to enhance and support emotional safety including developing positive relationships; resiliency; assessing threats and resolving conflicts; building social/emotional skills; addressing bullying; and reducing risky behaviors such as drugs and alcohol use.
	SEL	The instructional process to acquire and effectively apply the knowledge, attitudes and skills identified in the Ohio Social Emotional Learning Standards (ODE, 2019) necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.		Safe & Healthy Physical Environment	Promoting healthy learning environments including the school building, its contents, the land on which the school is located, and the area surrounding it.
School Health Services	Health Services	Prevention, screening, and intervention services for actual and potential health problems, including providing first aid, emergency care, management of chronic conditions, and wellness promotion and preventive services for staff, student and parents.		Staff Wellness & Self-Care	Activities, services, programs and supports that foster school employee wellness. Developing skills and strategies for educators to engage in activities to care of mental, emotional, and physical health and prevent burnout.
	Behavioral Health Services	Mental and behavioral promotion, prevention, counseling and psychological services supporting the mental, behavioral and social-emotional health of students. The services can be a part of a tiered framework like Multi-Tiered System of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS).		Family Supports & Resources	Families and school staff working together to support and improve the learning, development, and health of students. Family supports and resources could include parent education, support groups, emergency assistance, and social and health services.
	School and Child Nutrition	Learning and practicing healthy eating through available foods and beverages, nutrition education, and messages about food. School nutrition services include access to food and meals within the National School Lunch Program, School Breakfast Program, and Smart Snacks in Schools.		Engagement of Family & Community	Community Involvement

## Components of Whole Child Framework

The Ohio Whole Child Framework has 12 components organized into four categories: healthy behaviors; safe and supportive school environment; services to students and families; and family and community engagement (see Table 2). The Ohio Whole Child Framework added SEL and school safety as components to

the initial WSCC model to align with the specific needs and resources of Ohio. Ohio adopted SEL Standards (2019c) and has extensive school safety resources (Ohio School Safety Center, 2021).

**Healthy Behaviors.** The healthy behaviors category has a shared focus on developing lifelong healthy behaviors through a K–12 curriculum. Health education, physical education, and

social emotional learning curriculum includes learning outcomes aligned with standards, learning activities, and assessments. Each component within healthy behaviors category develops specific knowledge and skills that lead to healthy behaviors, but a connection exists within the healthy behaviors category as the knowledge, skills and behaviors learned are aligned and can be reinforced

**TABLE • 3**

**Alignment between Health Education, Physical Education and SEL Standards (ODE, 2019c; SHAPE America, 2019, 2020).**

SEL	Health Education	Physical Education
Self-Awareness	Standard 8: Advocacy Standard 2: Analyzing Influences Standard 3: Accessing Valid Health Resources	Standard 4: Personal Responsibility
Self-Management	Standard 7: Self-Management Skills Standard 6: Goal Setting	Standard 4: Personal Responsibility Standard 3: Fitness & Physical Activity
Social-Awareness	Standard 2: Analyzing Influences Standard 8: Advocacy Standard 4: Communication	Standard 4: Social Responsibility
Relationship Skills	Standard 4: Communication Standard 5: Decision-Making	Standard 4: Social Responsibility
Responsible Decision-Making	Standard 5: Decision-Making Standard 2: Analyzing Influences Standard 8: Advocacy	Standard 4: Personal & Social Responsibility

across the healthy behaviors category (see Table 3). Health education and physical education are part of the prescribed curriculum detailed in Ohio Revised Code (ODE, n.d.), with Ohio Administrative Code providing additional requirements for local districts (Ohio Legislative Service Commission, 2021). The outcomes of health education, physical education, and SEL are enhanced when connected to school- and community-wide efforts within the Ohio Whole Child Framework (Benes, Boyd, Cucina, & Alperin, 2021). For example, aligning health education with prevention education and health services can reinforce and support the knowledge and skills that will lead to healthy behaviors.

**Safe and Supportive School Environment.**

A healthy school environment and climate is essential for cultivating healthy behaviors as well as ensuring a student feels physically and emotionally safe and supported by fellow students, staff, and others within the school. A safe and supportive school environment includes a positive school climate, school safety, healthy and safe physical environments, and

staff-wellness and self-care. School climate and culture refers to beliefs, norms, values, attitudes, and behaviors demonstrated and nurtured within the school. Positive Behavioral Interventions and Supports (PBIS) is typically the mechanism to develop, implement and sustain the policies, practices, and supports to help everyone feel safe, supported, challenged, and connected to the school (Eagle,

Dowd-Eagle, Snyder, & Gibbons-Holtzman, 2015). School safety is a comprehensive approach to establish physical and emotional safety including bullying prevention, behavioral health, and the physical safety through effective facility design, policy, preparedness, and emergency response (Ohio School Safety Center, 2021). Physical Environment includes the school building, grounds, and its contents. Examples of physical environment include: water, air, and noise pollution; access to safe drinking water; and safety of physical structures such as playgrounds, sidewalks and parking lots (ASCD, 2014). Staff-Wellness and self-care include a comprehensive approach to programs, policies, and practices to enhance the health and well-being of staff including education programs, employee assistance and access to healthcare, and resources to support cultivate wellness. Staff Wellness and Self-Care is included in environment because the presence of healthy adults as role models creates positive norms and develops healthy behaviors. The effectiveness of initiatives within the Safe and Supportive School Environment components are



enhanced by a whole school, whole community approach by connecting school climate to health education, physical education, behavioral health services, and SEL. Health education and physical education also have a role in staff wellness by supporting professional development for staff to improve their skills in order to better demonstrate healthy behaviors, support healthy environments, and advocate for positive health behaviors (Lorson et al, 2020).

### **Services to Students and Families.**

Nutrition services, health services, and behavioral health services components are physical, behavioral, and social health services to support students' wellbeing in the Services to Students and Families category. School and Child Nutrition provides nutritious foods during the school day through the National School Lunch as well as the Breakfast and Smart Snacks Programs, but also promotes healthier foods and beverages, access to clean drinking water, developing healthy eating behaviors and aligns the Local Wellness Policy to the Ohio Whole Child Framework

efforts (Haynes, Jackson, & Sharpe, 2021). Health services include: management of chronic conditions (e.g., asthma, diabetes); acute illness care; care coordination; primary care; first aid; and vision, dental, and other health screenings (ASCD 2014). Behavioral health services include a range of activities for the promotion, prevention, counseling, and psychological services to support students' behavioral health. Behavioral health services could be connected to Safe and Supportive Schools, PBIS initiatives, or the Multi-Tiered System of Supports (MTSS). An MTSS (Eagle et al., 2015) is a whole school, whole community approach that includes universal supports (Tier 1) to build positive behaviors for mental and behavioral health for all students; targeted or early intervention (Tier 2) for small groups of students; and focused supports (Tier 3) for students demonstrating intense or persistent challenges.

Services to Students and Families rely heavily on community partners highlighting the need for collaboration within a whole school, whole

community approach. Health education, physical education, and health services all target health promotion, prevention, and health literacy. Each component should explore opportunities to collaborate with other units to develop meaningful and relevant curriculum, reinforce healthy behaviors, and advocate for healthy behaviors. For example, within the continuous improvement process, Services to Students and Families data could inform health education curriculum to target specific topics or skills identified frequently in health care interactions.

### **Family & Community Engagement.**

Family Engagement and Community Involvement serve as components and a cross-cutting theme as the entire whole school and whole community approach is supported by families and communities. As a cross-cutting theme, family and community engagement is considered within each component. As a component, Family Engagement is the inclusion of the family in their children's learning and educational experiences through intentional activities, programs, and communication. It includes family education opportunities, communications and supports for healthy behaviors. Examples include resources, services, and education sessions to support healthy behaviors. *Start Talking!* is an example of a family education resource that develops skills to empower families to engage children in critical conversations about their health and well-being (State of Ohio, 2021).

Community Involvement includes collaborative efforts to ensure community resources are accessible and available to support the Ohio Whole Child Framework tenets. Community organizations and activities can be an opportunity to engage and enrich students' lives beyond the school day. Community organizations can be partners in building healthy and





physically active students and families through joint projects, shared use agreements, consistent messaging, and program alignment. Health education and physical education have many opportunities to connect to reinforce and apply the knowledge and skills learned in class to community recreation, health organizations, and activities. Examples of connections include: activities within the Comprehensive School Physical Activity Program (CSPAP) such as: *Safe Routes to School* (CDC, 2013); connecting to community physical activity programs and organizations; accessing valid and reliable community health resources; guest speakers; mentoring programs; and/or services and opportunities from local health organizations and agencies.

### Role of Health Education within the Ohio Whole Child Framework

The Ohio Whole Child Framework presents health education additional opportunities to: develop and reinforce health behaviors; align curriculum and programs; and connect health education with school and community health partners. Health education in Ohio faces

the persistent challenges of being the only state without state health education standards, and having increased required course topics, limited instructional time, and little guidance to support local curriculum development (Raffle, Ware, Lorson, Blinsky, & Wainwright, 2019). Many Ohio districts have not updated their local health education curriculum within the past five years or do not have a K–12 health education curriculum (Raffle et al., 2019). A prioritized whole child goal could be to update the local health education curriculum, then align prevention education and support from community/school partners to implement a K–12 approach that provides multiple opportunities to develop and practice healthy behaviors. The Ohio Association for Health, Physical Education, Recreation and Dance's (OAHPERD) *Health Education Model Curriculum* (OAHPERD, 2019) is a tool to develop local curriculum that provides student learning outcomes, scope and sequence, and additional supports for health education topics for Ohio school districts. The curriculum development process should use backwards design built upon learning outcomes focused on creating meaningful, relevant, and

appropriate learning experiences for local needs and health priorities. Benes and Alperin (2019) suggested an eight-step process for curriculum development including: understanding student and community needs; formulating goals; designing benchmark assessments; determining the health topics, functional knowledge, and skills; creating a scope and sequence; developing unit plans; creating assessments; and crafting lesson plans. Aligning the local health education curriculum with the National Health Education Standards (Joint Committee on National Health Education Standards, 2007) not only clarifies learning outcomes but also enhances efforts to align physical education and SEL curriculum to develop and reinforce the skills to demonstrate a lifetime of healthy behaviors. The Whole Child Framework is an opportunity to advocate for additional learning opportunities for health education, especially in Grades K–5 where little to no instruction is provided (Raffle et al., 2019). Health Education teachers should be represented on the WCAC or other building/district teams to build connections to school initiatives, priorities, programs, and practices.



## Role of Physical Education within the Ohio Whole Child Framework

Physical Activity is a key behavior linked to many positive health and academic outcomes. The physical education and physical activity component identified in Ohio Whole Child Framework aligns with the Comprehensive School Physical Activity Program (CSPAP). CSPAP (CDC, 2013) is a multi-component approach to enhance opportunities to be physically active at least 60-minutes a day through physical education, physical activity during school, before/after school activities, and family and community engagement. The physical educator coordinates the hub of activities within the CSPAP. Quality physical education curriculum is the foundation of CSPAP. Ohio's Physical Education Standards (ODE, 2016) and the Ohio Physical Education Evaluation (ODE, 2016) provide guidance for student learning goals and assessing the achievement of those goals. Clear learning outcomes enhance collaboration and opportunities to reinforce the skills, fitness and physical activity concepts, personal and social responsibility, and the value for lifetime physical activity across the Whole Child Framework.

CSPAPs utilize much of the same planning process identified within the Ohio Whole Child Framework. Depending on local resources and needs, the CSPAP could operate as a sub-committee connected with the WCAC. Physical education teachers should be represented on Whole Child and district/building teams because of their important role in developing healthy behaviors and the connection to families and community partners. An example of the collaboration between physical education and community recreation youth sports

program could be sharing the terminology of Ohio Physical Education Standard 4B (social responsibility) to reinforce fair play, respecting others, and cooperation. Sharing Ohio Physical Education Evaluation Report Card data as well as other physical activity and fitness data with school/

Resources and supports are needed to develop and sustain Whole Child Liaisons and Whole Child Councils to foster school/community partnerships and the implementation of coordinated policy, programs and practices that support the whole child.

community partners can support advocacy efforts for the CSPAP initiatives, physical education curriculum, and course offerings, and also reduce the use of the high school physical education substitution/waiver.

## Health Education and Physical Education Teacher Education Implications

The Ohio Whole Child Framework signals the need to reconfigure teacher education programs to prioritize a Whole School, Whole Community, Whole Child approach. Both health education and physical education teacher preparation standards encompass the skills to integrate a whole child approach. Intentional experiences should equip teacher candidates with the skills to develop curriculum connected to school and community priorities, and collaborate with school health partners to deliver aligned educational experiences that reinforce knowledge and skills, as well as advocate for the role of health education and physical education within the Whole Child Framework.

## Integrating the Ohio Whole Child Framework

Integrating the Ohio Whole Child Framework takes a systems-thinking, systems-change approach led by a Whole Child Liaison and a WCAC (Hunt et al., 2015, Murray et al., 2015). The WCAC should include members of each component or at least each category of the Ohio Whole Child Framework as well a representation from diverse stakeholders including students, staff, families, and community partners (Murray et al., 2015; Purnell et al., 2020). The WCAC engages in a strategic planning process that includes: completing a needs assessment; developing an action plan; monitoring program implementation and effectiveness; utilizing evidence-based programs and practices; and forming collaborative partnerships with community stakeholders and families (Hunt et al., 2015).

Common barriers to implementing the WSCC include a lack of leadership, administrative support, unclear messaging, ineffective communication to create buy-in from staff, lack of resources including funding, and lack of effective school and community partnerships (Hunt et al., 2015). Fortunately, Ohio has provided some opportunities to overcome these barriers including the Student Wellness and Success Funds, the ODE Whole Child Network, and K-12 Prevention Initiative that incubate and grow whole child infrastructure and the planning process. Additional seeds could be planted by whole child advocates to grow awareness and the efforts to implement the Ohio Whole Child Framework at the community, district, and school levels.

### **Integrating the Ohio's Whole Child Framework Principles in Health Education and Physical Education**

As components of the Ohio Whole Child Framework, health education and physical education should engage in an intentional process to deliver a meaningful K-12 curriculum that is aligned with the standards, provides sufficient opportunities to learn, and integrates the principles of equity, social justice, and cultural responsiveness (Landi, Lynch, & Fiset, 2020; Lynch, Sutherland, & Fiset, 2020).

Health Education and Physical Education should look for opportunities to participate in the continuous improvement process by aligning health education and physical education curriculum with key health and academic goals identified within the district's strategic planning goals and continuous improvement process. Health educators and physical educators are frontline advocates for healthy students and must position health education and physical education to support the achievement of the Ohio Whole Child tenets. As components that develop healthy behaviors, health education and physical education must continue to capitalize on opportunities to develop and reinforce behaviors across health education, physical education, and SEL in meaningful, relevant, and effective learning experiences (Society of Health and Physical Educators [SHAPE] America, 2019, 2020). As a member of the WCAC, teachers can build relationships with stakeholders and engage partners to enhance collaboration, alignment, and resource utilization. An example of the connection is creating a district goal to enhance personal and social responsibility. While the PBIS Committee might lead the charge, lack of PBIS implementation has been a challenge. Health education

and physical education could highlight the alignment across the health education, physical education, and SEL standards as well as provide examples of specific learning opportunities. Examining school, student and community data could highlight student needs and match those needs with coordinated policies, programs, and practices. An example is examining Ohio Healthy Youth Environments Survey (OHYES!, 2021) and public health data that show dramatically increasing rates of vaping and/or use of tobacco products. The WCAC could construct a comprehensive plan to build and reinforce skills across Grades K-12 that is supported by policy and practices for tobacco-free campuses, support for tobacco cessation, and efforts to support tobacco-free communities.

### **Conclusions and Next Steps**

Ohio has prioritized the whole child through the collective effort of the Ohio Whole Child Framework, ODE Strategic Plan *Each Child our Future*, and Student Wellness and Success funds to benefit both health and academic outcomes as well as Ohio's future. Each dollar invested in community programs to increase physical activity, improve healthy eating, and prevent tobacco use could return \$5.60 for each \$1 invested (Trust for



America's Health, 2017). Policy and legislation must focus on a whole school, whole community approach rather than a siloed approach like the health education requirements outlined in ORC 3313.60 (ODE, n.d.). State level policy must continue to provide the infrastructure, resources, support, and motivation for education and health partners to develop a tiered system of supports within a whole school and whole community approach connected with the district's strategic planning goals. Resources and supports are needed to develop and sustain Whole Child Liaisons and Whole Child Councils to foster school/community partnerships and the implementation of coordinated policy, programs and practices that support the whole child. Health education and physical education must advocate for their important role in developing healthy behaviors, make intentional efforts to join Whole Child Councils to align district/school priorities, connect with other Ohio Whole Child Framework components, and build school/community partnerships to support the whole child.

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Kevin Lorson is a Professor of Health Education and Physical Education at Wright State University. His scholarship focus includes supporting the Ohio Whole Child Framework, the Ohio Physical Education Standards and Evaluation, and health education standards.



**O A H P E R D**  
**PROFESSIONAL**  
**DEVELOPMENT**  
**WORKSHOPS**

### Physical Education

- Standard-based Curriculum Consulting
- Physical Education Evaluation Implementation

### Health Education

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

### Whole School, Whole Community, Whole Child

- Classroom Activity Breaks
- Aligning student health and academic achievement
- ESSA: Securing Title IV Funding with WSCC
- Social & Emotional Climate: Anti-Bullying

### Need a workshop for your school?

- Reserve your workshop at least one month in advance.
- Cost includes experienced trainer and all workshop materials (up to 40 attendees).
- Hosts provide meeting space and equipment.

### Workshop rates:

- Full Day (6 hours): \$1,200
- Half Day (2 hours): \$800

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

# OAHPERD Budget 2022-2023

May 1<sup>st</sup> to April 30<sup>th</sup> (Approved 2/26/22)

INCOME	2022-2023 Budget	Total Projected through 4/30/22
<b>Memberships</b>		
Professional 1 yr. @ \$ 50	\$ 12,000.00	\$ 12,786.69
Professional 2 yr. @ \$ 95	\$ 380.00	\$ 955.00
Professional 3 yr. @ \$ 140	\$ 700.00	\$ 2,195.00
Corporate @ \$ 550	\$ 2,200.00	\$ 1,750.00
Student @ \$ 25	\$ 250.00	\$ 50.00
Senior Student @ \$ 40	\$ 120.00	\$ 40.00
Institutional Student @ \$ 20	\$ 200.00	\$ 20.00
Retired @ \$ 25	\$ 50.00	\$ 125.00
Institutional @ \$ 200	\$ 600.00	\$ 1,000.00
First-Time Professional @ \$ 35	\$ 200.00	\$ 105.00
<b>Shape America Fundraiser</b>	\$ 750.00	\$ 525.00
<b>Convention</b>		
Exhibits	\$ 1,000.00	\$ 0.00
Registration	\$ 24,870.00	\$ 1,975.00
<b>Other</b>		
Workshops (Summer Institute)	\$ 1,000.00	\$ 50.00
Advertising	\$ 100.00	\$ 50.00
<b>Total Income</b>	<b>\$ 44,420.00</b>	<b>\$ 22,302.49</b>

EXPENSES		
<b>Officers</b>		
President	\$ 1,000.00	\$ 41.48
President Elect	\$ 500.00	\$ 0.00
<i>Future Focus</i>	\$ 8,000.00	\$ 8,000.00
Fundraising Coordinator	\$ 1,700.00	\$ 0.00
<b>Executive Committee/Board</b>		
Mileage	\$ 1,000.00	\$ 0.00
Board Meetings	\$ 500.00	\$ 0.00
<b>Committees</b>		
Memorial Scholarship	\$ 1,000.00	\$ 1,000.00
Honors & Awards	\$ 1,000.00	\$ 1,031.00
Grants and Research	\$ 1,000.00	\$ 0.00
Ohio Gold	\$ 350.00	\$ 120.00
Advocacy	\$ 1,000.00	\$ 684.00

INCOME	2022-2023 Budget	Total Projected through 4/30/22
<b>Conferences/Workshops</b>		
Workshops (Summer Institute)	\$ 1,000.00	\$ 129.99
SHAPE America LC (SAM)	\$ 200.00	\$ 0.00
Ohio Student Leadership Conf.	\$ 200.00	\$ 0.00
<b>Administrative</b>		
Executive Director/Mgmt. Svcs.	\$ 49,009.00	\$ 48,048.00
Executive Director Travel	\$ 1,200.00	\$ 75.14
General Printing	\$ 100.00	\$ 49.20
General Postage	\$ 50.00	\$ 833.53
General Telephone	\$ 1,00.00	\$ 1,200.00
Supplies	\$ 1,200.00	\$ 112.00
Storage	\$ 120.00	\$ 4,630.50
Web Page/Membership Mgmt.	\$ 4,700.00	\$ 1,200.00
IRS Tax Preparation	\$ 1,400.00	\$ 200.00
Ohio Attorney General fee	\$ 200.00	\$ 1,373.00
Insurance Liability	\$ 1,400.00	\$ 600.00
Bank Charges	\$ 600.00	\$ 0.00
Credit Card Service fee	\$ 2,000.00	\$ 1,020.24
Technology	\$ 525.00	\$ 500.50
<b>CONVENTION</b>		
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	\$ 875.00
Conv Gifts	\$ 500.00	\$ 0.00
Conv Transportation	\$ 0.00	\$ 0.00
Conv Meals/Breaks	\$ 10,000.00	\$ 0.00
Conv Committee	\$ 100.00	\$ 226.68
Conv Postage/Shipping	\$ 20.00	\$ 0.00
Conv Printing	\$ 250.00	\$ 59.10
Stipends	\$ 1,250.00	\$ 1,250.00
Conv Social	\$ 500.00	\$ 0.00
<b>Total Expenses</b>	<b>\$ 107,824.00</b>	<b>\$ 75,985.37</b>
<b>Net Income</b>	<b>(\$ 63,404.00)</b>	<b>(\$ 53,682.88)</b>

## OAHPERD Pays Substitutes

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

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

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

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

Lisa Kirr, OAHPERD Executive Director  
400 W. Wilson Bridge Rd., Suite 120  
Worthington, OH 43085  
P: 614-228-4705  
F: 614-221-1989  
E: Lisa@assnoffices.com

## GRANT \$ AVAILABLE!

Research grant monies are available to the OAHPERD membership. This year, \$1,000 is available for member use. Applications for research grants may be obtained by contacting Garry Bowyer, Chair of the Research and Grants Committee. Grants must be submitted to Garry by September 15 of the year. Don't let this OAHPERD membership service pass you by. Start thinking about and writing your research grants now!

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



## Student Writing Award

Each year the Editorial Board of OAHPERD can consider *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.





# Guidelines for Authors

## Manuscripts

Each manuscript should be formatted for 8½ by 11-inch paper, with 1-inch margins on all sides, using **Microsoft Word for PC, Times-Roman style and 12 point font**. All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented. Style should conform to the American Psychological Association's (APA) *Style Manual* 7<sup>th</sup> Edition. Manuscripts can be up to 25 pages in length, including references. Pages must be numbered consecutively with a running head. Line numbers should be included.

## Organization

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

## Cover Sheet

In a separate file, please provide the following:

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

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

## References

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

## Illustrations and Photos

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

## Permissions

Authors are responsible for obtaining written permission and copyright release, if necessary, for quoted materials, cartoons, and other illustrations used. Persons in photographs must give permission to have their photo published. Copies of permission requests and authorizations should accompany

the manuscript. When authors quote extensively from other works, they must send photocopies of the original work's title page, copyright page, and pages on which the quotation appears.

## Reviewing and Editing

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

## Deadlines

Manuscripts are reviewed on a rolling basis when received. The next issue to be published shall be available in March or April 2023. To be eligible to appear in this issue, the manuscript should be received by January 15<sup>th</sup>. An electronic version of the manuscript is required and should be sent, along with illustrations and/or photos, as an email attachment to the editor at **futurefocus.res@gmail.com**.

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

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