Future Focus

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

OAHPERD

Fall/Winter 2014

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President's Message

Pamela Bechtel

As I began to write my column for this issue of *Future Focus,* I realized the 2014 OAHPERD Convention is only about seven weeks away! I would like to invite you to attend the 85th OAHPERD convention December 3–5 at Kalahari Resort in Sandusky, Ohio. Imagine, an organization that started in 1929 continues to be a strong and active organization today! The existence of this organization says quite a bit about the quality of the leaders of yesterday and today! Our members have been the "movers and shakers" in all of our professions over the past 85 years. I know we will continue to be the leaders in physical activity, physical education, health education, higher education, recreation, adult development, dance, and sport sciences, and for students in these professional areas in the future!

The convention committee, led by Carol Falk, Karen Holt, and Dallas Williamson, have finalized the program for the convention and the presentation schedule. There are over 80 presentations scheduled for members to attend on Thursday and Friday. All of our divisions are well represented in these presentations. There are many sessions for each of our eight divisions in the program. Our convention theme is: "Exploring New Dimensions." So what might this theme mean to you? My answer is come to the convention and try to find a *new dimension* for or in your profession. Maybe there is a topic, activity, or technique you want to *explore* for use in your professional situation. Conventions serve as a great opportunity to gain new ideas, meet new colleagues, and connect with your friends in the profession. Students

in our professional programs should network and *explore* all OAHPERD has to offer them. Remember that our OAHPERD theme this year is, "Prepared, Professional, and Proud." Our 85th convention is an illustration of this theme in action as members will walk away from the convention being more *prepared* for their work, feeling more *professional* about their work, and *proud* of all that we can offer to our clients, students, colleagues, family and friends.

We have a wide variety of activities for all of our convention attendees. Our keynote speaker, Brand Strand, Ph. D., will present, "Emotional Intelligence: An Essential Trait for ALL Leaders." Darlene Koerber, the SHAPE America Midwest District President, will be attending our convention. Let's be sure to give Brad and Darlene warm Ohio welcomes! We will be recognizing members of OAHPERD for various awards at the convention. Please attend the awards ceremonies to congratulate our honorees when you meet them. And Hoops for Heart will be celebrating its 20th anniversary.

Since my last column OAHPERD has been busy. In May, our Student Leadership Retreat was held at Kalahari for student members from various universities and colleges in Ohio. This was quite a successful event for our future professionals to learn about OAHPERD and our functions. Kevin Lorson and Heather Barbour conducted this retreat. Several of the students who attended this retreat also represented Ohio at the SHAPE America Midwest District Council of Future Professionals Leadership Retreat held at Pokagon State Park in Angola, Indiana, in October. We were well represented by our students, who learned about the Physical Activity Leadership (PAL) Program, participated in various team-building activities, and networked with students from the other states in our SHAPE America Midwest District.

An OAHPERD presentation was included as a session at the Columbus Metro park summer Physical Education workshop in July. This session highlighted the activities of OAHPERD. Information on the convention and membership were made available to workshop participants.

Dallas, Karen, Steve Mitchell and I met with the new Ohio Department of Education (ODE) Physical Education Consultant, Ryan Eldridge, in the beginning of October. Ryan seemed to be excited about working with OAHPERD and keeping health education and physical education on the forefront at ODE. Please feel free to contact Ryan with questions. He will also have a session at the convention.

OAHPERD was represented at the Ohio School Boards Association Conference in Columbus on

November 10–11, 2014. Information promoting our mission and activities was distributed to school board members, school administrators and other school personnel in attendance. This has been a very successful means to get our message out to our school partners.

Our Executive Committee and Board continue to lead OAHPERD in moving our professions forward. Thank you to all members who serve in these positions. We couldn't advance our mission without all of your hard work! Thank you to all OAHPERD members past and present who have made us the great organization we are today! I think we have another 85 great years ahead of our organization!

See you in December at Kalahari! Enjoy the convention!

85th Annual OAHPERD State Convention

December 3–5, 2014

BEST PRACTICES

for Health, Physical Education, Recreation, and Dance

Join your friends and colleagues at ***Kalahari Resort & Convention Center in Sandusky, Ohio!***

Register online at ***ohahperd.org***

OAHPERD
Prepared, Professional **and Proud**

Association News

Karen Holt, OAHPERD Executive Director

Fall is here and snow is around the corner. It is time to gear up for the OAHPERD Convention! The 85th Annual OAHPERD State Convention will be held December 3–5, 2014, at Kalahari Resort & Convention Center in Sandusky, Ohio. This will be our second year at Kalahari, a wonderful location for our busy convention. Bring your family to enjoy the park!

Highlights of this year's Convention include:

- Sessions covering a wide range of topics from 9 areas of study.
- Keynote speaker and AAHPERD Past President Brad Strand speaking about *Emotional Intelligence: An Essential Trait for All Leaders*
- Our annual Casino Night featuring authentic Vegas-style gaming with chips that can be redeemed for raffle tickets while enjoying an interactive DJ, food and MORE.
- The Awards Reception honoring your friends and colleagues who have made significant contributions to their area of expertise and OAHPERD.
- College Cup Competition—Watch college students from around Ohio show off their skills.
- Coffee with OAHPERD—Learn about how OAHPERD is working for you and how to get involved.
- Giveaways, silent auction, and much more.

Don't miss out—sign up now at www.ohahperd.org.

Save the Date:

OAHPERD's One-day Summer Institute
Friday, June 19, 2015,
at Wright State in Dayton!

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

American Heart Association®

35th Anniversary JUMP ROPE FOR HEART℠

HOOPS® FOR HEART

It Takes Heart to be a Hero

HEART HERO

Marcus, age 11

"I have done Jump Rope For Heart since Kindergarten and most of the time I was the top fundraiser. I feel that the more money I can raise for the American Heart Association, the better technology there will be for other kids with sick hearts!"

Jump Rope For Heart and Hoops For Heart are national events sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and help other kids with heart health issues.

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

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

Jump Rope For Heart and Hoops For Heart help students:

- **Learn the value of community service and contribute to their community's welfare**
- **Develop heart-healthy habits while being physically active**
- **Earn gift certificates for free school P.E. equipment from U.S. Games**

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

American Alliance for Health, Physical Education, Recreation and Dance

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

Editor's Comments

Bob Stadulis

The current issue includes the usual columns from the OAHPERD President and Executive Director. The 2014–2015 OAHPERD budget has been included for members to review. A perfect time to ask questions of President Bechtel, Executive Director Holt and/or Treasurer Lisa Gundler is the annual convention at Kalahari.

I am very pleased to see Sheridan's *Coaching Toolbox* return after a one issue hiatus. The current column is a must for coaches. It resonates so well with President Pam's message concerning the leadership qualities that make an organization like ours so great, that is, a group of diverse individuals seeking to be of service to others.

Only one refereed article appears in this issue. But what an outstanding article it is. The Editorial Board gave the Chace, Elston and Moening manuscript its highest rating possible. What a pleasure to see Ohio researchers focusing their attention on an issue so important to our K–12 students in Ohio and sharing their findings with Ohioans. At the annual OAHPERD Convention, we often see the sharing of "action research." If you are doing action research and considering preparing a manuscript to submit to *Future Focus,* you would be well served to use "An Insight into Active Transportation Rates and Perceived Barriers for Walking/Biking to School: An Ohio Suburban Middle School Case Study" as a model to guide your efforts.

RES

futurefocus.res@gmail.com

OAHPERD 2014 JRFH/HFH Scholarship Award Recipient: Alayna Eben

The 2014 Jump Rope For Heart/Hoops For Heart Scholarship Recipient is Alayna Eben. At Wright State University, Alayna has a 3.5 GPA as a major in Physical Education and Health.

Alayna has been on the Dean's List at Wright State University for the last two years. Prior to Wright State, she attended Northern Illinois University for two years where she was a member of the Women's Gymnastics Team and received the Scholar Athlete Award as both a freshman and a sophomore. As a junior and senior at Wright State University, Alayna served as the President of the Gymnastics Club and also represented WSU at the National Competition where she placed on the uneven bars. She is also a Junior Olympic Gymnastics Coach at Gymnastics Training Center of Ohio, where she has been coaching for six years.

Alayna conducted a Jump Rope For Heart event with Sasha Taylor at Bellcreek Intermediate School. She helped Mrs. Taylor plan, organize, and implement the event for 600 students in grades 3–5. At that time, she was fulfilling requirements of her Phase 2 Student Teaching at another school district, but found the time and made arrangements to attend planning meetings, physical education classes and JRFH jump parties at Bellcreek to experience the JRFH event. In addition to helping plan and run the event, her tasks included counting student jumps for the "100 Jump Club," handing out key chains, counting and documenting donations, and helping students vote on-line for the school's t-shirt design. Overall, she enjoyed watching the students learn and grow during the JRFH unit.

Alayna wanted to learn more about the JRFH/HFH program as support to a friend's family that has been touched by heart disease. She also wanted to get involved knowing she might be able to hold her own event soon as a physical education teacher. Sasha Taylor said, "I admire Alayna for making the time commitment to volunteer at Bellcreek Intermediate while student teaching in another district. She demonstrated great work ethic and passion for helping kids learn the value of participating in an event that helps the American Heart Association save lives."

Alayna plans to graduate in May, 2015. She hopes to be teaching Physical Education in the fall and is planning to continue to coach gymnastics as well as become a certified gymnastics judge. Congratulations, Alayna!

Marla Thomas
Hoops For Heart State Coordinator

American Heart Association®
Learn and Live

When you complete a **Jump Rope For Heart** or **Hoops For Heart** event,
you provide future generations with the knowledge and tools they need to stay heart healthy for life.

Proceeds from JRFH and HFH events fund research and life-saving programs across the nation and provide professional development opportunities for physical educators who work to promote healthy lifestyle habits in today's youth.

We've come a long way! New materials from the American Heart Association are available on line to help coordinators and make your event successful.

JRFH/HFH Demonstration Teams

Sasha Taylor
Ohio JRFH State Coordinator

Our 2014-2015 JRFH and HFH Demonstration Teams have been selected!

Do you want your students to be inspired to jump rope as an example of a healthy physical activity? Do you need an assembly to echo your message of heart health? Do you want your students to get excited about an upcoming Jump Rope For Heart or Hoops For Heart event?

OAHPERD has provided 6 demo teams in Ohio with a grant to help pay for their travel expenses when performing school assemblies that promote Jump Rope For Heart and Hoops For Heart programs. This is a great opportunity to enhance JRFH or HFH events!

How can you schedule a school assembly?

The schools listed below might be able to come to your kickoff event to really WOW your students with their jump rope and basketball skills. Teams are located around the state, so check to see if there is a team in your area! Contact your Youth Market Director from American Heart Association. They can help schedule a team to visit your school. You may also contact Sasha Taylor, OAHPERD's JRFH State Coordinator, for assistance.

2014-2015 Teams:

Team/Coordinator	**School, City**
Brook Jump Ropers/Brenda Duvall	Brook Intermediate, Byesville
Leighton Leaping Stars/Stacey Slackford-Barnes	Leighton Elem., Aurora
SCE Sparks/Traci Grissom	Scottish Corners Elem., Dublin
Spartan Shockers/Teri Birchfield	Pleasant Elem., Marion
Troy Pop Rocks/Josh Oakes	Hook Elementary, Troy
Whipple Hts. Hot Shots/Marla Thomas	Whipple Hts. Elem., Canton

Whipple Heights Hot Shots is the only Hoops For Heart Demonstration Team in the country! The rest of the above teams are Jump Rope For Heart teams. Again, you can contact your AHA Youth Market Director and let them know you would like to have a team visit your school for an assembly.

Are you interesting in applying to be an OAHPERD Demo Team next year?

Do you not currently hold a Jump Rope For Heart or Hoops for Heart Program at your school? We would love to help you get started and mentor you during your first event.

Contact Sasha Taylor at sasha.taylor@bss.k12.oh.us for more information.

Win an iPad Mini!

This year, OAHPERD is offering a special incentive for schools that are new to JRFH/HFH—the opportunity to win an iPad Mini!

How Does it Work?

If your school has not held a JRFH/HFH event in the past 4 years, complete a JRFH/HFF event by March 27, 2015 and your name will automatically be entered into a drawing for an iPad Mini!

Better yet, the participating person who referred you to hold a program will also win an iPad Mini. So all you coordinators out there—help spread the word about the benefits of holding an event!

Our goal is to increase the number of Ohio schools that hold JRFH/HFH events this year. Please help us meet our goal by having your school participate!

Interested?

To hold an event and get your name into the drawing, contact:

Jump Rope for Heart
Sasha Taylor
www.heart.org/jump

Hoops for Heart
Marla Thomas
www.heart.org/hoops

Updating Your Coaching Toolbox:

Bridging the Gap Between Coaching Research and Practice

What is this column all about?

This column is the 12th 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**.

Servant Leadership: Is it time to rethink how we coach?

What does it mean "to serve our athletes"? Furthermore, what does it mean "to serve our students"? As coaches and teachers, our jobs are to help our students and athletes move from one place in their lives to the next (hopefully better) place. We utilize a variety of tactics to help our students and athletes grow and develop. We teach, re-teach, stop practice, re-start practice, offer prompts, "hustles," corrections, etc. The best coaches and teachers seem to always be in search of new ways to "get to kids." We know that our athletes and students are motivated in different ways and that they all have different reasons for why they play the sports that we coach. Some might consider these coaching actions "serving the needs of our players." However, as coaches, what does it truly mean to "serve our athletes"?

I have been fortunate to be around and work with some caring, supportive leaders and administrators in my career as a coach and teacher. Recently, when we were preparing to welcome new students to the opening of school, I overheard an administrator say to a new student and his family: "Please let me know how I can help you." I also listened to another administrator explain to a teacher, "If you believe that I am behaving in the role as your employee—not as your boss—then I have achieved my goal of becoming a "servant leader." This seemed to me to be unusual statements for administrators to make. After all, aren't administrators "directing teachers and students," not "serving them"? However, after thinking about it some more, it occurred to me that maybe this is precisely the position that we should be taking in education: as educators, teachers, administrators, and coaches, we should be "serving our students and athletes." I thought, "Isn't that a unique perspective to take: a leader who acts as a servant for his or her employees who are beneath him or her in the organizational hierarchy?" A flood of questions cascaded from my mind. Shouldn't the teachers be serving the administrator? Aren't administrators evaluated on how well their teachers

(and consequently students) perform on standardized tests? Aren't athletic directors ultimately responsible for their coaches' (and therefore players') success (based on won/loss records)? Isn't it the role of the athletes to serve the coach and to work towards meeting the coach's goals for the team? It dawned on me that perhaps I am the one with the outdated understanding of leadership. Maybe my own perceptions of leadership need more consideration.

How can leaders effectively perform as "servants" for the employees who fall under their "command"? How can coaches adopt the position of "servant leader" for the athletes and re-position their style and philosophy within the team structure to serve rather than to be served? Is it time for coaches to re-think their positions as leaders and to serve their athletes instead of having their athletes serve them? How does a coach serve an athlete by publicly belittling him or her and criticizing him/her in front of her/his peers? Coaches, who do this, speak out of both sides of their mouth; on one hand some coaches claim that athletes "need to toughen up" or that "they need tough love." However, when coaches publicly berate their athletes for making a mistake, how does it help to serve the athletes' needs? I suspect that if you asked the athlete, he or she would never admit to needing to feel belittled or publicly embarrassed in front of teammates. Serving our athletes implies coaches learning what it is that their athletes need, not assuming that their needs are already known!

This paper will review a recent article that was published on servant leadership and coaching. Servant leadership is not a new idea in the field of leadership. In fact, there have been several journals, convention presentations, theses, papers and books devoted to the topic (e.g., Gillham, 2014; Greenleaf, 1977; Hammermeister et al., 2008; Spears & Lawrence, 2002; Westre, 2003). Furthermore, several notable coaches (John Wooden, John Gagliardi) have been described in their coaching style as being "servant leaders" (Taylor, 2008; Weeres 2010). However, it seems that many coaches still practice the opposite of servant leadership in their coaching style and philosophy (e.g., paternalistic or authoritarian style coaching). That is, many coaches still seem to believe that the athletes exist to serve the coach's needs (e.g., to win, gain notoriety, make a living, retain their job, etc.). Is it possible to serve others and still meet one's own needs? Can a leader win, avoid being fired and still act as a "servant" by putting players' needs first? After reviewing an article on this topic, the current piece will offer practical suggestions for coaches to adopt a servant leadership style in their coaching.

> Maybe this is precisely the position that we should be taking in education: as educators, teachers, administrators, and coaches, we should be "serving our students and athletes."

Article Review

Jenkins, S. (2014). John R. Wooden, Stephen R. Covey and Servant Leadership. *International Journal of Sports Science & Coaching, 9*(1), 1–24.

Typically, this column reviews an evidence-based or original research article and offers commentary and practical applications for coaches. However, the current article that was chosen for review was accurately described by the author (Jenkins, 2014) as a "stimulus article" designed to promote debate and conversation within the coaching community. Jenkins' objective was to compare and contrast the coaching philosophy of former UCLA men's basketball coach John Wooden with Stephen Covey's (2004) philosophy of management described in his book, *The Seven Habits of Highly Effective People* and related works. Much of the work that Covey wrote about in his books is related to his management philosophy that is grounded in servant leadership. The author broke down elements of Covey's "habits" and compared them to the building blocks outlined in Coach Wooden's "Pyramid of Success" (Wooden & Jamison, 2005). Jenkins used reports of Wooden's coaching that were published in a variety of sources (mainstream media, books, etc.) to analyze Wooden's coaching behavior to determine if his leadership style was more servant-style or paternalistic-style. Wong (2003) described the differences between these two types of leadership in the following manner: Paternalistic style refers to a leader who is a "benevolent dictator, loyalty, reward, dependence; [best for] dependent, immature" (p. 31). By contrast, according to Wong, a servant leader is one who is "empowering and

caring, developing workers, inspiring, commitment, [best for] all types of workers" (p. 31). Based upon his lengthy comparison and review of the literature of Wooden's career, Jenkins concluded that Wooden's leadership style was more paternalistic than it was servant-oriented. However, several other authors offered opposing viewpoints and provided their commentary on Jenkin's conclusion (Hammermeister, 2014; Hochstetler, 2014; Stoll, 2014). This author's conclusion is that Wooden (similar to most effective leaders) probably used elements of both paternalistic and servant style leadership in his coaching; his coaching conduct can probably not be pigeon-holed into one category or the other. However, certainly he demonstrated characteristics of both paternalistic and servant leadership styles throughout his tenure as the championship and award winning Head Men's Basketball Coach at UCLA.

Practical applications for coaching

In most of the servant leadership literature, "serving others" is broken down into four different categories: trust, inclusion, humility, and service (Rieke, Hammermeister, & Chase, 2008). To learn more about specific descriptions of these components of servant leadership, readers are directed to Rieke et al. (2008). For coaches who are interested in transitioning their coaching approach to a more servant leader-style, it might be helpful for coaches to consider the following anecdotal story. Based upon my own personal experience, I had become aware that in my coaching, I had become a more paternalistic leader than a servant leader. I could tell from the (mostly negative) feedback that I had been receiving from our players that I had become more of a benevolent dictator than a leader interested in serving players' needs. Therefore, I decided to change my coaching behavior to become more of a servant-style leader by attempting to serve the players' needs first. During this transition, I found it useful to self-set goals for myself, write them down, and then track them daily. Otherwise, the behavioral goals that I set for myself were often abandoned when the first crisis or confrontation arose (e.g., player error, injury, unannounced late arrival to practice, or a surprise fire drill!). Therefore, when I set out to change my own coaching behavior several years ago, I self-set behavioral goals for myself by recording them on a note card. I kept it in my back pocket and referred to it at each water break during practices. After checking and re-checking the card over and again, I slowly started to change my old habits of less effective general descriptive instructional feedback (e.g., "good job," "don't to that") to more purposeful, specific measurable comments (i.e., brief , prescriptive statements that offered information on what to do next, instead of criticizing a mistake that just happened). Gradually, I replaced old ineffective feedback habits with more effective instruction that attempted to prompt players' thinking and seemed to lead to their improved understanding and performance. A similar behavioral change process was described by Dayton-area boys head basketball Coach Hank Bias (Gallimore, Gilbert, & Nater, 2014).

TABLE • 1

Becoming a Servant Leader-Coach		
	How will I demonstrate the following qualities with my athletes today?	**Met/ not met?**
Trust	After I ask a question, listen to the full response instead of interrupting before the athlete is finished.	
Inclusion	Ask, "How could we do this drill differently and still accomplish the same goal?"	
Humility	Before I tell a story about myself, ask for others to share their experience on this topic.	
Service	How can I help you reach your practice goal today?	

Table 1 above is provided for coaches to think about, reflect on, and then create self-set goals (perhaps on a note card) so that they can move toward changing the behavior that they desire. Coaches can change their conduct through systematic reflection, observation, and by gathering evidence of behavior change. Start with some simple goals, write them down, then refer regularly to recorded objectives. However, before change can occur, coaches must first chart a path towards improvement. As table 1 indicates, the chart highlights the four aspects of being a servant leader.

Then, following the conclusion of practice, coaches can use the column on the right of the card to self-assess how well they met their own behavioral goals. Possible outcomes that coaches might list in these cells include: "Yes" (accomplished the goal); "No" (did not accomplish the goal) and; "NA" (not applicable). This kind of systematic reflection helps coaches think about their practice, refine what they are doing well, and serves as evidence to move forward

to re-set the next day's goals for their coaching conduct. Changing a little bit every day, setting one's own goals, and seeing oneself improve, is very motivating. If coaches adopt this system, reflect and keep moving forward, gradually they can change their coaching conduct, improve their instructional practice and evolve into a servant-leader-coach!

Acting as a servant for one's players may seem anti-theoretical to coaches. In fact, the term "servant leadership" possesses a religious undertone with which some coaches may be uncomfortable. However, coaches who can re-position themselves and their thinking to consider how they can best "serve their players" may work toward the position that they may have desired when they first entered coaching and teaching: helping players strive for their dreams. In education, we often get caught up in a lot of things that don't matter as much as helping kids. Most of us will admit that our first love of teaching and coaching was not to make a lot of money or to retire early. Most of us entered coaching and teaching because we were determined to pass on "the good stuff" that we learned from teachers and coaches who had positive impacts on our own lives. We didn't enter sport coaching and teaching just to win games or just to raise test scores for our students. Most of us didn't train to become coaches because we enjoyed being quoted in the papers after exhilarating last-second wins. Most of us entered coaching and teaching to serve our players' needs. With what do they need help? What are their goals and dreams? How can we help them move from one place in their lives to the next? Serving our athletes includes thinking, "what can I do to help serve you today?" not "what can you do for me to improve my coaching record" or "win this game."

Be a servant leader for your athletes every day and remember how truly rewarding coaching and teaching can be when we remind ourselves why we are lucky to be involved in young people's lives every day!

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An Insight into Active Transportation Rates and Perceived Barriers for Walking/Biking to School: An Ohio Suburban Middle School Case Study

By Mary Chace, Amy Elston and Kate Moening

This purpose of this article is to describe perceived barriers for walking/biking to school in one Ohio suburban middle school and share practical resources for encouraging active transportation in any school. Middle school students (n = 251) and parents (n = 180) responded to an online survey which assessed attitudes, beliefs, preferences, and travel behavior using both quantitative and qualitative techniques. Approximately 15% of surveyed students reported active transportation to school, with more students reporting walking home from school (n = 45) than to school (n = 29). Parents and students had similar concerns and attitudes regarding active transportation to school, but differed in some aspects. Qualitative analysis revealed that major categories of concern for parents were unsafe drivers, traffic pattern confusion, busy intersections, lighting, sidewalks, and roundabouts, whereas students were concerned about the lack of supervision, traffic pattern confusion, sidewalks/crosswalks, and stranger-related concerns. Although 33% of students surveyed reported a preference for active transportation to school (walk, bike, scooter, rollerblade or skateboard), less than half (15%) were actually engaging in this behavior. Suggestions and tools for promoting more active transportation to school are provided.

Keywords: active transportation, walking, bicycling, physical activity, middle school, students

Walking and biking to school, often referred to as "Active Transport to School" (ATS), has declined from 50% in 1969 (U.S. Dept. of Transportation, 1972) to between 13–22% in 2011 (McDonald, Brown, Marchetti & Pedroso, 2011a). Conversely, there have been sharp increases in the number of parent vehicles dropping off their children, and teens driving themselves (McDonald et al., 2011a).

In the last five years, research has confirmed that students who actively commute to school receive more physical activity (Faulkner, Buliung, Flora & Fusco, 2009), have higher levels of cardiorespiratory fitness (Lee & Li, 2014; Lubans, Boreham, Kelly & Foster, 2011), greater academic achievement (Martinez-Gomez et al., 2011), and reduced stress (Lambiase, Barry & Roemmich, 2010). Consequently, national entities have recommended increased ATS for all grade levels (AAHPERD, 2013; CDC, 2011; IOM, 2013), and numerous tools for implementation and evaluation are available (see Table 1).

Healthy People 2020, a set of data-based national public health objectives, provides realistic goals for ATS, mainly targeted towards the students who live under 1–2 miles from school:

- Physical Activity Objective 13.2: *"Increase the proportion of trips of 1 mile or less made to school by walking by children and adolescents aged 5 to 15 years."* (USHHS, 2014).
- Physical Activity Objective 14.2: *"Increase the proportion of trips of 2 miles or less made to school by bicycling by children and adolescents aged 5 to 15 years."* (USHHS, 2014).

TABLE • 1

ATS Implementation and Evaluation Tools Online Resources

National Resources

National Center for Safe Routes to School: saferoutesinfo.org
International Walk Bike to School: walkbiketoschool.org
Safe Routes to School National Partnership: saferoutespartnership.org
League of American Bicyclists: bikeleague.org
People for Bikes: peopleforbikes.org
Bikeology Curriculum and Parent Guide: shapeamerica.org/publications/resources/teachingtools/qualitype/bicycle_curriculum.cfm
Let's Move, Active Schools: letsmove.gov/active-schools
Safe Kids Worldwide: safekids.org
County Health Rankings & Roadmaps—Safe Routes to School Evidence Rating: countyhealthrankings.org/policies/safe-routes-schools-srts
Tip Sheet: Engaging Middle Schoolers in SRTS: saferoutesinfo.org/sites/default/files/tips_for_engaging_middle_school_students.pdf

Ohio Resources

Ohio School Travel Plan Guidelines: A Reference for Communities: dot.state.oh.us/Divisions/Planning/SPPM/MajorPrograms/SafeRoutes/Documents/ODOT%20STP%20Guide.pdf
Ohio Department of Transportation, Safe Routes to School Program: dot.state.oh.us/groups/EveryMove/SRTS/Pages/default.aspx
Ohio Department of Transportation, "Every Move You Make, Keep It Safe" road safety campaign: dot.state.oh.us/groups/EveryMove/Pages/default.aspx
Ohio Safe Routes Network: saferoutesoh.wordpress.com

Walk/Bike Audit resources

Federal Highway Administration: A Resident's Guide for Creating Safe And Walkable Communities: safety.fhwa.dot.gov/ped_bike/ped_cmnity/ped_walkguide/resource3.cfm
Pedestrian and Bicycle Information Center: Audits: pedbikeinfo.org/planning/tools_audits.cfm
ITE Walking and Bicycling Audits Briefing Sheets: ite.org/safety/SRTS/03.Walking.pdf
Pennsylvania Safe Routes to School Program: Walkability Audits: saferoutespa.org/Resources/Walkability-Audits
California Walk to School Day Walkability Checklist: caactivecommunities.org/wp-content/uploads/2011/09/Walkability-Checklist-for-Students-and-Adults.pdf

In Ohio, state-level entities also encourage ATS as well. The Ohio Department of Health (ODH) recently convened a multi-disciplinary task force to create a data-based, five-year Chronic Disease Plan. One strategy for increasing physical activity in Ohio youth is outlined in Objective 1.5: "By 2018, increase the number of schools with a completed school travel plan (currently $n = 449$) annually by 5%" (ODH, 2014, p. 19). A school travel plan is a written document created by a local team to identify the ATS barriers unique to an individual school.

The most traditionally cited barriers for ATS are the distance to school, traffic-related danger, weather, crime, and danger (Centers for Disease Control, 2005). Crawford and Garrard (2013) examined the effectiveness of an ATS program in 13 elementaries in Australia. Carefully constructed case studies of each school revealed subtle and unique differences between schools that the authors felt were responsible for the variation in impacts. In a recent review of studies that examined the correlates of ATS in youth, Larouche (2014) included in his review more recent and sophisticated studies that document broader factors associated higher levels of ATS, including personal characteristics (i.e., gender, ethnicity), the social environment (parent and peer attitudes), public policies and institutional practices (presence of crossing guards, speed limits), the built environment (sidewalks, bike paths) and the physical environment (season, weather, topography). In his conclusion, Larouche stated that more ATS research surrounding the transition between elementary and middle school is warranted, and that wide-scale efforts to promote ATS during this transition may help offset the reduction in physical activity usually seen in middle school years.

Despite the emerging research that documents the benefits of ATS and the national and Ohio-based directives to encourage more ATS, very little data exists relative to barriers to ATS in Ohio middle school students and parents. The purpose of this article is to present findings from an exploratory investigation into ATS rates and perceived barriers for walking/biking to school in an Ohio suburban middle school.

Methods

Participants

Student and parent participants were recruited as a convenience sample from a public middle school located in a large suburban school district in the Columbus, Ohio area. This school was chosen because of its higher stage of readiness, informally assessed by the level of Parent-Teacher Organization (PTO) support,

presence of a teacher-champion, and principal approval. For example, the PTO had applied for and received a mini-grant from the Ohio Academy of Pediatrics in March 2014 for 40 free bike helmets, to be distributed during the first "Walk/Bike to School Day" planned for May 14, 2014. There were 825 students enrolled; 520 (63%) students met the district's criteria for receiving bus service due to living 2 miles or more from their school. The racial distribution was 78% White, Non-Hispanic; 6% Hispanic; 5% Black; and 6% Asian. Approximately 25% were classified as economically disadvantaged; 9.1% students were classified as disabled. The building-level Wellness and Physical Education Assessment level listed on the ODE School Report card was classified as "Moderate" (ODE, n.d.). The study protocol was submitted to the researcher's university IRB, and was found to be exempt from approval because it did not meet the definitions for human subjects' research.

Parent Survey Instrument and Administration Procedure

A 12-item online survey for parents (see Figure 1) was created in Qualtrics (Qualtrics Research Suite, Provo, UT, 2013). Question content was generated from the National Center for Safe Routes to School (NCSRTS) parent survey (NCSRTS, n.d.), previously tested for reliability and validity (McDonald, Dwelley, Combs, Evenson & Winters, 2011b). Established by federal legislation in 2005, NCSRTS provides funding to each state, which is then available for local school districts to identify local ATS issues, build programs, and help sustain efforts. Before receiving funding for improvements, schools are required to submit a school travel plan and local parent surveys. Recently SRTS administrators reported over two million parent surveys collected.

In addition to the standardized questions that determine parent attitudes and travel behavior, an open-ended question was also included asking if there were any specific areas of special concern. Two professionals who work with SRTS programs, and three parents active in the PTO, pilot-tested the online tool to provide feedback; only very slight modifications were made to the instrument. Because this survey was administered in March after a particularly harsh winter in Ohio, slight modifications were made to qualify some questions with a statement about weather, for example, "*On most days with good weather,* how does your child arrive at school?"

The principal sent an email request to complete the survey, by clicking on a hyperlink, to "help us gather ideas of how our kids get to school and what would ensure timeliness and safety," to an estimated 600 parents on the school's e-blast list on March 11, 2014. Parents were asked to complete only one survey per household. The survey link was also included in two other electronic communications during the next week.

Student Survey Instrument and Administration Procedure

An 18-item student online survey (see Figure 2 on page 16) was also created in Qualtrics (Qualtrics, 2013) using questions taken from the Michigan Safe Routes to School (SRTS) program (Michigan SRTS, n.d.). This survey, designed for grade 3–8 students, assesses student attitudes, beliefs, preferences, and travel behavior. Like parents, students were also invited to give an open-ended response at the end of the survey. Twelve students participating in a service club after school in February 2014 pilot-tested the survey for readability and formatting issues as a group and three helped pilot test the survey individually on a smart phone. Slight modifications to the Michigan-based student survey were made to customize the tool to the current school setting.

A student teacher involved with coordinating the first all-school "Walk and Wheel to School Day" provided the social studies teachers with the online link, which was offered as an optional activity to students who completed their daily work during social studies classes between March 10–14, 2014. Students completed the online survey either on their personal smart phones or classroom computers in the social studies rooms.

Professional site-audit

A traffic engineer employed by the local city government was asked to observe and evaluate morning drop-off and afternoon pick-up on two different days in early April, 2014. The traffic engineer observed the bus and parent vehicle drop-off area positioning, student and parent driver behavior, signage, traffic light timing, and traffic flow in the parking lot. The assessment of the situation was sent to the principal and the lead researcher through email correspondence (M. Chace, personal communication, April 14, 2014).

Data Analysis

Descriptive statistics were performed in Qualtrics (Qualtrics Research Suite, 2013). On the parent surveys, frequency distributions were used to summarize the data on perceived attitudes (choices were Strongly Disagree, Disagree, Agree or Strongly Agree) by grouping the Agree and Strongly Agree responses, and the Disagree and Strongly Disagree responses, together. The student and parent responses were compared by using a two-sample *t*-test.

A group of parents, staff and students is forming a "Safe Routes to School" committee and is interested in your input as a parent of a ____ Middle School student. The following survey should take no more than 3 minutes of your time and your responses are confidential, anonymous, and will be reported only in summary fashion. The results may or may not be used for research purposes, or for safety improvements in the student arrival/dismissal routine. If you would like to hear some results of this survey, you are welcome to attend the May 6, 7:00 P.M. PTO meeting. Thanks so much!

1. How many children do you have at _____ Middle School?
   a. 1 b. 2 c. 3 d. 4

2. Approximately how far does your child live from _____ Middle School?
   a. ¼ mile or less b. ¼–½ mile c. ½ mile–1 mile d. 1 mile–2 miles
   e. more than 2 miles f. I'm not sure

3. On most days with good weather, how does your child or your children ARRIVE AT school?
   a. walk
   b. bike
   c. other active transportation (skateboard, scooter)
   d. school bus
   e. family vehicle (only family in your car)
   f. carpool (children from other families)

4. On most days with good weather, how does your child or your children LEAVE FROM school?
   a. walk
   b. bike
   c. other active transportation (skateboard, scooter)
   d. school bus
   d. family vehicle (only family in your car) immediately after school
   e. family vehicle (only family in your car) after sports practice
   f. carpool (children from other families) immediately after school.
   g. carpool (children from other families) after sports practice

5. What is the main issue that affects you decision to drive your child TO SCHOOL in the morning? (for those who answered they drive their child to school)
   a. darkness and safety b. time (concern about being late) c. distance
   d. lack of friends to walk or bike e. no bus service available f. speed of traffic along route
   g. my child has too much to carry h. safety of intersections i. child abduction concerns
   j. lack of sidewalks or paths k. concern about violence or crime l. concern about bullying
   m. other

6. What is the main issue that affects your decision to DRIVE YOUR CHILD HOME AFTER SCHOOL?
   a. darkness and safety b. time (concern about being late) c. distance d. lack of friends to walk or bike
   e. no bus service available f. speed of traffic along route g. my child has too much to carry h. safety of intersections
   i. child abduction concerns j. lack of sidewalks or paths k. concern about violence or crime l. concern about bullying
   m. other

7. When the weather cooperates, how do you generally feel about students WALKING to school?
   a. It's fun b. It's safe c. It's healthy d. It saves time
   e. It's good for the environment

8. When the weather cooperates, how do you generally feel about students BIKING, SKATEBOARDING, ROLLERBLADING to school?
   a. It's fun b. It's safe c. It's healthy d. It saves time
   e. It's good for the environment

9. What statement best describes how YOU feel about bike helmets and injuries? Bike helmets greatly reduce the risk of injury.
   a. Strongly Disagree b. Disagree c. Agree d. Strongly Agree

10. Which statement best describes your _[School Name]_ Middle School student's situation regarding bikes and bike helmets?
   a. My child does not ride a bike
   b. When riding a bike, my child does not usually wear a helmet.
   c. When riding a bike, my child sometimes wears a helmet.
   d. When riding a bike, my child always wears a bike helmet.

11. (If indicated b or c above) Why do you think your child does not USUALLY WEAR, or ONLY SOMETIMES wears a bike helmet? Please give us your top reason.
   a. not comfortable b. feels embarrassed because of social reasons
   c. doesn't have a helmet that fits d. doesn't think it's important e. other

12. Open ended question: "Regarding the travel route to and from school, do you think there are any specific intersections, issues, or areas of special concern for pedestrians and cyclists? Please explain"

_____

_____

_____

Figure 1 Parent online survey questions

Dear Students:
We need your opinions! A group of parents, staff and students are trying to learn more about how we can make our school safer as we arrive and leave school. Please answer the following questions honestly and know that your answers are completely confidential and anonymous- we will not be looking at any one student's answers, just the group as a whole. It should take no more than 3–4 minutes.

1. What grade are you in?
   a. 7th grade b. 8th grade
2. Are you a boy or girl?
   a. boy b. girl
3. About how far do you like from school?
   a. ¼ mile or less b. ¼–½ mile c. ½ mile–1 mile
   d. 1 mile–2 miles e. more than 2 miles
4. How did you get to school this morning?
   a. walk b. bike c. school bus d. parents drive
   e. brother/sister drives f. someone else drives g. scooter, rollerblade, skateboard
5. How do you usually get TO school in good weather (sunny, warm)?
   a. walk b. bike c. school bus d. parents drive
   e. brother/sister drives f. someone else drives g. scooter, rollerblade, skateboard
6. How do you usually GET HOME in good weather (sunny, warm)?
   a. walk b. bike c. school bus d. parents drive
   e. brother/sister drives f. someone else drives g. scooter, rollerblade, skateboard
7. If you had a choice, how would you most like to get to school?
   a. walk b. bike c. school bus d. parents drive
   e. brother/sister drives f. someone else drives g. scooter, rollerblade, skateboard
8. Is there a school bus that can take you to school?
   a. yes b. no
9. Do you have a bike that you could ride to school?
   a. yes b. no
10. Do you have a bike helmet?
    a. yes b. no
11. Regarding your bike helmet, which describes you best?
    a. I wear it all the time. b. I wear it some of the time c. I never wear it
12. The main reason I don't wear my bike helmet is becomes (choose one only)
    a. it doesn't fit right and/or feels uncomfortable b. I hate the way it looks c. It messes up my hair
    d. It takes too much time e. Other
13. When the weather cooperates how do you generally feel about OTHER students walking to school?
    a. It's fun b. It's safe c. It's healthy d. It saves time e. It's good for the environment
14. When the weather cooperates how do you generally feel about OTHER students biking, skateboarding, rollerblading to school?
    a. It's fun b. It's safe c. It's healthy d. It saves time e. It's good for the environment
15. What would make walking or biking to school better, more appealing? (Select all you think apply)
    - ❑ Adults to walk or bike with
    - ❑ Friends to walk or bike with
    - ❑ Less cars on the road near the school
    - ❑ Less cars in the parking lots near school
    - ❑ Sidewalks all the way to school
    - ❑ Bike racks/a safe place to leave my bike
    - ❑ No strangers along the way to school
    - ❑ Nothing—My parents will not let me walk no matter what
    - ❑ Better lighting
    - ❑ Sidewalks cleared of snow
    - ❑ Safe places to cross the road
    - ❑ No bullies or people I am afraid of on the way to school
    - ❑ No crime on the way to school
16. Are there any specific areas or things that you think need to be improved to make it safer to get to and from school? Feel free to mention a specific street, situation or thing you think should be improved… (Open-ended response)

Figure 2 Student online survey questions

The qualitative component of this research used basic interpretive qualitative methods to analyze concerns among students and parents. Responses to an open-ended question were used to "seek to discover and understand a phenomenon, a process, the perspectives and worldviews of people involved or a combination of these" (Merriam, 2002, p. 6). Since the qualitative method is inductive, the researchers "developed concepts, insights, and understanding from patterns in the data, rather than collecting data to assess perceived models, hypotheses, or theories" (Taylor & Bogdan, 1984, p. 5). The researchers' evaluation of the data allowed them to see common themes and areas of concern among the students and parents involved in the study. The data from the survey were compiled, coded, and then divided into themes looking for consistencies and reoccurrences. While some outliers occurred, the most frequently occurring data has been reported. The qualitative data analysis gave a voice to the parents and the students beyond that of a multiple-choice survey.

TABLE • 2

Parent Response: Drive Students *to* School*

Parent response	*n*	%
Concern about bullying	0	0%
Concern about violence or crime	0	0%
Lack of sidewalks or paths	0	0%
Child abduction concerns	1	3%
Safety of intersections	1	3%
My child has too much to carry	2	5%
Speed of traffic along route	2	5%
Lack of friends to walk or bike with	2	5%
No bus service available	3	8%
Distance—too far to walk or bike	4	11%
Other**	5	13%
Time/concern about being late	6	16%
Darkness and safety	12	32%

* Parent Responses among those who drive their children *to* school, in order from lowest percentage to highest (*n* = 38)

** Other responses when given open-ended option: "weather" (× 2), "possibility of crude talk on bus," "we drop him off on our way to work," "student is dropped at the path—we have another student attending nearby school; it is just convenient to drive both."

TABLE • 3

Parent Response: Drive Students Home *from* School*

Parent response	*n*	%
Safety of intersections	0	0%
Concern about violence or crime	0	0%
Concern about bullying	0	0%
Lack of friends to walk or bike with	0	0%
Lack of sidewalks or paths	0	0%
Time—we have somewhere we have to be	1	8%
Speed of traffic along route	1	8%
Driving is more convenient	2	17%
Child abduction concerns	2	17%
Distance—too far to walk or bike	2	17%
Other**	4	33%

*Parent Responses to why they drive their children home from school, in order from lowest to highest. (n = 12)

**Other responses when given an open-ended option: "We are in walk zone so no bus available and he usually has a lot to carry and it's heavy," "bus issues," "child wants picked up," "no one is home when she is dismissed, she waits at a friend's house until I can pick her up."

Results

Parent survey—Quantitative Analysis

A total of 180 parents representing 194 students responded to the request to complete the survey. A total of 50 (61%) parents indicated that they drive their child to school (*n* = 38, 46%), or participate in a carpool (*n* = 12, 15%), and indicated from a pre-existing list the main reason why they do so (Table 2). The top three reasons given among the parents who drive their children to school were darkness and safety (32%), followed by time concerns about being late (16%), and distance (11%). Fewer parents indicated that they drive their child home *from* school (*n* = 12, 7%), than *to* school. Their answers (see Table 3) varied somewhat from the issues cited for the morning commute. However, there appears to be similarities in answers *not* selected as major concerns during both directions (i.e., the choices of: low concern about bullying, violence or crime and lack of sidewalks or paths were not selected at all). Parents also expressed minimal concern about child abduction or safety of intersections at either commute time. A request for volunteers to help with improving the safety of ATS for middle school students was included at the end of the survey; a total of 9 parents volunteered their email address and name.

Parent Survey—Qualitative Analysis

There were a total of 123 typed parent responses to the open-ended question, "*Regarding the travel route to and from school, do you think there are any specific intersections, issues, or areas of special concern for pedestrians and cyclists? Please explain.*" Over two-thirds (*n* = 87, 71%) of parent

responses contained two or more separate statements. The major categories of concern that emerged from the data were: reckless drivers, traffic pattern confusion, busy intersections, lighting, sidewalks, and roundabouts.

Reckless Drivers. Approximately 15% of parents ($n = 18$) alluded to their concerns about reckless drivers. They felt that many of the people dropping off students at the school did not follow basic safety laws, such as following the school speed limit, obeying traffic signals, stopping at crosswalks and/or stopping at stop signs. Several commented that excessive traffic caused drivers to become impatient and speed out of the parking lot or past the school once they are finally able to be on their way. Some parents connected this impatience with an increased likelihood of a child getting injured.

> *The worst offenders are the parents driving. They park in the fire lanes, and have zero regard for safety, when doing U-turns in the parking lot. It's only a matter of time before a child gets struck by a vehicle.*

Six parents (5%) commented on the school bus driver behavior at busy intersections.

> *The school bus drivers are very aggressive. They deliberately ignore crosswalk signals at the intersection between [school name] and [school name], at the light just before [road name] and [road name] and [road name]. My child has had to wait as long as 6 cycles for busses to stop violating the crosswalk signals before she can cross, which she has to do, since the sidewalks on the west side of [school name] in front of the condos are never shoveled. This is an enormous safety hazard! It's sad when you think the high school drivers are safer than the school bus drivers! Maybe the walkers and bus riders should dismiss at different times to avoid this.*

Traffic Pattern Confusion. This sample of parents appears to struggle with impatience and irritability while driving near the middle school, citing lack of consistent traffic patterns (26%, $n = 33$). Some feel the traffic pattern rules are not thoroughly established, and others believe that rules have been stated but are not always followed. Therefore, parent comments mentioned the substantial traffic in the parking lot, citing the situation to be time-consuming and unsafe. One parent exclaimed:

> *BAN the practice of turnarounds behind the school. Traffic should flow in and out. There are a lot of parents that enter from [Street Name] and then turn around behind the gym. Just continue out to [Street Name] and then turn at the light.*

The same parent goes on to say later in their response, *"Parking lot in general chaotic with no set traffic pattern in place. Lots of cars backing up or turn around in lot during pick up."* Some parents claimed that other parents need to understand the traffic pattern better. Another parent noted, *"I have found it confusing on where to enter and exit [School Name] during school hours."* Based on these responses, clearly there is irritation and confusion on the parking lot procedures and traffic patterns.

Busy Intersections. Another concern, voiced by 11% ($n = 14$) of parents, was regarding busy intersections that the bicycle riders and walkers encountered on their way to and from school. Parents cited specific major intersections that trouble the cyclists' and walkers' parents, citing examples of times they had witnessed drivers not following traffic laws and getting stuck in the middle of the intersection. Also, four parents commented on students' unpredictable nature, darting into the crosswalks without establishing that the oncoming traffic at an intersection has stopped completely.

Lighting. Several of the parents (7%, $n = 9$) regarded lighting as a safety concern, as the school day at the present school begins while it is still dark. The lack of lighting issue was reported both on the way to school and in the school parking lot. Several reported difficulty seeing walkers and cyclists on their way to school. One parent stated, *"I am more concerned with the walking/biking to school in the morning because it is frequently dark and I don't like the idea of the kids crossing and walking all the way down (Street Name) in the dark."*

Sidewalks. While a couple of parents mentioned concerns about crosswalks specifically, more parents seemed focused on sidewalks (20%, $n = 25$). This sample of parents definitely felt some concerns with accessibility of sidewalks for cyclists and walkers. Parents felt concerned about the roads that did not have sidewalks, or that sidewalks were not being cleared of snow.

> *….this winter, with all the snow, I have seen several walkers fall because homeowners don't clear their sidewalks and it makes it very difficult for children to walk with heavy backpacks and instruments in deep snow and ice.*

Roundabouts. Twenty percent of the parents ($n = 25$) expressed deep concern about the roundabouts and how they felt that they are dangerous, although for various reasons. Some parents mentioned that roundabouts, in general, are difficult to navigate.

Other parents were mainly concerned with the safety of cyclists navigating roundabouts. More than one parent provided examples of incidents that had occurred at the roundabout with cyclists and/or walkers being struck by automobiles as they tried to make their way through this area. One parent stated, *"That stupid roundabout on [Road Name] and [Street Name] is a clearly a disaster waiting to happen. People race through there trying to beat the next person coming in."* Another parent said, *"The roundabouts by [School Name] I have seen a child and adult hit by a car there, very scary, also little children attending [School Name] shouldn't ride bikes."*

Student survey—Quantitative Analysis

A total of 251 students (30%) responded to the survey taken during social studies classes. A large majority ($n = 224$, 89%) were 7th graders, and the sample consisted of an almost equal amount of boys and girls (see Table 4). When taking into account all forms of ATS, only 7% of students walked on the day of the survey, which was administered in mid-March when daily low temperatures in the area ranged from 24°–42° F (Columbus Dispatch Weather Database, 2014). The majority (61%) took the school bus on the day they took the survey, which is lower than the percentage that reported that they have bus service (77%). The majority (80%) also report having a bike they can ride to school. Only three percent reported a bicycle being their usual mode of transportation to school.

As demonstrated in Figure 3, student responses regarding reported mode of transportation *to* school varied from transportation *from* school. More students indicated walking home ($n = 45$, 18%) than walking to school ($n = 29$, 12%) and taking the school bus home ($n = 170$, 68%) than taking the bus to school ($n = 150$, 63%). Considerably fewer students reported being driven home ($n = 27$, 10%) than being driven to school. ($n = 74$, 30%).

TABLE • 4

Demographics and ATS Characteristics of Middle School Student Respondents

Variable	n*	%
Grade level		
7th grade	224	89%
8th grade	27	11%
Sex		
Male	125	50%
Female	126	50%
Mode of transportation taken on day of survey		
Walk	18	7%
Bike	0	0%
Rode school bus	151	61%
Parents drove just me	34	14%
Parents drove me and sibling/neighbor/friend	31	12%
Someone else drives	4	2%
Scooter, rollerblade, skateboard	0	0%
Can ride school bus to school	192	77%
Usually take school bus to school	158	63%
Bike-related responses		
Own a bike they can ride to school	199	80%
Own and bike and have a bike helmet	127	64%

*$n = 251$; sums less than 251 due to rounding/missing responses

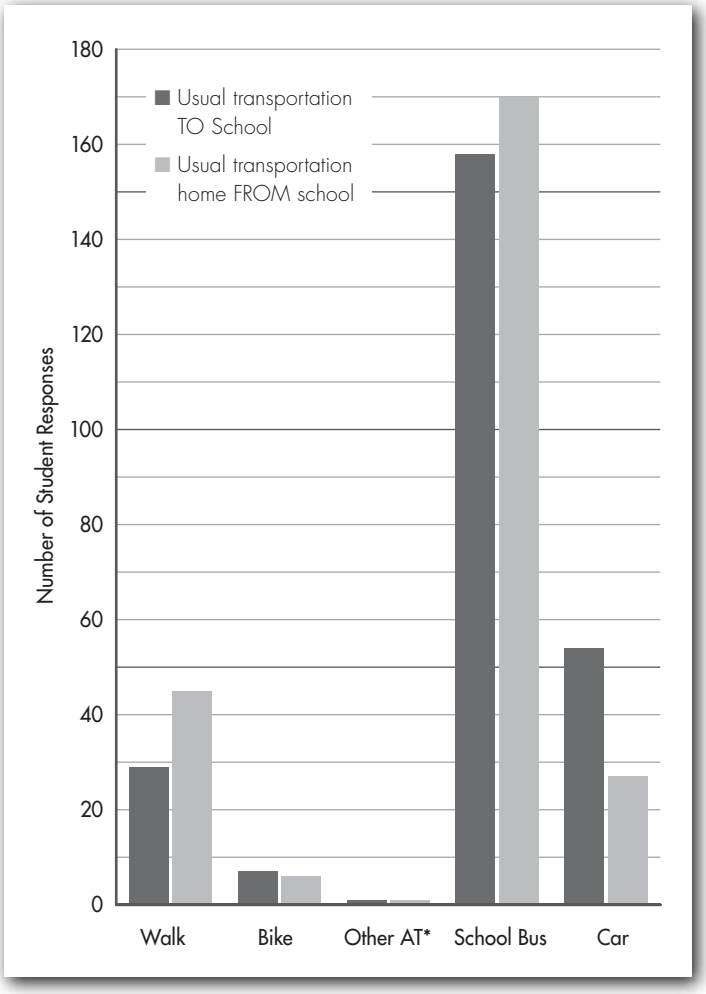

Figure 3 Comparison of modes of usual transportation *to* school versus *from* school as self-reported from students.
*includes scooter, rollerblade, skateboard

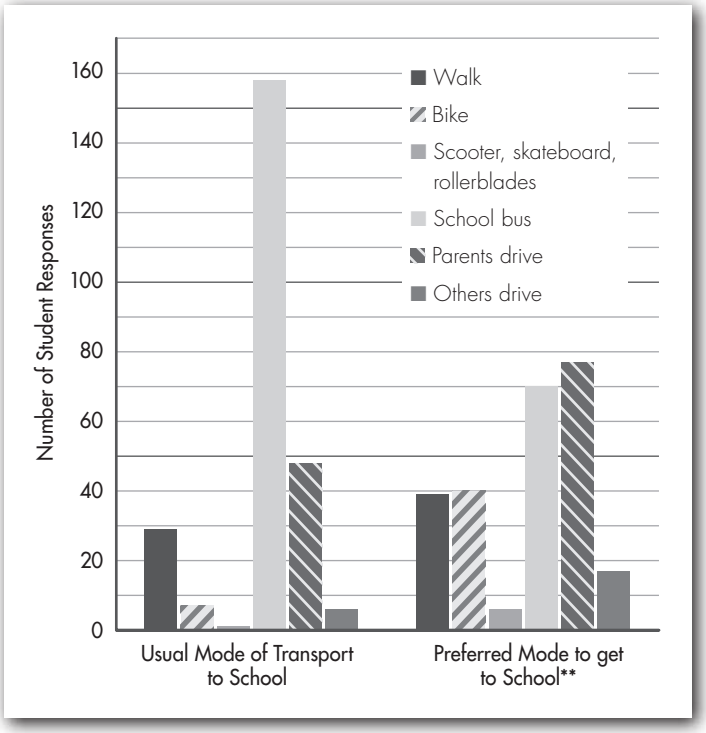

Figure 4 Middle school students' usual mode of transportation to school contrasted with responses given regarding the way they would most like to get to school if given a choice (shown in number of students).

TABLE • 5

Student Response: What Would Make ATS More Appealing?

Student Response	*n*	%
Adults to walk or bike with	34	14%
Nothing—my parents will not let me walk no matter what	49	20%
Less cars in the parking lots near school	68	28%
Better lighting	101	41%
No bullies or people I am afraid of on my way to school	101	41%
No strangers along the way to school	128	52%
Less cars on the road near the school	138	56%
No crime on the way to school	147	60%
Bike racks/safe places to leave my bike	150	61%
Safe places to cross the road	154	62%
Sidewalks all the way to school	171	65%
Friends to walk or bike with	194	79%

* Students were instructed to select all that apply.

Students' reported usual mode of transportation to school was not representative of how they would most prefer to get to school if given a choice (Figure 4). After combining all types of ATS, 37 (15%) students usually walk, bike, scooter, rollerblade or skateboard, while a total of 85 (33%) would prefer ATS if given a choice. Almost equal numbers would like to walk ($n = 39$, 15%) or bike ($n = 40$, 18%) to school.

When asked to select from a list of ideas what would make walking/biking to school better and more appealing, the top student response was, "Friends to walk or bike with" ($n = 194$, 79%) with the least popular response being, "Adults to walk or bike with" ($n = 34$, 14%). See Table 5 for a comparison of these and other student responses. Students were also asked to indicate their beliefs about the "coolness" factor (Figure 5). Although biking was marginally significantly "more cool," the majority felt both walking ($n = 183$, 73%) and biking, scootering, skateboarding and rollerblading ($n = 200$, 80%) to school are "cool."

Student survey—Qualitative Analysis

A fairly large number of students ($n = 165$, 66% of total students completing survey) responded by typing in their ideas for the open-ended question, *"Are there any specific areas or things that you think need to be improved to make it safer to get to and from school? Feel free to mention a specific street, situation, or thing you think should be improved."* A total of 40% ($n = 66$) of student responses contained two or more separate statements. Several student concerns overlapped with those of the parents, which may be reflective of what the parents have vocalized with their children. The major themes that arose among the students were supervision, traffic pattern, sidewalks/

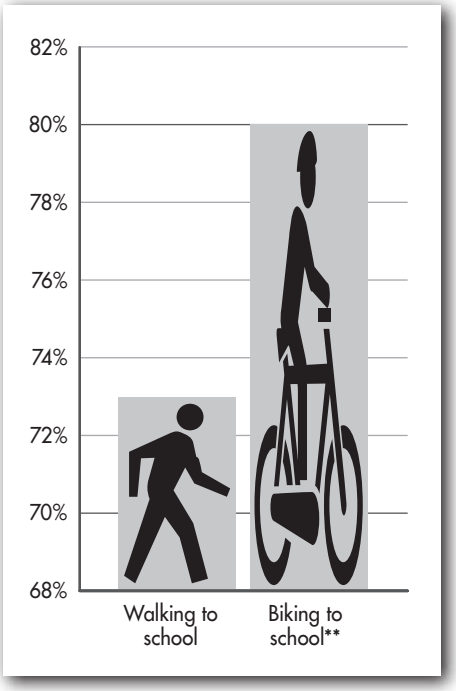

Figure 5 Comparison of student beliefs, in percentage of how many agree or strongly agree that "It's Cool."*
*Marginally significantly different ($p = .071$)
**Biking response also included scootering, skateboarding, rollerblading.

crosswalks, and concerns regarding people. Specific comments within these themes are reported below in percentages based on the total amount of students who typed in answers to the open ended question for their suggestions for improvements ($n = 165$).

Supervision. Often there can be a misconception about students and their desire for no supervision; however, this sample of students responded to the open-ended question (24%, $n = 40$) by indicating that they would be *more* comfortable with increased supervision. While several responses referred to the need for supervision from police officers, other student responses indicated a desire for teachers and bus drivers to assume larger roles in supervision and action. One student wrote, "*I think something that would make me feel like going to school more is people not doing things on the bus like punching and cussing. The bus driver knows about these things but she doesn't do anything.*" Six students (4%) even suggested a need for teachers or parents at the intersection of streets and at the drop-off zone for added supervision.

Traffic Patterns. Similar to parents, many students also felt traffic patterns were a problem (23%, $n = 38$). The students suggested changing the traffic pattern by creating different entrances and exits depending on the car's place of origin and their destination to create safer, more organized traffic patterns. One student suggested what drivers should stop doing:

> *When its [*sic*] either time to arrive to school or leave school, it gets very crowded in the back entry of the school. I think this should be improved because the street is to [*sic*] narrowed. Now this certain problem should be improved, some parents pull off to the side and use parking spaces to turn around and go back the way they came in. This action could cause accidents.*

Another student suggested not allowing walkers at all because there was too much traffic, and walkers only made the area more congested. Yet another student suggested making an alternate path for bikers and walkers. Generally the student responses regarding the traffic patterns revealed issues that affect their comfort level with ATS.

> [Regarding travel routes,] the major categories of concern… were: reckless drivers, traffic pattern confusion, busy intersections, lighting, sidewalks, and roundabouts.

Sidewalks/Crosswalks. There were a large number of student responses (25%, $n = 42$) connected to the lack of lighting on the sidewalks, the need for more sidewalks on the way to school, and the need for safer crosswalks. One student stated, "*I think there needs to be more cross walks and I don't like how they have to cross the buzy [*sic*] street to get to school it is not the safest easy to get to school but it does save time.*" This student understands why students would cross outside of the crosswalk, but, at the same time, realizes that doing so is not safe. Another fairly common response (5%, $n = 8$) that arose from students was the frustration of the sidewalks not being cleared of snow in the winter, and having to walk in the streets.

Concerns Regarding People. The concerns students had regarding people were expressed in a few different forms. Three students mentioned concerns about drivers not following the driving laws. Specifically, one student mentioned that there should be "*fewer high school drivers,*" while another stated, "*less high school drivers because some can't be responsible.*" While a few of the concerns centered on the high school students' driving, a few other responses were more focused on encounters with high school students. One referred to high school students as being "*weird and creepy.*" Thirteen percent ($n = 21$) were concerned about strangers. Some students wrote about concerns (19%, $n = 31$) related to specific areas and neighborhoods near the school. Some students (5%, $n = 8$) mentioned crime as a problem. Clearly, many of the students did not feel comfortable on their route to and from school because of the people they believed they might encounter on their trip.

Comparison between Parent and Student Responses

Table 6 presents a comparison of parent and student responses on identical questions in the student survey tool. More students report taking ATS home *from* school ($n = 52$, 20%), than *to* school ($n = 37$, 15%), as do parents (from school, $n = 32$, 40%; to school, $n = 11$, 14%). A total of 61% of this parent sample said their children arrive at school by car, whereas

TABLE • 6

Comparison of Parent and Student Responses Regarding Usual Mode of Transportation

Usual mode TO school	**Parent *n* = 80**	**Student *n* = 249**
Walk	8 (10%)	29 (12%)
Bike	3 (4%)	7 (3%)
School bus	20 (25%)	158 (63%)
Parents drive	37 (46%)	48 (19%)
Brother/sister drives	NA	3 (1%)
Someone else drives	12 (15%)	3 (1%)
Scooter, rollerblade, skateboard	0 (0%)	1 (0%)
Usual mode FROM school	***n* = 80**	***n* = 249**
Walk	29 (36%)	45 (18%)
Bike	3 (4%)	6 (2%)
School bus	20 (25%)	170 (68%)
Parents drive	20 (25%)	26 (10%)
Brother/sister drives	NA	1 (0%)
Carpool or Someone else drives	8 (11%)	0 (0%)
Scooter, rollerblade, skateboard	0 (0%)	1 (0%)

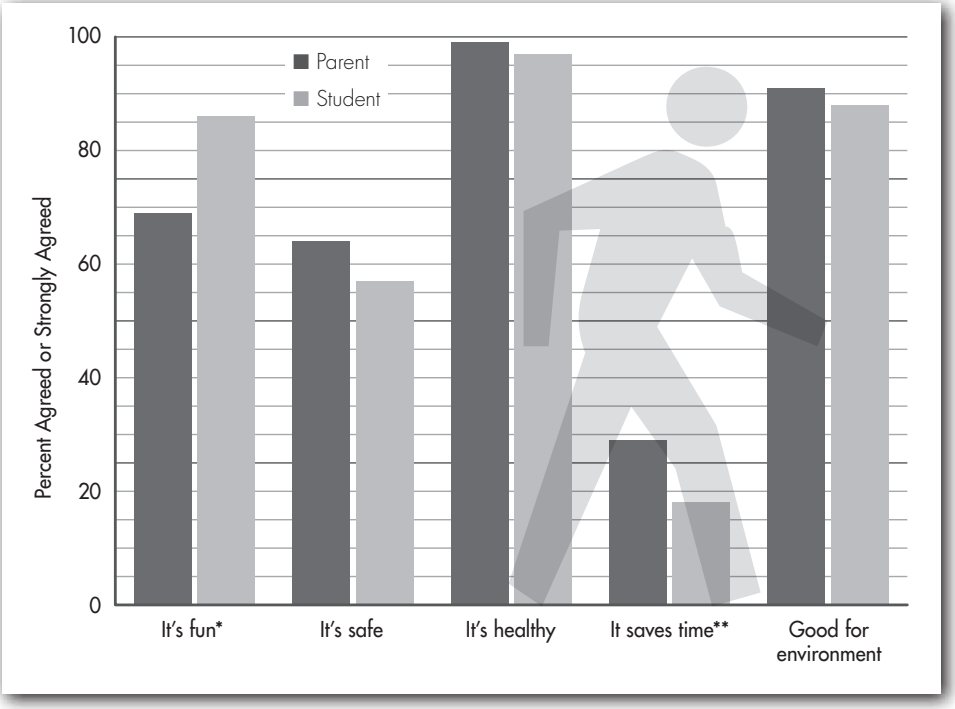

Figure 6 Parent and student attitudes regarding **walking to school,** in percent agreed or strongly agreed.

*statistically different at the $p = .004$ level, **marginally statistically different, $p = .070$.

about only about one fifth (19%) of students indicated being driven to school.

Figure 6 is a visual depiction of the similarities and differences regarding parent and student attitudes about walking to school. Students were significantly more likely to feel that walking to school is fun than their parents ($p = .004$). Regarding the belief that walking to school saves time, parents were marginally significantly more likely to agree or strongly agree than students ($p = .070$). None of the other comparisons showed a statistically significant difference, although it is of interest to note the overall similarities of beliefs. A high majority of parents and students felt that walking to school was healthy and good for the environment.

Parent and student attitudes regarding biking, scootering, skateboarding and rollerblading to school are shown in Figure 7. Again, a high majority of both parents and students believed this method of ATS is healthy, as well as fun. The only attitudinal response that approached a significant difference ($p = .058$) between parents and students was that biking was good for the environment; 72% of parents believed biking was good for environment vs. 87% of students. Comparing parent and student responses regarding safety of walking vs. safety of biking, both parents ($p = .0017$) and students ($p = .0006$) felt that walking was safer than biking. Regarding the element of time saving, both parents ($p = .0001$) and students ($p = .0001$) agreed that biking saves more time than walking.

The qualitative data revealed that both parents and students clearly stated areas of apprehension in regards to ATS. Both the parents and the students established several problems they felt needed to be addressed by the school or the city to make walking

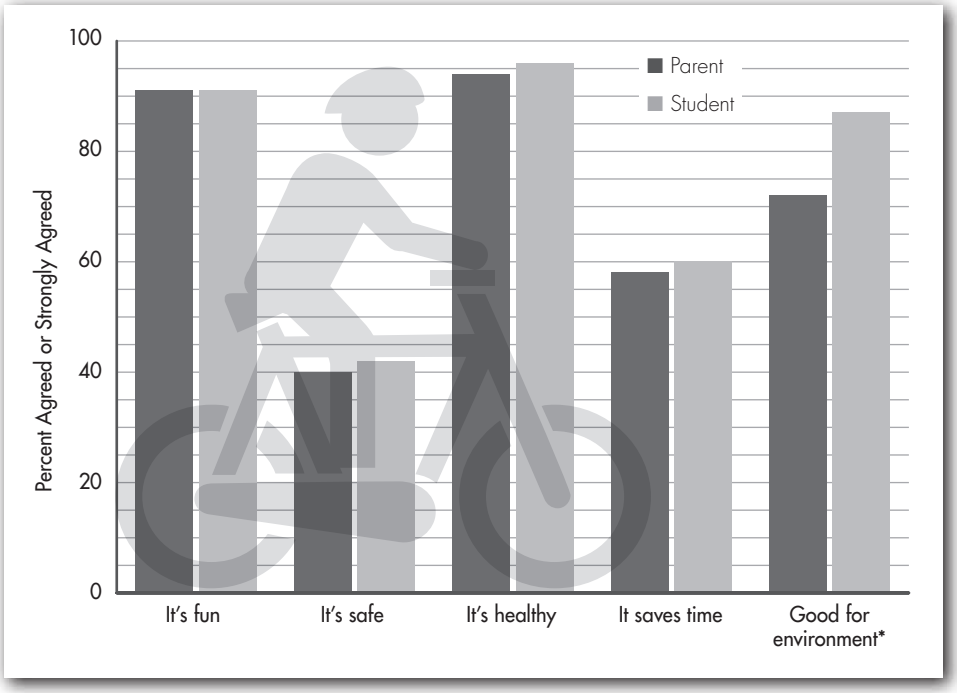

Figure 7 Parent vs student attitudes regarding **biking, scootering, skateboarding, and rollerblading to school**, percent agreed or strongly agreed.
*Marginally statistically different ($p = .058$)

or cycling to school a safe experience for all; traffic pattern and sidewalk issues were the strongest concerns.

Professional site audit

The city traffic engineer observed the morning arrival and afternoon dismissal at the school on different dates during early April 2014. On the dates that were observed, it was after the daylight savings time change on March 9th, 2014, so lighting was not an issue in the morning. There were no major infrastructural problems observed with traffic lights, signage, crosswalk or sidewalk locations. Traffic congestion was observed, but the traffic engineer did not advise any modification of the traffic pattern, and suggested the best strategy for easing congestion would be to reduce the number of automobiles dropping off students in a short amount of time, most easily accomplished by encouraging more students to walk and bicycle to school (M. Chace, personal communication, April 14, 2014).

Discussion

To our knowledge, this is the first assessment of active transportation mode and barriers to ATS at a middle school in Ohio. Our primary findings align with national trends regarding ATS rates. In a 2009 assessment of K–8 school travel trends among 150,147 students nationwide, 12.7% usually walked or biked to school (McDonald et al., 2011a), compared to 15% in our sample. Our data also revealed that students are more likely to take active transportation home *from* school, rather than *to* school, as do national data (McDonald et al., 2011a).

The qualitative data analysis provided an enhanced dimension to the quantitative data, and revealed both parent and student apprehension with regards to transportation to and from the middle school. The high frequency of typed responses to an open-ended request for specific feedback from both parents ($n = 123$) and students ($n = 165$) reveal that there is definite concern and interest in this topic. Themes that both groups addressed were confusion and issues surrounding the morning traffic pattern in the parking lot and sidewalk safety issues. Both the quantitative and qualitative data and professional walk audit spoke to the importance of reducing the traffic congestion. Research has strongly confirmed that busy streets or even perceived danger of traffic chaos affects active commuting rates (Heelan, Combs, Abbey, Burger & Bartee, 2013; Larouche et al., 2014; Price, Pluto, Ogoussan & Banda, 2011). Unless some of these areas are addressed at this particular school, it is unlikely that parents will encourage their children to bike or walk to the middle school on a regular basis or that students will feel comfortable with ATS.

This study was intended to provide an exploratory assessment of barriers to ATS in one suburban middle school. More research is warranted with different levels of school buildings (elementary, middle school, and high school), in different settings (urban, suburban, and rural) in Ohio to determine if unique barriers to ATS exist, and to determine whether any specific factors exist that increase the likelihood of ATS in our region of the country.

Limitations

There are several limitations to this study. First, the parent sample may not be representative of all parents at the school because it was heavily weighted by parents who either drive their children or carpool (61%). Perhaps this is because parents who drive their children to school are most likely to respond to a survey about ways their children get to school and surrounding safety issues. In other words, parents whose children ride the bus or walk may not be as aware

of the morning traffic congestion around the school. The student sample appears to be more generalizable of students at the school because we can check for internal consistency reliability; comparing the number of students eligible for bus service (63%), the percentage of students who indicated that taking the bus was their usual mode (63%), and the percentage of students that reported taking the bus on the day of the survey (61%) were almost identical.

A second limitation is reliance on cross-sectional self-reported data to obtain transportation rates. In a review of 158 studies of self-reported assessments of mode and frequency of school commutes published after this research was initiated, Herrador-Colmenero and colleagues (Herrador-Colmenero, Pérez-García, Ruiz & Chillón 2014) noted that there is still no standard definition nor tool for assessing and measuring ATS and most of the studies used children/adolescent questionnaires. These authors recommended assessing ATS both directions, to and from school, as our survey did, and in their conclusion, recommended the inclusion of usual commuting (i.e., how do you usually go to/go home from school?) along with present mode of transport (i.e., how are you coming to/going home from school this week?), and to obtain this data for different days of the week. To validate the self-report surveys and enrich the data, some researchers have integrated technology using accelerometer units and Geographic Information Systems (GIS) (Lee & Li, 2014). We did include a professional audit by a city traffic engineer as another data input, which was somewhat helpful, but perhaps observation on multiple days, during multiple months, may be necessary to validate self-reported student and parent-perceived barriers to ATS. Future research should include both usual mode of transport and actual mode of transport for more than one day, and ideally should include other ways to validate the self-report data.

A third limitation of this study may concern internal validity. For reasons beyond the researchers' control, the student surveys were administered during social studies class time on different days in the same week, as time allowed after instructional class time. Some students completed the survey on their personal smart phones, and some on classroom computers. Ideally all students would have taken the survey on the same day, from similar devices, but insistence on this methodology would have severely limited the sample size. It seems doubtful that these differences in time of completion and modality used would have a major effect upon the responses. Perhaps if doing similar research in the future, a pilot test might assess if differences in survey responses varied with time of day and modality of response used. While the day of survey completion would seem to have more potential for influence upon response (i.e., a morning with traffic problems versus one without incident), at least all surveys were completed during the same week.

A fourth possible limitation of our data is the timing of the surveys, which were administered in March after a particularly cold and snowy winter in Ohio. Since daily low temperatures ranged from 24°–42° F, it may be difficult to answer enthusiastically about ATS, especially when it's still dark during school arrival time. In spite of the weather on the day of the survey, 33% of students responded that if given a choice, they would prefer to walk, bike, scooter, skateboard or rollerblade to school, which is more than twice the amount reporting that they usually do (15%).

Conclusion

In light of the recent mounting research connecting physical activity and academic success (CDC, 2010), schools are uniquely positioned to encourage, educate and advocate for active living. The movement towards more walking and cycling to school is steadily growing as research continues to document benefits, barriers, and strategies that work. The aim of this research was to conduct an exploratory investigation into perceived barriers for walking/biking to school in a suburban middle school in Ohio. Even though the majority of students and parents surveyed understood the health and environmental benefits of walking and biking to school, the low prevalence of students actually engaging in active transportation to school in this sample (15%) leaves much room for improvement. Perhaps the most poignant data came from the students surveyed; less than half of those who want to walk or bike actually are able to engage in this positive health behavior. Because both students and parents indicated substantial traffic congestion concerns, stakeholders should consider a two-pronged strategy: a) increase the number of active transport commuters; and b) encourage more students who qualify for bus service to take the bus instead of being dropped off by parents. In this sample of suburban middle schoolers and parents, the majority of barriers reported appear to be resolvable with non-infrastructure improvements, education and focused strategies (i.e., walk/bike audits, school travel plan) developed by an engaged group of stakeholders.

Recommendations for Active Transportation to School Progress

Since the parent and students varied somewhat in their perceptions of crime and safety at this school, it

may be helpful to convene a school-based "Safe Routes to School" planning committee do a walk and bike audit as a follow-up to the present research (see Table 1 for walk/bike audit resources) to better tease out whether student concerns were based on facts or rumors. Another reason to do a walk audit around the school was the high student concern about the lack of sidewalks and concerns from students about crime. The city traffic engineer was not aware of any neighboring subdivisions without sidewalks leading to the school. A planning committee that included a police officer might be able to confirm student concerns about high crime areas and/or provide education about personal safety to reassure the students.

After some of the true barriers are determined, an initial strategy may be to narrow the target somewhat; perhaps focus on the students who do not have bus service and live within 1 mile of the school and focus on increasing walking and biking home at the end of the day. Research has documented that the odds of walking to school decrease as the distance increases (Napier, Brown, Werner & Gallimore, 2010; Rodriquez & Vogt, 2009). A closer look might also be warranted to identify why students who qualify for bus service are not using the bus. A total of 191 (77%) of the students indicated there is a school bus that can take them to school, although only 151 (61%) reported the bus as their usual form of transportation.

The health belief model would suggest we consider tailored "Cues to Action," defined as activities that will start a person on the process of change (Hayden, 2014). One cue to action that could relieve parent frustration and promote safety would be solid communication from the school to clarify the suggested morning traffic pattern. Other cues to action could be to introduce "Walk or Bike to School Days," perhaps for the month of October, either weekly (e.g., Walking Wednesdays) or perhaps once a month (see International Walk Bike to School, Table 1). Messaging regarding cues to action for this school need not overly focus on how ATS is healthy, fun or good for the environment since both parents and students already understand these benefits. Instead, messages should point out how walking and biking can save time, be convenient, and, in the absence of reduced traffic congestion, can be safe.

> Less than half of those [students] who want to walk or bike actually are able to engage in this positive health behavior.

Although the majority of students believed that walking and biking was "cool," a substantial number of students disagreed or strongly disagreed that walking (27%) and biking (20%) was cool. Whatever interventions are planned, it is critical to involve the students in the planning; at least one student should be included on any school-based planning committee formed with assistance from the student council or leadership group. For more ideas, see the Tip Sheet for Engaging Middle school students in SRTS Programs (Table 1).

Over 449 schools in Ohio have developed a School Travel Plan (STP), which is a document created by a local team of stakeholders to identify the specific barriers relevant to an individual school (see "School Travel Plan Guidelines: A Reference for Communities," in Table 1). After identifying the barriers and challenges an individual school faces, solutions are categorized into: 1) Infrastructure projects—operational or physical issues that need engineering improvements, and 2) Non-infrastructure projects—issues that affect student or driver behavior through education, encouragement, enforcement and evaluation. Required by the Ohio Department of Transportation (ODOT) to obtain funding for infrastructure and non-infrastructure improvements, a STP involves seven steps: identify target school and team members, set a vision, gather information, identify key issues, develop countermeasure recommendations, gather public input and finalize the plan through pledges of support (ODOT, n.d.)

ATS advocates should also review formal school board policies and building-level rules or informal guidelines and culture that either encourage or discourage ATS. Recently, Faulkner, Zeglen, Leatherdale, Manske & Stone (2014) noted significant between-school variations when assessing physical activity levels relative to school physical activity-related policies. The recent Institute of Medicine consensus report, *Educating the Student Body: Taking Physical Activity and Physical Education to School* (2013) recommends

considering physical activity in all school-related policy decisions with the following directives: a) Consider renovating schools already located in existing neighborhoods rather than building new schools away from where students live; and b) Incorporate traffic calming (e.g., reduced speed limits, speed humps or tables, sidewalks with buffers, medians) and traffic control (marked crosswalks, traffic lights with pedestrian signals) strategies into community planning to ensure safe active travel routes for students. School districts that truly understand the connections between physical activity and academic achievement would also discourage the use of student incentives that promote student driving to school (i.e., reward of free parking pass for good grades).

In light of potential improvements to student physical activity, health, stress levels, behavior, academic potential, and to our environment, now is the time to promote ATS. The type of society we want to live, learn, and work in for the future depends on how we plan *now*.

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Mary Chace is an assistant professor and program director for the Public Health Education Program in Kinesiology and Health Department at Wright State University. Her research interests include child/adolescent health, school wellness and population level physical activity.

Amy Elston is an instructor in the Teacher Education Department in the College of Education and Human Services at Wright State. Her dissertation and previous research focused upon integrating issues of tolerance in classroom curricula.

Kate Moening is Ohio advocacy organizer for the Safe Routes to School National Partnership. She facilitates an Ohio collaborative of diverse partners to improve safety, connectivity, and health for Ohioans through Safe Routes to School, active transportation and shared use implementation.

OAHPERD Budget 2014-2015

May 1st to April 30th

INCOME

Budget	
Memberships Subtotal	**$39,950**
Professional—1 yr @ $50	$8,000
Professional—2 yrs @ $95	$1,000
Professional—3 yrs @ $140	$750
First Time Professional @ $35	$700
Professional—OEA	$18,500
Corporate	$3,850
Student @ $25	$1,200
Senior Student @$40	$200
Institutional Student @ $20	$3,000
Retired @ $25	$100
Institution @ $200	$2,500
Jr. Memb with SHAPE America	$0
Library Serial	$150
SHAPE America (Incentives/rebates)	**$0**
AHA Jump Rope/Hoops for Heart	**$82,000**
Advertising	**$500**
Other Income	**$0**
Transfer from Reserves	**$0**
Scholarship Donations	**$600**
Fund Raising	**$500**
Grants	**$0**
Dividends	**$3,000**
Interest Income	**$50**
Convention	**$78,000**
Convention Exhibits	$10,000
Convention Sponsors	$1,000
Convention Registration	$65,000
Preconvention Workshops	$2,000
Total Income	**$204,600**
Total Income Less Convention	**$126,600**
Total Income Less Unrealized Gain/Loss	**$126,600**

EXPENSES

Total	
Officer Expenses Subtotal	**$82,453**
President	$2,000
Past President	$2,000
President Elect	$0
All-Ohio Representative	$2,000
Executive Director	$45,153
Treasurer	$1,500
Recording Secretary	$1,500
Future Focus	$14,700
Newsline	$6,100
AHA Coordinator(s)	$7,400
Historian/Archivist	$100
Trustee(s)	$0
Member Services Coordinator	$0
Division Chairs Subtotal	**$2,300**
Adult Development and Learning	$100
Necrology	$100
Dance	$100
Higher Ed.	$100
Health	$100
Physical Ed.	$100
Recreation	$100
Sport Sciences	$100
Student	$1,500
Committees Subtotal	**$10,500**
Memorial Scholarship	$5,000
Honors & Awards	$500
Grants & Research	$3,000
Legal Affairs	$0
Public Relations	$2,000
All Other Committees	$0

EXPENSES (cont'd.)

Total	
Workshops/Conventions Subtotal	**$7,950**
Spring Leadership	$0
Workshops	$1,500
SHAPE America Delegates	$100
Ohio Student Leadership Conf.	$5,000
MW Student Leadership Conf.	$1,350
Other	$0
Executive Committee/Board Subtotal	**$15,500**
Mileage	$8,500
Other	$2,000
Board Meetings	$5,000
Other Communications Subtotal	**$3,600**
General Printing	$1,600
General Postage	$500
General Telephone	$500
Supplies	$1,000
Miscellaneous	$0
Investments/Reserves Subtotal	**$0**
Investments	$0
Scholarship Fund	$0
Other	$0
Misc. & Special Requests Subtotal	**$14,285**
Web Page	$4,400
IRS Tax Preparation	$775
Ohio Attorney General Fee	$200
Insurance Liability	$1,000
Insurance Bonding	$0
Bank Charges	$60
Teacher of the Year Travel	$0
Advocacy	$3,000
Physical Best	$0
Strategic Planning	$0
Miscellaneous	$100
Verisign/Paypal	$250
Credit Card Service Fee	$2,600
Technology	$900
Ohio Gold	$1,000
Prior Year Expense	$0

Total	
Convention Subtotal	**$62,350**
SHAPE America Rep Expense	$500
Convention Audio Visual	$4,000
Convention Speaker Expense	$1,000
Convention Entertainment	$1,000
Convention Staff Expense	$750
Convention Facility	$8,500
Convention Supplies	$4,500
Convention Exhibits	$6,500
Convention Gifts	$100
Convention Meals/Breaks	$18,000
Convention Transportation	$0
Convention Postage/Shipping	$0
Convention Printing	$6,000
Stipends	$1,000
Convention Handouts	$0
Convention Social	$5,500
Convention AHA Social	$400
Convention/Executive Committee	$4,000
Convention Miscellaneous	$100
Convention Preconvention	$500
Total Expense	**$198,938**
Total Income (without Unrealized Gain/Loss) less total expense	**$5,662**
Transfer to Reserves	**$4,092**
Profit/Loss Less Transfer to Reserves	**$1,570**

Submitted by: Karen Holt, Executive Director

GRANT $ AVAILABLE!

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

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

OAHPERD Pays Substitutes

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

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

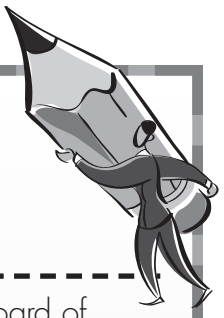
OAHPERD will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

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

Karen Holt
OAHPERD Executive Director
17 South High Street, Suite 200
Columbus, OH 43215
E: rhonda@assnoffices.com
P: 614-221-1900
F: 614-221-1989

OAHPERD

Student Writing Award



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

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

OAHPERD 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 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.

Current *Future Focus* Editor:
Robert Stadulis, College of Education, Health & Human Services, MACC Annex, KSU, Kent, OH 44242

Membership Form
(Effective Date 2014–2015)

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

❑ New Member ❑ Renewal OAHPERD Member (_____ Years)

Company Name (For Corporate Membership only)

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

First Name (or Contact Person for Corporate Membership)

Preferred Mailing Address

City

State Zip

( ) ( )
Home Telephone Work Telephone

School/Agency/College

Levels (K–6, 7–9, etc.)

Position

E-mail Address

Corporate Website

❑ Scholarship Gift $_____ ❑ Memorial Gift $_____

Make Check Payable To: **OAHPERD**

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

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

Professional Interest
Rank from (1–3)

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

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

Membership Type

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

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

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

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

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Name as it appears on card

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

Signature: _____

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

Guidelines for Authors

Manuscripts

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

Organization

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

Cover Sheet

On a cover sheet, please provide the following:

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

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

References

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

Illustrations and Photos

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

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Reviewing and Editing

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

Deadlines

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

Robert Stadulis, *Future Focus* Editor
College of Education,
Health & Human Services
263 MACC Annex
Kent State University
Kent, OH 44242

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

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

OAHPERD

Ohio Association for Health, Physical Education, Recreation and Dance

Karen Holt, Executive Director
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