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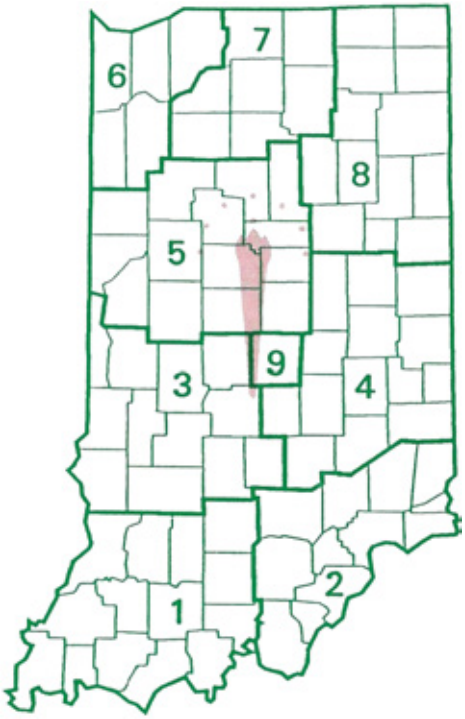

Indiana Association for Health, Physical Education, Recreation and Dance

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for Health, Physical Education, Recreation and Dance

Volume 26, Number 3 **Convention Issue** **Fall 1997**

Indiana Association for Health, Physical Education, Recreation and Dance

Contents

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Message from the President

Nikki Assmann
School of Physical Education
Ball State University
Muncie, IN 47306
(W) (765) 285-5172 FAX (765) 285-8254
(H) (765) 289-8549
nassmann@bsu.edu

TOUCHING THE FUTURE

Plans for the 1997 conference in Indianapolis are almost complete. This conference promises to be one of the best that we have had in a number of years. We have outstanding facilities to work in at IUPUI — plenty of gym space to hold great activity sessions, computer facilities, swimming pools, meeting rooms and classrooms. We have a number of new speakers as well as new/current issues and topics.

This conference should have something for everyone. Public school teachers will have plenty of opportunities to try new things, meet new professionals, and visit with old friends. There will be opportunities to be tested in the IUPUI research lab. College faculty members will be challenged with a variety of issues and topics. Students will have opportunities to meet professionals as well as students from other universities, attend outstanding sessions, and learn more about their future profession.

One of the functions of a professional association is to recognize the accomplishments of its members and to make financial contributions toward the education of future professionals. Each year IAHPERD honors members who have contributed to the association and to the profession through outstanding teaching, research and/or service. This year we will be recognizing a number of our colleagues and students at an Awards Luncheon on Friday, November 14. The "sit-down" meal prepared by IUPUI Banquet Services will be well worth the price of the ticket. Plan to attend, to support your colleagues and future professionals, and to network with others while eating a fine meal.

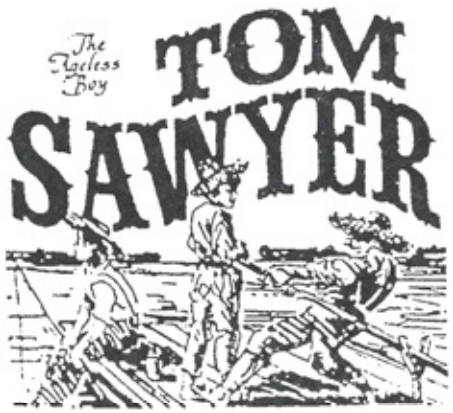
The conference is scheduled to begin on Thursday evening with an adapted physical education workshop. There will also be a conference social at which members of the 1997 Leadership Team will be recognized for their contribution to the success of all activities and events during 1997 including the conference. All conference participants are invited to join with colleagues at this special event which will be held at 9:00 pm in the conference hotel (check in hotel lobby for location).

IAHPERD will initiate a new program at the 1997 Conference. When Vern Houchins was elected to the position of Vice President of Operations, he was assigned the task to develop a "Walk-the-Talk" program which would be ready for the 1997 conference. The new program will recognize individuals who demonstrate a strong belief in what our profession is all about. Conference attendees will be asked to fill our a questionnaire in which they identify ways in which they have "walked-the-talk" during the past years. All who meet a minimum standard of profession and personal excellence will be given a "Walk-the-Talk" ribbon to wear on their conference name badge.

In conclusion, I want to remind you that our profession was under attach this past spring when the 1997 Education Bill was presented to the legislature. Many of you responded with a letter to your legislator. Those letters were a good beginning. We must continue to maintain contact with our legislators in order to develop strong legislative proponents for our profession and the needs of children. Consider inviting your legislator to events at your school which demonstrate the quality of your program. Send your legislator copies of articles that promote the need for physical education. If you (we) don't promote your (our) program(s), no one else will. **Touch the Future** of our profession and of our children by advocating the need for physical education in our schools.

NOTIONS From YOUR EDITOR. . .

Thomas H. Sawyer, Ed.D., Professor
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 894-2113, (812) 237-2186, FAX (812) 237-4338
PMSAWYR@SCIFAC.INDSTATE.EDU



How should the Midwest AAHPERD Be Reorganized for the 21st Century?

MIDWEST AAHPERD CURRENT DIVISION STRUCTURE

Vice President	Vice President	Vice President	Vice President	Vice President	Vice President
General Division	**Health Education & Safety Division**	**Physical Education Division**	**Recreation Division**	**Sport and Athletic Division**	**Dance Division**
Section	**Section**	**Section**	**Section**	**Section**	**Section**
Professional Rep Administration & Supervision International Relations Aging and Adult Development Research Retirees Students	School Health College Health Education Community Health Education Health Reporting Safe School and Community Environment	Elementary Secondary Aquatics Higher Education Administration	Outdoor Community Educational Setting Special Population	High School Sports and Athletics Sports Medicine College/University Sports & Athletics	Education Performance Choreography

MIDWEST AAHPERD SAWYER MODEL OF FUTURE STRUCTURE

Vice President	Vice President	Vice President	Vice President	Vice President	Vice President	Non-Voting Members of the Board
Dance Division to NDA	**Health Education Division to AAHE**	**General Division to AALR**	**General & Safety Division to AAALF**	**Physical Education Division to NASPE**	**Sport and Athletic Division to NAGWS**	**Research and Academics**
Section	**Section**	**Section**	**Section**	**Section**	**Section**	**Section**
•Education (All Levels) •Performance-Choreograph •Special Population •Curriculum •Culture (Folk-Ethic) •Students •Retirees	•School •College •Community (Non-School) •Environment •Early Childhood •Health Planning •Students •Retirees	•Campus •Outdoor •Community •Special Population •Tourism •Students •Retirees	•Administration & Supervision •International •Relations •Aging and Adult Development •Adapted •Aquatics •Facilities & Equipment •Safe School and Community •Legal Issues •Students •Retirees	•Professional •Preparation •Educational Setting •Elementary •Secondary •Higher Education •Coaching •Athletic Training •Intramurals •Curriculum •Sport Management •Students •Retirees	•Officiating •Students •Retirees	•Philosophy •Motor Development •Psychology •Sociology •Exercise Physiology •History •Curriculum & Instruction •Biomechanics

How would you reorganize the Midwest AAHPERD? Send your thoughts to Dana Brooks, Dean School of HPER, West Virginia University, Morgantown, WV.

State of the Profession
A GOOD PHYSICAL EDUCATOR

by
Barbara A. Passmore, Ph.D.
Dean
School of Health and Human Performance
Indiana State University
Terre Haute, IN 47809
(812) 237-3113
FAX (812) 237-4338
E-Mail: hprpass@scifac.indstate.edu

Many years ago there was a physical educator at Hickory Grove Elementary School who made a difference in so many students' lives. She came to Hickory Grove just after receiving her bachelor's degree. She was a skilled teacher and a wonderful caring person. Her enthusiasm for sport and dance permeated through out all of her students. The curriculum she taught was excellent, particularly since the former "physical educator", an English teacher, could only teach square dance. Miss Eye, as she was known, taught at Hickory Grove for three years. She then left the teaching profession for a while. None of the students ever forgot her.

Last fall I attended my high school reunion and became connected with three people who had attended Hickory Grove. After the reunion we began e-mailing each other regularly. One of the four former students found Miss Eye's address and e-mail address and she was included in the conversations.

Upon communicating with her, we learned that Miss Eye was married, was a mother of four and a grandmother to many. She taught several places after Hickory Grove, completed her doctorate at Vanderbilt and then settled in North Carolina where she taught in college.

We also learned that she has participated in the Senior Olympics in badminton, javelin, discus and shot put since 1987. This last spring she won her events at the North Carolina State Games and qualified to participate in the Senior Sports Classic VI in Tucson in May.

As the year progressed and the e-mail continued, the Hickory Grove former student began to hatch a secret plan to go to Tucson to hold a surprise reunion with Miss Eye, who is now called Lonnie Proctor. Airline tickets were purchased, motels and cars reserved and on May 20 the former students, spouses and relatives began to arrive in Tucson. Groups arrived over a three day period and when the final count was taken, ten (10) former students and six (6) spouses and relatives from Texas, California, Colorado and Indiana formed the Proctor Pep Club which cheered at Lonnie's badminton and track events. The newspaper, Tucson Citizen, picked up the story and ran a picture and story on the front page.

Lonnie's former students have never forgotten this wonderful teacher. They had a genuine love of physical eduction because of her. In the newspaper article she said "They told me, 'we just want to thank you for what you've done for us.' I told them 'No, thank you for what you've done for me.' That was my first teaching job, and they were a delightful class." On a more personal note, Lonnie Proctor certainly changed my life. I am a physical educator today because of her encouragement and her caring. Now that is a good physical educator!

Bring A Colleague to the '97 Convention in Indianapolis
November 13-15, 1997

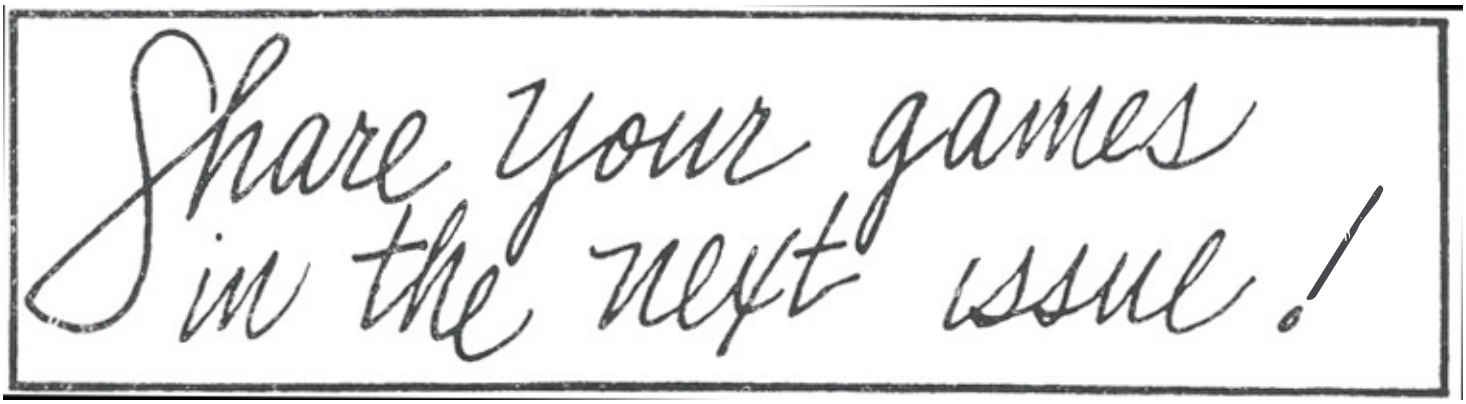
Walking the Talk

Are you willing to pay the price of professionalism?

Just what, you may ask, is "the price of professionalism?" Good question! Some "costs" of professionalism are:

- ***Preparation*** - Generally, a profession is defined as an occupation that requires extensive, specialized preparation followed by some sort of license or authorization to practice that occupation. It also means being prepared on a daily bassi with appropriate lesson plans.
- ***Dress*** - Professional fashion usually conforms to the style of clothing appropriate for the safe and effective practice of the profession and does so with good taste.
- ***Continuing education*** - Professionals, having required training as stated above, are subject to much and rapid change in this information age. Conferences, journals, organization memberships, and research quarterlies are available to assist professionals in keeping up with the latest trends and best practices in the field. IAHPERD and AAHPERD provide continuing education as well as publications.
- ***Standards*** - Quality services and/or products guide the practice of a professional. Public confidence and, hence, public perception of the importance (or lack of importance) of a profession is swayed by those who practice the profession. IAHPERD is presently developing professional standards.
- ***Attitude*** - How do you feel and think about what you do? Is it important? Are you making a difference? Do you look at your assignment as challenging? Do you face each day with some degree of optimism, perhaps even excitement? Professionals realize and promote the value of their profession in a variety of ways.
- ***Motivation*** - A professional has made a significant investment of time and money. Investments like these are made out of love for the profession.
- ***Accountability*** - Each person, individually as well as professionally, is responsible for providing quality service based on established best practices and current research in that field.

Being a professional doesn't come easy and it doesn't come cheap. Like respect, the title of "professional" must be earned. It must continue to be earned every day when you step into your role as an educator. While the price of professionalism may not be comfortable and is probably never really paid in full, the price of lack of professionalism is much greater.



Peer Reviewed Article

A Portrait of Self Fulfilling Prophecy

by
Valerie K. Wayda, Ed.D.
School of Physical Education
Ball state University
Muncie, IN 47306-0270
(317) 285-1748

Abstract

According to the self fulfilling prophecy, the extent to which athletes perceive their coach's expectations can mediate the athletes' self perceptions and performances. Using the Coaching Behavior Assessment System (CBAS), this study examined the quantity and quality of coaching behaviors distributed to high expectancy (HE) and low expectancy (LE) participants and measured the effects of these interactions on participants' anxiety levels. An interview was used to measure subjects' perceptions of the coach's behavior. Results indicated that HE group received overall more interactions, and the interactions were more positive and supportive while the coach dismissed more of the LE group's actions and/or efforts. Follow-up interviews revealed that the LE participants accurately perceived this differential treatment from the coach and felt more anxiety about performing. They also believed the experience had a deleterious effect on their future goals and the amount of improvement during the camp. The findings supported the existence of the self-fulfilling prophecy and results of the interviews provide new information on the influence of the Pygmalion effect on sport participants.

Introduction

Young athletes and their coaches spend more time than ever before practicing. The influence of coaches' behaviors on young athletes and their social-psychological development is an issue that needs to be continually addressed.

One body of research which has examined the influence of coaches' behaviors on athletes' self perceptions and performance is the self-fulfilling prophecy. Significant others, such as coaches, form expectations of their athletes' abilities based upon limited information, such as the athlete's attractiveness, gender, or performance. These expectations, in turn, often result in differential treatment of athletes of whom the coach has high expectations (referred to as high expectancy or HE) in comparison to athletes of whom the coach has low expectations (referred to as low expectancy or LE). Over time, this differential treatment could result in the athlete's acceptance of the coach's expectations, thus affecting the athlete's self-perception and performance (Martinek, Crowe & Rejeski, 1982).

Much of the research on self-fulfilling prophecy has been incomplete. Past research has ignored the possibility that not all athletes respond to coach's differential treatment in the same way. For example, technical instruction yelled by a coach to Player A may be perceived as encouraging and, therefore, facilitative of improved levels of motivation and performance. Yet, when attempted with Player B, the same yelling behavior may be perceived as a form of punishment for previous technical errors, and therefore, may facilitate an even worse performance. This process could occur regardless of the coach's expectations of each athlete. As a result of this methodological flaw, any changes in an athlete's self-perceptions and performance were attributed to differences in the coach's expectations and the subsequent distribution of coaching behaviors.

Solomon et al. (1996) attempted to address this methodological shortcoming. In addition to recording coach-athlete behaviors, the athletes were asked to complete a questionnaire about their coach's behaviors. HE athletes felt that the coaches held high expectations of them and LE athletes felt that coaches had low expectations of them. This study was an important first step in examining the impact of Pygmalion-prone coaches' behaviors because their results suggested that there was a relationship between coaches' expectations, their subsequent Pygmalion-prone behaviors, and athletes' perceptions of coaches and their coaching behaviors.

Important questions which still need to be addressed include how do athletes feel about the distribution of differential coaching behaviors and will this affect their future athletic goals. Thus the purpose of this study was to extend the work of Solomon et al. (1996) and to examine to what extent differential amounts of feedback mediated changes in the

self-perceptions of athletes.

Coaching behaviors can also influence athletes' levels of anxiety. If a coach continually provides negative expectations or feedback to an athlete, it could diminish an athlete's feelings of self-competence, thus increasing the athlete's level of competitive anxiety (Spielberger, 1966). Thus an additional purpose of this study was to examine the effects of coaching expectations and feedback on the anxiety levels of the participants.

Method

Participants

Eleven youth sport participants (n = 5 male, n = 6 female) of varying skill levels participated in a six-week camp. Participants ranged in age from 7 to 12 years (M = 10.8), and had participated in athletics for at least two years.

All of the coaching behavior data was gathered by observing a single male coach who had 10 years of coaching experience in track and cross country at the youth sport and intercollegiate levels. The coach was the instructor for a skill-oriented developmental camp for young children.

Instruments

The Sport Competition Anxiety Test. Each participant completed the Sport Competition Anxiety Test, SCAT, (Martens, 1977) as a situationally specific measure of competitive trait anxiety. The overall score on the SCAT indicates an individual's tendency to perceive competitive situations as anxiety-provoking or threatening. It consists of 15 items which are answered according to a three-point ordinal scale (Hardly Ever, Sometimes, Often).

Expectancy Rating Scales. A four-item questionnaire, based upon Solomon et al .'s (1996) work, was used to measure the coach's expectations of each athlete. Each question asked the coach to rate his performance expectations of the athlete relative to the other athletes in the camp on a one (not true) to five (very true) Likert rating scale for four criterion (e.g., work ethic, physical attributes, coach ability, and potential for success).

Interview Questions. Each participant completed a 15-20 minute interview consisting of three groupings of questions: 1) athletes' general impressions of the camp experience; 2) skill-related; 3) the role of the coach in mediating skill improvement and enjoyment of the camp; as well as determining the impact of the coach's behaviors on each individual's camp experience and future goals. For each question in group three, participants were asked why they responded in that manner.

Coaching Behavior Assessment System (CBAS). The Coaching Behavior Assessment System, developed by Smith, Smoll and Hunt (1977), was employed to identify and record ongoing coaching behaviors. It is comprised of 12 categories that represent both spontaneous and reactive coaching behaviors. A spontaneous behavior is recorded any time a coach initiates an interaction with an athlete without any type of stimulus (e.g., providing feedback to an athlete before the athlete attempts a skill). In comparison, a reactive behavior is recorded any time a coach responds to something the athlete has done, either correctly or incorrectly. See Table 1 for a break down of all 12 categories.

Table 1
Coaching Behavior Assessment System (CBAS)

I. Reactive Behaviors - a coach's response to an athlete's behavior or performance
   1. Positive Reinforcement (R) - a positive reaction by the coach given either verbally or nonverbally
   2. Nonreinforcement (NR) - no response made to a desirable performance by the athlete
   3. Mistake-contingent Encouragement (EM) - encouragement to a player after a mistake
   4. Mistake-contingent Technical Instruction (TIM) - providing an athlete with corrective feedback, either verbally or nonverbally, after a mistake
   5. Punishment (P) - a negative response, verbally or nonverbally, after an athlete's mistake
   6. Punishment +Mistake-contingent Technical Instruction (P + TIM) - corrective feedback provided in a hostile or negative manner to an athlete
   7. Ignoring Mistakes (IM) - a lack of response, either positively or negatively, to a mistake
   8. Keeping Control (KC) - a response intended to maintain or resume order

II. Spontaneous Behaviors - a coach initiated interaction
   9. General Technical Instruction (TIG) - providing instructions, strategical or technique related, prior to the athlete performing
   10. General Encouragement (EG) - statement intended to foster persistence or increased effort
   11. Organization (O) - providing information related to organizational aspects
   12. General Communication (GC) - communication that is not related to the activity

Testing Procedures

Training of Coders. Two observers were trained using the CBAS by participating in four half-hour training sessions. These sessions included examination of the CBAS training manual and individualized testing coding practices with an advisor. Additionally, the observers had participated in a number of supervised coding sessions in field settings and each had obtained a reliability above 80% as advocated by Siedentop (1983).

Observation and Data Collection. This study was conducted over a period of six weeks, two evenings per week. Prior to the initiation of data collection, the participants completed the necessary consent to participate forms and the SCAT.

During subsequent sessions coding proceeded uninterrupted for the duration of the hour and a half practice sessions. During each practice session, the observer assumed the same position which afforded him unobtrusive observation. Each

time a dyadic interaction was observed, a slash was made in a grid corresponding to the appropriate CBAS category and the jersey number of the player to whom the behavior was proffered. Any behavior that lasted more than five seconds was recorded twice. Because of the small size of the camp, all of the youth participated in the same drills as a group, which should have controlled for any context effects influencing coach-athlete interactions.

At the end of the camp, all of the participants were again asked to complete the SCAT and were interviewed. Each participant was asked the same eleven questions to ascertain each participant's perceptions about the quantity and quality of the coach's feedback.

The coach again completed the expectancy scale for each athlete following the completion of the camp. This strategy, advocated by Rejeski, Darracott, and Hutslar (1979), was employed so the coach's behavior during the camp would not be influenced by the information on the inventory.

Statistical Analysis

Descriptive statistics were employed to determine what coaching behaviors were consistently used and if the coaching behaviors were differentially distributed to the HE and LE groups. To determine what effect the differential expectations and feedback had any type of effect on the participants' anxiety levels, a Two-Way ANOVA was calculated. Finally, the follow-up interviews were examined using qualitative analysis.

Results

Coaching Behaviors

A total of 1174 coaching behaviors were observed and classified using the CBAS in the 1080 minutes of observation. As advocated by Rejeski, Darracott, and Hutslar (1979), the percentages of the 1174 observed behaviors falling within each CBAS coding categories were computed, as well as the rate of each behavior per unit of time. Almost half of the total coach-participant interactions consisted of positive coaching behaviors (i.e., R, EG, TIG). In addition, the only two other coaching behaviors employed consistently was corrective feedback to participants made a mistake (23%) and general communication (16%).

Table 3

Frequency Distribution of Observed Coaching Behaviors by CBAS Categories

	HE		LE	
Coaching Behavior	f	M	f	M
Reinforcement (R)	198	33.0	126	25.2
Nonreinforcement (NR)	10	1.6	17	3.4
Mistake-contingent Encouragement (EM)	11	1.8	3	.6
Mistake-contingent Technical Instruction (TIM)	147	24.5	120	24.0
Punishment (P)	0	0	0	0
Punishment +Mistake-contingent Technical Instruction (P+TIM)	0	0	2	.4
Ignoring Mistakes (IM)	11	1.8	31	6.2
Keeping Control (KC)	0	0	0	0
General Technical Instruction (TIG)	72	12.0	39	7.8
General Encouragement (EG)	86	14.3	60	12.0
Organization (O)	33	5.5	14	2.8
General Communication (GC)	151	25.2	39	7.8
Total Number of Interactions	719	120.0	451	90.2

Note. HE group n=6, LE group n=5.

Expectancy Effects

Participants were classified as either high expectancy (HE) or low expectancy (LE) based upon results of the coach's expectancy questionnaire. Specifically, participants whose expectancy ratings were above the 50th percentile were designed as HE (n=6) and any score were below the 50th percentile (n=5) was designated as LE (Sinclair & Vealey, 1990).

After tabulating the number of behaviors in each CBAS category by expectancy level, a pattern appeared in the coaching behaviors proffered to high and low expectancy groups. The coach interacted with HE group more often (61%) than LE group (39%). Although there was one more person classified into

Table 2

Distribution of Observed Coaching Behaviors by CBAS Categories

Coaching Behavior	f	%
Reinforcement (R)	324	28
Nonreinforcement (NR)	27	3
Mistake-contingent Encouragement (EM)	14	1
Mistake-contingent Technical Instruction (TIM)	267	23
Punishment (P)	0	0
Punishment +Mistake-contingent Technical Instruction (P + TIM)	2	0
Ignoring Mistakes (IM)	42	4
Keeping Control (KC)	0	0
General Technical Instruction (TIG)	111	9
General Encouragement (EG)	146	12
Organization (O)	47	4
General Communication (GC)	190	16

HE group, the coach still interacted with individuals within HE group more often than LE group. The type of interaction also varied between the two groups. Specifically, the coach provided proportionately more positive and supportive behaviors (R, EM, TIG, EG, GC) to HE athletes in comparison to LE athletes while providing proportionately more nonreinforcement and ignoring of mistakes to LE athletes. Almost the same amount of corrective feedback (TIM, TIG) was provided to each individual athlete after making a mistake.

Anxiety

A Two-Way ANOVA was computed to determine what type of effect the differential expectations and feedback had on the groups' levels of anxiety. Results of this analysis indicated that participants' anxiety levels did not statistically change over time, however, the two groups were statistically different both before and after the camp, $F(1, 18) = 8.57$, $p < .01$. Specifically the HE group's anxiety scores lowered slightly from pre camp ($M = 18.0$, $SD = 4.6$) to post camp

($M = 15.83$, $SD = 4.17$), while the LE group's anxiety scores remained almost constant (pre camp $M = 22.6$, $SD = 3.44$; post camp $M = 22.0$, $SD = 4.8$).

Participants' Perceptions of Coaching Behaviors.

Participants responded similarly on questions regarding their general impressions of the camp and skill improvement; however, there were definite differences in responses between HE and LE participants on question three. Specifically, HE subjects cited high levels of encouragement, creating a positive atmosphere, and high levels of technical instruction as things that the coach did or said to facilitate their skill acquisition or improvement. Moreover, the HE participants reported that the coach took a more active role with them by spending more time with them in comparison to the others in the camp. And HE group reported that the coach's interaction and behaviors had not altered their feelings of competence or their future sport goals.

The perceptions of the LE athletes were markedly different from those of their HE counterparts. For example, LE participants cited only "teaching drills" and encouragement as behaviors that the coach utilized in order to facilitate skill acquisition or improvement. The majority of the LE subjects also believed that the coach did not help them as much as he did other players. When asked to rate their ability in comparison to other campers, the LE participants' answers ranged from okay to good, whereas HE players' ratings ranged from good to excellent. Also of note were LE players' reasons for these ratings, in which two LE participants cited the coach's comments as a source for their rating. Finally, half of the LE group responded that their feelings about their ability and/or their future sport goals had changed as a result of the camp.

Discussion

This study provided support for the notion that a coach's assessment of a participant's abilities, as measured by the coach's expectancy questionnaire, can significantly impact the quality and the quantity of the coach-athlete interactions. Specifically, the coach distributed more positive coaching behaviors and less nonresponsive or negative coaching behaviors to all of his athletes. On average, the coach interacted with each person in HE group 30 more times (per person) within a 90 minute time period. This would mean the coach was interacting with HE athletes at least one more time every three minutes. Over the course of a six-week time period, this differential treatment would be magnified.

A limitation of this study is that only one coach was observed but the coaching behaviors demonstrated by this single coach would suggest some dynamic differences in the types of coaching behaviors distributed to HE and LE participants. These findings were further supported by information gathered during the interview in which each participant was asked to identify the behaviors that the coach utilized to facilitate skill acquisition and/or improvement. The HE group cited encouraging behaviors, reinforcement behaviors, and general communication behaviors as ways in which the coach assisted in their development, while the LE group cited only drill implement and encouragement as support for their efforts. All of these findings are consistent with the results of other studies (e.g. Rejeski, Darracott, & Hutslar, 1979) which have similarly found that HE individuals receive a larger quantity of reinforcing or supporting behaviors. This study continues to support the mounting evidence that self fulfilling prophecy exists in the sport context.

A significant effect was also observed for the relationship between the coach's expectations and subsequent treatment of athletes, and in participants' levels of competitive anxiety as measure by the SCAT. According to data collected during the post camp interview, HE and LE participants in the investigation were cognizant of the fact that the coach treated them differently because of their ability levels. There was also a clear difference between the HE and LE groups' self-ratings. Previous research would suggest that a student's opinion about his/her prospects for success on a given task is a mediator of student anxiety (Holt, 1964; Martinek, 1978). It is possible that six weeks of consistent communication of the coach's expectations through a number of mediums was facilitative of HE and LE individuals rating themselves differently during the post camp interview. These differential interactions and different self-ratings, in turn, could have influenced their feelings of success during this camp and/or in the athletic context, and mediated their anxiety levels. The HE group's anxiety level lowered slightly during the camp while the LE group's anxiety levels were relatively constant.

Perhaps the most dynamic results may be those which came from the qualitative analysis used in this study. There were some profound differences when both groups were asked about their impressions of the coach and his behaviors/feelings about them and their athletic abilities, and the effect of these on their ability. For example, HE participants reported the coach being much more active in his efforts to assist them in becoming more proficient while the LE group reported that the coach merely "cheered" when they were performing nonspecific drills. Another such difference came when HE and LE

participants were asked how they would rate their respective ability levels and why they would rate themselves in that manner. Not only did self-ratings differ between groups, but whereas HE athletes rated themselves in this manner due to their perceptions of their own ability, LE athletes gleaned this information from their own ability ratings as well as those of the coach. LE participants and HE participants also responded differently when asked whether their sport goals or impression of their own ability had changed as a result of interactions with the coach during camp.

In general, the results suggest some dynamic processes occurring, many of which cannot be measured via quantitative methods. It is strongly recommended that future researchers employ both qualitative and quantitative measures so that the Pygmalion process, rather than merely the incidence of the Pygmalion effect, may be studied. It is also suggested that practitioners practice their own form of "qualitative research," by communicating with athletes throughout the season. Question, such as "What coaching behaviors do I demonstrate during practice and with whom?," or "Does each athlete know what my expectations of him/her are?" Answers to these question or others could provide useful information as to how the coach can structure practices to modify his/her own behaviors so that each athlete's needs are met. Based upon the results of this study, it would appear that even youth sport participants are indeed observant, and they can be potent sources of information and feedback throughout the season.

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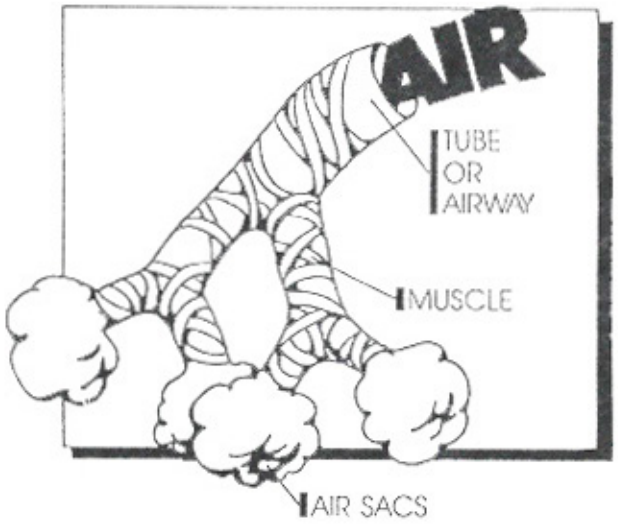
ASTHMA BASICS FOR SCHOOL PERSONNEL

Asthma is the most common chronic childhood illness and a leading cause of school absences. More than 3 million children (7.5% of all children under 18 years old) have asthma. **This means that in a classroom of 30 children, two children are likely to have asthma.** Unlike many other childhood illnesses, both hospitalizations and deaths due to asthma are increasing despite new treatments that are available. While asthma can't be cured, it *can* be controlled, and you can help!

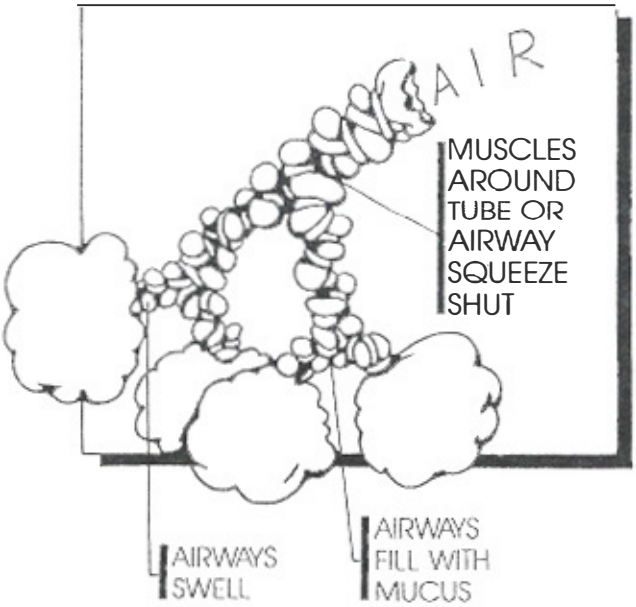
What is asthma?

Asthma is a chronic lung disease characterized by episodes of breathing problems such as coughing, wheezing, chest tightness, and shortness of breath. In normal breathing, the airways are open, allowing air to move freely in and out of the lungs. During an asthma episode (or asthma attack), the muscles around the airways tighten, the airways swell, and too much mucus is produced. These events lead to a narrowing of the airways, which makes it difficult for air to move freely in and out of the lungs, resulting in breathing problems.

LUNGS **BEFORE** AN ASTHMA EPISODE



LUNGS **DURING** AN ASTHMA EPISODE



What causes asthma?

The basic cause of asthma is not yet known. Research shows that an important feature of asthma is inflammation or swelling of the airways that makes them overly responsive to a variety of stimuli. Anyone's airways might react to a powerful irritant like smoke, but children with asthma have hyperresponsive airways that react easily to common things. Every person with asthma has a different list of things that might bring on an asthma episode. Some common things that can bring on an asthma episode are:

- furred or feathered pets
- pollens or molds
- household dust mites
- cockroach droppings
- exercise
- cold air
- upper respiratory infections (colds or flu)
- laughing or crying hard
- tobacco smoke
- strong smells
- household sprays

How is asthma controlled?

Because asthma is a chronic disease, it usually requires regular, long-term medical care. Asthma management often includes two kinds of medicine prescribed by a doctor. One kind, called a bronchodilator, relaxes the muscles in the airways and opens the airways. It is usually prescribed to be used on an "as needed" basis to relieve breathing problems associated with an asthma episode. The other medicine, called an anti-inflammatory agent, is usually prescribed for people with moderate to severe asthma to be used on a long term, daily basis to suppress airway inflammation and prevent episodes from occurring.

Asthma management also includes avoiding or controlling things that bring on asthma episodes.

Another important aspect of asthma management is the use of a simple, inexpensive instrument called a peak flow meter. By measuring how well air is moving through the airways, a peak flow meter can help monitor a child's asthma.

The goals of asthma management are for the child to enjoy an active life, to participate in normal activities, to sleep uninterrupted through the night, and to minimize side effects from the medication. Any medicine may be associated with side effects; however, asthma medicines are generally safe for children to take at recommended doses, and they should not interfere with the child's school performance. If there are questions, the parents, as always, should seek advice from a physician.

How can school personnel help?

School personnel play a critically important role in supporting the child's efforts to control asthma. Teachers can try to keep the classroom free of things that might bring on their students' asthma episodes. This can be as simple as substituting reptiles for mice in a class science project. School personnel can support students' efforts to follow their asthma management plans for daily medication and for handling asthma episodes. You can encourage students to participate fully in school activities.

With your help, students with asthma can be winners too!

COMMON SIGNS OF UNCONTROLLED ASTHMA

Many children do not have their asthma well controlled. They may not even know that they have asthma and need to be properly diagnosed. In some cases, they may not have an adequate treatment plan to prevent asthma episodes (or attacks).

Common signs of uncontrolled asthma:

- Lingering cough after a cold
- Persistent cough during the day
- Coughing during the night or early in the morning
- Coughing, wheezing, chest tightness, or shortness of breath after vigorous physical activity or activity in cold or windy weather
- Low level of stamina during physical activity or reluctance to participate
- Coughing, wheezing, chest tightness, or shortness of breath even though the child is taking medicine for asthma
- Increased use of asthma medicine to relieve coughing, wheezing, chest tightness, or shortness of breath

If you notice one or more of these signs in any of your students, please send a copy of this information sheet home with the student. Encourage the student's parents to talk to the school nurse and the family's physician. You can help your students get their asthma under control!

ORGANIZATIONS THAT CAN HELP YOU LEARN MORE ABOUT ASTHMA IN THE SCHOOLS

Call or write to any of the following organizations for more information! All of these groups have programs specifically designed for schools and school-age children.

National Heart, Lung, and Blood Institute
National Asthma Education Program
7200 Wisconsin Avenue
PO Box 329
Bethesda, MD 20814-4820
(301) 951-3260

Asthma and Allergy Foundation of America
1125 15th Street NW
Suite 502
Washington, DC 20005
(202) 466-7643 or 1-800-7ASTHMA

American Lung Association
1740 Broadway, 14th floor
New York, NY 10019-4374
Check your local telephone directory for the address and phone number of a branch in your area, or call the main office at (212) 315-8700.

National Allergy and Asthma Network/Mothers of Asthmatics
3554 Chain Bridge Road
Suite 200
Fairfax, VA 22030
(703) 385-4403

26th National Conference

On Physical Activity for the Exceptional Individual

November 6 - 8, 1997

Imperial Palace - Las Vegas, NV

● CONFERENCE REGISTRATION ●

Registration fee includes Friday Breakfast and Saturday Lunch.

Pre-registration postmark deadline - October 1, 1997

● HOTEL ACCOMMODATIONS ●

Imperial Palace - Las Vegas, Nevada

Room rate is $59.00 per night, double occupancy.

A two-night minimum stay is required for Friday and Saturday night.

Reservations: 1-800-634-6441

Ask for Ms. Blue and mention the Exceptional Individual Physical Activity Conference.

Room accommodations are limited due to high tourist demands.

To ensure a room, please make your reservations no later than 10/1/97.

For more information:

Contact Co-Directors, Barbara Chambers or Jennifer Paul

(702) 799-7435

26th National Conference on Physical Activity for the Exceptional Individual

November 6, 7, 8, 1997
Imperial Palace - Las Vegas, Nevada

CONFERENCE REGISTRATION FORM

Please type or print this information as you would like it to appear on your name badge.

Name _____ Mailing Address _____

Title/Position _____ City/State/Zip _____

School/Institution _____ Work Phone _____

City/State _____ Home Phone _____

NO CONFIRMATION WILL BE MAILED

Pre-Registration Fees: **(Fees will be $20.00 higher at the door - meals not included.) Fees are non-refundable after 10/1/97.** *Fees refunded prior to 10/1/97 will be subject to a $20 service charge. PRE-REGISTRATION FEE INCLUDES FRIDAY BREAKFAST AND SATURDAY LUNCH.*

Professional State AHPERD or Southwest District AAHPERD Member (Arizona, California, Guam, Hawaii, Nevada, New Mexico, Utah)	$95	_____
Professional Non-Member	$120	_____
Student State AHPERD or Southwest District AAHPERD Member	$55	_____
Student Non-Member	$75	_____
Retired State AHPERD or Southwest District AAHPERD Member (For meals)	$35	_____

Miscellaneous:

T-Shirts $15 = _____

Please Circle One:

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Special services requested: _____

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Mail completed form and payment to:

CAHPERD
1501 El Camino Avenue - Suite 3
Sacramento, CA 95815-2748

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Miscellaneous $ _____

TOTAL FEES $ _____

Make checks payable to CAHPERD ✲ Purchase Orders Accepted ✲ PO # _____

Credit Card # (Visa/MC only) _____ **Exp.Date** _____

A $3 service charge will be added to all credit card transactions.

Pre-registration postmark deadline - October 1, 1997

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✲ California Association for Health, Physical Education, Recreation and Dance (CAHPERD) ✲
✲ State Council on Adapted Physical Education ✲ Southwest District of the American Alliance for Health, Physical Education, Recreation and Dance (SWD-AAHPERD)✲

Peer Reviewed Article

Collaboration, Deliberate Practice, and Program Building in Physical Education: Some Teacher Educator Perspectives

by
Tom Sharpe, Tom Templin, & Michael Savage
Purdue University
Department of HKLS
111A Lambert Gym
Purdue
West Lafayette, IN 47907-1362
317 494-3178
tsharpe@sla.purdue.edu

> Momentum is a critical quality in the onward movement of an institution...it drives, directs, and determines the organization's destiny. But momentum is fragile and easily lost. And once lost, difficult to regain.
>
> Anonymous

Today's economic and political climate have brought many challenges to physical education programs in higher education. Indeed, many areas of the social sciences and many teacher education programs in other specialty areas are faced with challenges similar to physical education. The most critical of these challenges has been one of how to advocate for our continued existence in times of increasingly severe economic constraints and heightened accountability from those determining the cost/benefit factors of a particular academic program. Our professional literature is replete with questions and recommendations of how to best reconfigure departments and programs to ensure program survival in higher education and in some cases even public education settings.

As a newcomer to Indiana's educational system, however, it appears that our University and public education systems may be characterized as flourishing, particularly when compared with many other state systems. We are blessed with a strong state economy and a public legislature which holds education as a high priority. Many of our state colleges and Research I Universities have thriving physical education departments which may each boast of strong undergraduate and graduate programs in the many program areas under the physical education umbrella. In teacher education and in other program areas many of our Universities have recently attracted strong faculty to their departments to further expand on their program initiatives. Regarding the public schools, regular physical education remains a requirement throughout the elementary and middle school levels throughout our state, and most high school situations offer comprehensive programs in our field. The state of Indiana is rich in many varied youth sport and recreational programs for all ages as well. In these respects, physical educators throughout Indiana's higher education and public education system are well positioned, and could be characterized as having the necessary critical mass, or momentum, to provide models for other states to consider as programs, departments, Universities, and the public schools reconfigure for greater efficiency, and hopefully, greater educational effectiveness.

In light of the potential leadership opportunities afforded by the current economic and academic climate of Indiana, this paper introduces some formative themes which we are finding to be useful guides for the operation of physical education programs in higher education. Program initiatives of the physical education teacher education (PETE) faculty group at Purdue University serve as examples. We do not offer these themes and initiatives as a blueprint for "best practice" or as a set of

recommendations to be imposed on others. They are offered, rather, as a catalyst to stimulate further discussion, and as a prompt for others to bring their program initiatives to the Indiana AHPERD Journal. In this way the state journal forum will hopefully be enriched and others will be encouraged to offer program counterpoints in kind.

Collaboration

The currently popular education reform theme of collaboration provides a starting point to our discussion. One of the central themes under which we have begun to restructure our teacher education program, and to a large extent our departmental configuration as well, has been one of collaboration (see Sharpe, Lounsbery, & Templin, 1997, for a detailed discussion). Working within a collaborative framework among groups of public school professionals, higher education faculty, community leaders, and corporate personnel is proving to have wide appeal in terms of enhancing personnel and equipment resources available for program tasks, and enhancing the form and character of program experiences for undergraduate and graduate students in physical education programs. The schematic in Figure 1 illustrates one working model of collaboration in teacher education. Within the framework of Figure 1, collaboration in teacher education program is viewed as: (a) cooperation among higher education and school-based personnel at all levels of academic program, (b) collegiality, or social equality, among all professionals involved in the teacher education and effective schooling processes, and (c) ongoing collaboration on a wide range of teacher training, school-based research, and graduate student mentorship experiences among teacher educators and practicing professionals in the context of (a) and (b).

Though collaboration and teamwork as tools for more effective professional practice often suffer from a range of definitions and consequent ineffective application (Dumaine, 1990; Katzenbach & Smith, 1993; Peters, 1987), in our department collaboration and teamwork have come to mean (a) shared leadership roles, (b) mutual accountability, (c) collective work products, and (d) collaborative problem solving, all designed toward a common goal by personnel groups made up of all levels of academic, corporate, and school-based personnel (see also Sharpe, 1992; Sharpe, Bahls, Lounsbery, Wolfe, Brown, Golden, & Deibler, 1995; Sharpe, Bahls, Wolfe, Seagren, Brown, & Deibler, 1994). Traditionally, academic structures have worked within a top-down model in which teachers' roles have been rigidly defined and controlled by higher education personnel, and teachers and the community have been treated like an unwelcome necessity. When utilized effectively, however, we see our teacher education group reaping the benefits of a collaborative teamwork structure in which teachers, community, and corporate personnel are given broader and more equal responsibilities side-by-side with higher education faculty, are encouraged to contribute, and incentives are tied directly to collaborative productivity. We hope to acknowledge that practicing teachers and other personnel outside of higher education often provide insight into the most effective educational reform, and that studying the perspectives of those personnel outside of higher education and the actual educational practices (in the schools, in the community, and in our programs) which we are interested in should be the primary focus of educational improvement efforts.

Deliberate Practice

A second theme offered for consideration is one of deliberate practice. Though many undergraduate and graduate programs operate with in a deliberate practice framework, our undergraduate teacher education program again serves as illustration. We feel that one of the most important features of an academic program engaged in professional preparation and related certification tasks is that of providing practical experiences for students which are representative of the professional tasks to be performed post certification. Akin to medical or legal professional training, we feel strongly that highly structured practical experiences which are introduced in a logical sequence and with in which immediate and substantive feedback is provided are critical to effective professional preparation.

Operating with in this deliberate practice theme, the distinct and variable effects which theory classes and practical experiences have upon the future teaching practices of undergraduate teacher trainees can be described, documented in various quantitative and qualitative ways, and systematically manipulated as a function of their effects. Similar to those who promote a return to the teaching act (see Metzler, 1992), the performance competencies of teacher professionals in training are targeted for change in various ways with graduate level research and development emphasis on providing more complete and more useful linguistic and topographic descriptions, more comprehensive symbolic and algorithmic modeling, and more accurate predictive simulation of future practice (see Hawkins & Sharpe, 1992; Sharpe, in press; Sharpe, Hawkins, & Ray, 1995; Sharpe & Koperwas, 1996; Sharpe, Lounsbery, & Bahls, in press; Sharpe, Spies, Newman, & Spickelmier-Vallin, 1996 for detailed discussion of these issues).

Our view is that for professionals in training (whether undergraduate teacher trainees or graduate student teacher preparation trainees) to acquire a specified set of skills to be used and improved upon throughout their professional practice (particularly when practicing outside of the watchful eyes of a preparatory program), those skills must be repeatedly practiced under the guided tutelage of those most skilled in the practices to be learned. In order to most effectively accomplish this end, and to better ensure that trained professionals do indeed exhibit a specified set of skills once practicing their profession, we feel that (a) a common language must be developed and learned from which educator and trainee may communally discuss their professional practices, (b) a monitoring system must be developed and used to accurately and comprehensively describe, document, and analyze professional practices, (c) from the repeated use of a&b trainees must learn to become accurate self-monitors of their professional practice, and (d) from the repeated use of b trainees must learn how to target particular practices in need of change to ensure self-

improvement beyond the primary professional training experience.

From a research perspective, we are continually engaged in the development of tools which are more capable of describing and analyzing the practical experiences in which we place our professional teachers-in-training (Sharpe & Koperwas, 1996), inventing different variables which are more capable of capturing the most salient characteristics of effective professional practice (Sharpe, Lounsbery, & Bahls, in press), and developing more effective theoretical and practical experiences based on the data we have collected on the past experiences which our professionals-in-training have taken part (Sharpe, Hawkins, & Ray, 1995). As such, our certification program in teacher education (and our graduate program in teacher education) resembles that of many other professions in which a lengthy and experientially varied residency is required of the professional trainee to (a) ensure consistent demonstration of the skills we hold as critical to effective teaching, and (b) provide a level of confidence that our trainees will continue to demonstrate those competencies long after they graduate from our professional preparation program.

Program Building and the Team Concept

Though a stressful and challenging restructuring or rebuilding situation is all to familiar to many physical education programs in higher education, it need not be. Too often a good program strategy or department-wide plan is not implemented consistently with costs of consultants, additional equipment, and faculty leave time rising out of all proportion to any gains in productivity. Faculty absenteeism increases and the larger faculty group becomes disaffected, showing less momentum in their work.

A collaborative team approach (Sharpe, Lounsbery, & Templin, 1997) to program change in higher education is one means of avoiding the disheartening picture just provided. The team model is rooted in the administrative and institutional changes currently going on in many other professional and corporate cultures. In corporate practice, collaborative teamwork is defined as management and workers (a) sharing leadership roles, (b) being held mutually accountable for their work efforts, (c) providing collective work products, and (d) collaboratively problem solving to meet the ongoing challenges of the corporate structure. All of these efforts are designed to meet commonly shared goals by personnel groups made up of all levels of that structure. Though time must pass and data must be collected prior to making a summary decision about our version of collaboration and our accompanying deliberate practice model, it remains a potentially appealing approach to higher education in avoiding the traditional 'top-down' or 'control' oriented administrative model. This collaboration theme, particularly when infused with a deliberate practice approach to professional certification, can be at the same time exciting and rejuvenating to some, and somewhat troubling to others. On the one hand it promises many diverse professionals an equal hand in curriculum and instructional decision-making, and promises an equal hand in shaping and determining the larger educational focus of the institution in which they work. On the other it can be very threatening to the status quo of what has been done for many years, and can potentially undermine traditional administrative control. While more traditional 'top-down' administration models provide a very clear definition of faculty expectations, acceptable standards of trainee performance rest on what Walton (1985) terms the lowest common denominator assumptions of professional skill and motivation. With a collaborative team approach, on the other hand, a commitment strategy to performance expectations is central to the model; with expectations not designed to define minimum standards but to emphasize continuous improvement to be as good as each faculty and professional trainee possibly can. In addition, each faculty member and collaborative professional has an equal voice on the form and character of both the goals to strive for and the means of evaluating those goals, better ensuring the ongoing momentum of the group.

In the ideal, collaborative teams consist of a small number of faculty, public school and corporate personnel, and community leaders with diverse but complementary skills who have committed to a common purpose (in our case a deliberate practice approach to professional training), have set mutually agreed upon performance goals, and hold one another mutually and equally accountable for those goals. While perhaps not best suited for all situations in higher education, a first step to team success is a common commitment toward collective performance. Team commitment, in turn, provides direction and momentum which works to shape that common purpose. The most successful teams invest a lot of time and effort in shaping and agreeing upon a unifying purpose, while failed teams or congenial groups of professionals rarely come to agreement. Successful teams also quickly translate their common purpose into very specific and measurable performance goals with clear time lines for meeting those goals and clear task delineation according to the skills and interests of the team members. The issues which remain are (a) have the sum of individual faculty efforts in your department been satisfactory in achieving larger goals?, and (b) is a collaborative approach potentially beneficial to your situation, particularly if past individual efforts have not met past department challenges and momentum is currently lacking?

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Structure and Function

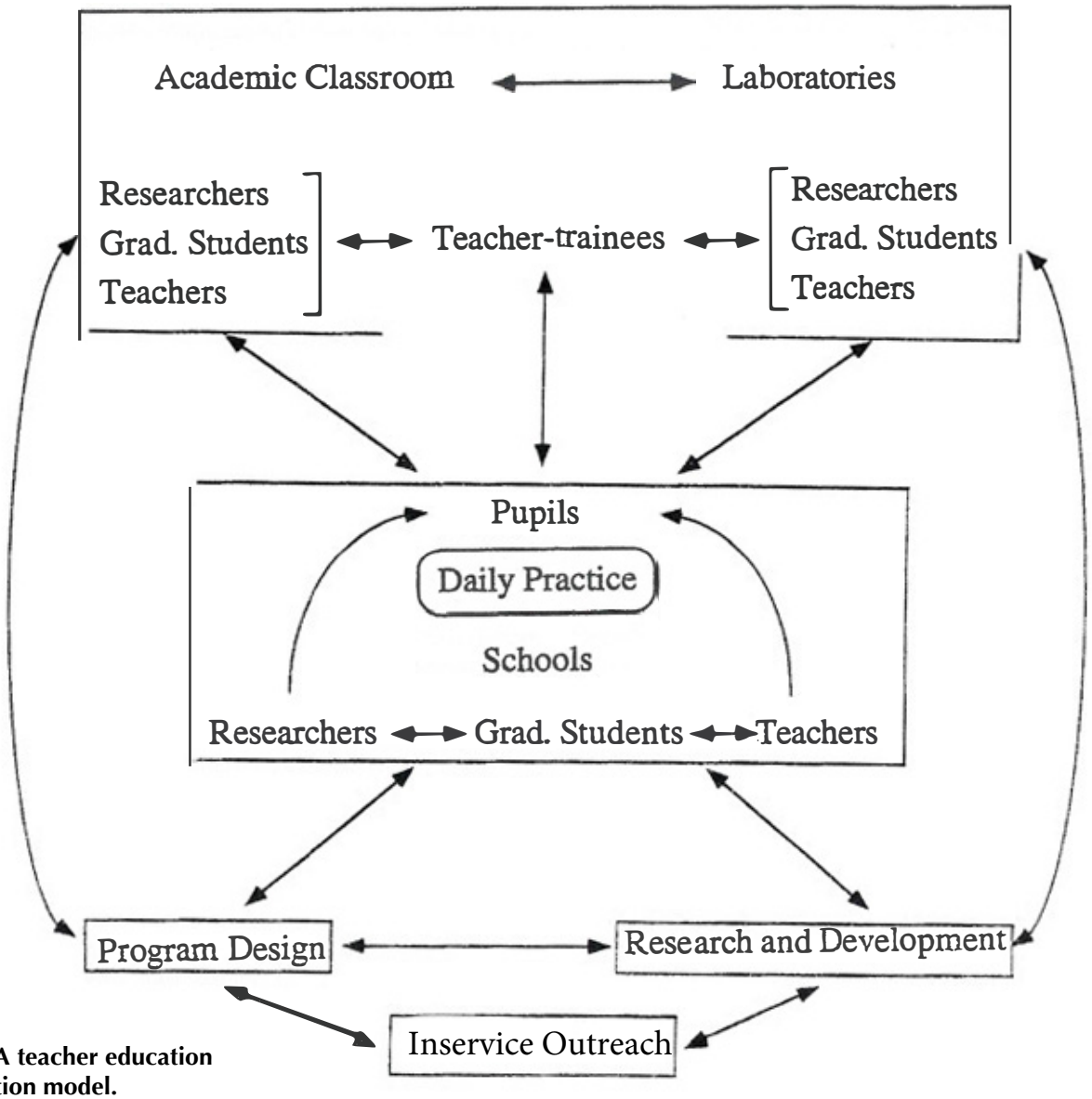

Figure 1. A teacher education collaboration model.

Touching the Future!

1997 INDIANA AHPERD CONFERENCE

November 13 - 15

Conference Location

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Phone: (812) 237-2186
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Registration Inquiries

Contact: Nick Kellum
Indiana AHPERD Executive Director
School of Physical Education
IUPUI, 901 W New York St
Indianapolis, IN 46202-5193
Phone: (317) 274-2248
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Indiana AHPERD Conference Coordinator
Dept. of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809
Phone: (812) 237-2186
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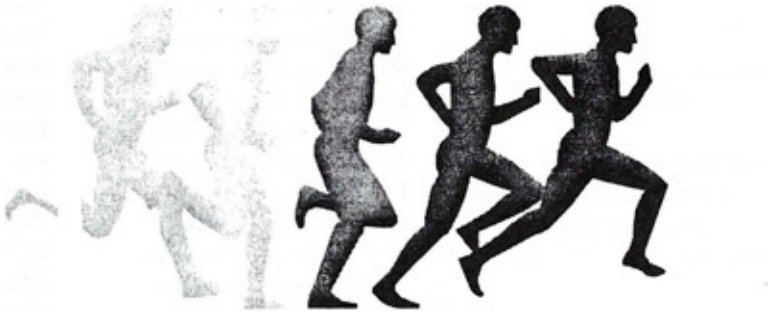

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Leadership Recognition Social

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Saturday, November 15 (8:30 - 12:30)

Busy, Happy, Good: Making Elementary P E Meaningful ● Fitness Activities for Middle School Students ● Have Sleep Shade - Will Play ● Nutrition and Fitness for the Middle School Student ● Contemporary Issues of Women and Minorities in Athletics ● I Tried SCUBA: An Introductory Skin Diving and SCUBA Lesson for the Public School ● New Ideas for Circuit Training: Design and Application ● Using Video Cameras to Increase Skill Learning in Physical Education ● How to Start a Program for Activities for the Older Adult ● Adapted Physical Education for Preschoolers ● Leadership Activities for All Grades ● Issues Concerning Junior Faculty ● Everything I Need to Know I Learned in My Ph.D. Program ● Faculty Mentoring: How and Why ● Country Western Dance in Your Physical Education Class ● Synchro: A great Addition to your Aquatics Program ● Infusing Fitness into Skill Classes ● Let's Get Everyone into the Action (Small Groups and More Small Groups) ● Roundtable on Faculty Assessment and Merit Pay ● Faculty Assessment and Merit Pay at Valparaiso ● Faculty Assessment and Merit Pay at Indiana State University ● Faculty Assessment and Merit Raises at Purdue ● Indoor Tennis Activities ● Faculty Roles in the Future

Computer Workshops

- **Basics for Beginners**
- **Health and Physical Education Software**
- **Exploring the Net**
- **Develop a HomePage**
- **Use Presentation Software to Enhance Teaching/Learning**
- **Using Video Cameras**

1997 Indiana AHPERD Conference Registration Form

Pre -Registration

(must be postmarked on or before Tuesday, October 21, 1997)

Professional		
Member	**$50**	_____
Non-member	**$80**	_____
Student *		
Member	**$10**	_____
Non-Member	**$25**	_____
Awards Luncheon (Friday, November 14)	**$10**	_____
1997-98 Membership Dues		
Professional	**$20**	_____
Student *	**$10**	_____
Adapted Workshop (Pre-conference)	**$30**	_____
Spouse/Significant Other	**$25**	_____
Retired Professionals	**N/C**	_____
Total Submitted		_____

Badge and Membership Information

PLEASE PRINT!

Name _____

County _____

Street Address _____

City/State/Zip _____

School or Business Name _____

Home Phone _____

Work Phone _____

E-mail address _____

Make Checks Payable to IAHPERD
Mail registration form and fees to:
Nick Kellum, Executive Director
IUPUI School of Physical Education
901 West New York Street
Indianapolis, IN 46202-5193

*** Student Rates for undergraduate and full-time graduate students**

On-Site Registration: (Two day only)				
	Professional Member	**$55**	**Student Member**	**$15**
	Professional Non-member	**$85**	**Student Non-member**	**$30**

Hotel Reservations

University Place Conference Center, IUPUI Campus

Single Room $ 87.00 per night
Double Room $ 102.00 per night **(Deadline to receive special rates is OCTOBER 10)**

Make reservations by phone: 1-800-627-2700 or 317-269-9000

For Special rates listed above be sure to identify yourself as attending the IAHPERD Conference

ADAPTED PHYSICAL EDUCATION WORKSHOP

Pre-Conference Workshop
Wednesday, November 13
6:00 - 9:00 p.m.

Pre-Conference Theme: S.A.C. (Standards, Activities. and Categories)

Tentative Schedule of Presentations:

Introductions

National Updates (Standards in Adapted Physical Education, National Test)

Truly Integrated Physical Education Program (Least Restrictive Environment)

Considerations for Instructional Adaptations

Classroom Management

Safety in the Gym

Developmental vs Chronological Age Instructional Approach

Disability Characteristics in Psychomotor Domain

Overview of Adapted Physical Education Presentations at IAHPERD Conference

Pre-Conference Organizers/Featured Presenters:

Ron Davis, Ball State University
Katie Stanton, IUPUI
Paul Surburg, Indiana University

Special Fees: $30.00

Registration: Check Workshop on Conference Registration Form

Limited Space Available....Register Early

American Alliance for Health, Physical Education, Recreation and Dance

1900 Association Drive • Reston, VA 22091 • (703) 476-3400

MEMBERSHIP APPLICATION

YES, I want to join AAHPERD!

☐ New ☐ Renew ◆ Membership **MUST** Be In An Individual's Name

Membership # _____

Name (Mr.) (Ms.) _____

Address _____

_____

City _____

State _____ Zip _____

Phone H ( ) _____ W ( ) _____

Fax ( ) _____ Internet _____

I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices. You may select one association twice. Students receive one association choice.)

1 2 American Association for Active Lifesyles and Fitness

1 2 American Association for Leisure and Recreation

1 2 Association for Advancement of Health Education

1 2 National Association for Girls and Women in Sport

1 2 National Association for Sport and Physical Education

1 2 National Dance Association

☐ ***Research Consortium:*** For those interested in research. (A check here does not affect your association affiliations.)

I select the following membership option, based on my professional status and my choice of periodicals:

☐ ***Professional***

Update plus:	*1-year membership*	*2-year membership*	*3-year membership*
Any 1 periodical*	■ $100.00	☐ $180.00	☐ $240.00
Any 2 periodicals*	☐ $125.00	☐ $230.00	☐ $315.00
Any 3 periodicals*	☐ $150.00	☐ $280.00	☐ $390.00
Any 4 periodicals*	☐ $175.00	☐ $330.00	☐ $465.00

☐ ***Student*** (Student rates apply only to full-time students)

Update plus:	*Graduate*	*Undergraduate*
Any 1 periodical*	☐ $30.00	☐ $29.00
Any 2 periodicals*	☐ $55.00	☐ $54.00
Any 3 periodicals*	☐ $80.00	☐ $79.00
Any 4 periodicals*	☐ $105.00	☐ $104.00

☐ ***Life Membership*** - $1500 - payable in 4 payments within the year.

**Add $8.00/yr for each periodical, including Update, mailed outside the U.S. or Canada. All payments must be in U.S. dollars. Checks must be drawn on a U.S. bank. Unesco coupons not accepted.*

I wish to receive the following periodicals:

✔ *Update* (An automatic benefit of membership)

☐ *Journal of Physical Education, Recreation & Dance*

☐ *Journal of Health Education*

☐ *Research Quarterly for Exercise and Sport*

☐ *Strategies*

I am remitting my dues

☐ check enclosed, payable to AAHPERD

☐ VISA (13 or 16 numbers)

☐ MASTERCARD (16 numbers)

Card Number:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(please write numbers carefully)

Signature _____

Exp. Date _____

AMOUNT PAID:
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359

Return form with payment to:
AAHPERD
P.O. Box 79550
Baltimore, MD 21279-0550

8.95

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MIDWEST AAHPERD

FEBRUARY 11-14, 1998

GRAND WAYNE CENTER

FORT WAYNE, INDIANA

Keith Henschen will be the keynote speaker for both the convention and the coach's clinic on Saturday. He is currently AAHPERD president and a sports psychologist from the University of Utah. In 1996 he worked with the U. S. Olympic teams and has also worked with the Women's Gymnastic teams. Presently he is the sports psychologist for the Utah Jazz.

Many outstanding sessions are plan ned featu ri ng a large variety of topics. Art Saltzberg and Dean Pantasi, co-hosts of one of the Midwest's best known sports shows - Sport Talk - will be in one session. Also, on Saturday a Coach's Clinic will be held featuring several outstand ing Indiana coaches in the areas of vol leyball, basebal l, footbal l and softball.

A number of special events are being held for the attendees. These include the President's Reception to be held in the Botanical Gardens, the Dance Gala to be held in the Embassy Theater, Indiana night, and tours available to several sights in Ft. Wayne and surrounding communities.

The maj or door prize for the convention is a 5 night stay compliments of HEARTLAND SPA in Gilman, Illinois. Val ued at over $1 300, you wi ll have a chance to get away from it al l in a relaxed, wooded setting.
Throughout the convention you will be given many chances to win. The first opportun ity to gain a chance is to preregister in the fall. Other chances will be given out during various sessions and functions held during the convention.

PLAN NOW TO ATTEND MIDWEST AAHPERD IN FORT WAYNE!!

HEALTHSOUTH SPORTS MEDICINE COUNCIL FACT SHEET

- The HEALTHSOUTH Sports Medicine Council is a non-profit organization which partners with school systems across the country to provide an interactive and educational program for students. The Council is made up of top athletes, sports medicine physicians and orthopaedic surgeons. This elite group has developed a traveling roadshow for kids that focuses on topics such as sports medicine, injury prevention, nutrition, sports psychology, staying in school and the harmful effects of drugs, to name a few.

- The Council was first established in January of 1995 by HEALTHSOUTH Corporation's Chairman and CEO Richard M. Scrushy, sports legend Bo Jackson and renowned orthopaedic surgeon Dr. James Andrews. In June of 1996, Travelers Group Inc. was announced as the official sponsor of the Council.

- The vehicle for the Council's message is the "Go For It!" roadshow which will reach three million children in 300 cities over the next ten years. It is important to note that the show is free and presented to children through arranged field trip programs by the school system. There is usually a personal appearance by at least two members of the Council. The hour-long program divides the audience into two teams - the Green Lightning and the Purple Thunder - 30 children from each side actually compete in games, trivia contests and an obstacle course with the athletes as their coaches. As a follow up, a newsletter is sent out quarterly to all children who attend the show to keep them updated on the latest information about the Council and the "Go For It!" tour.

- Founding Council Members include:

Bo Jackson (Council President)	Doug Heir	Greg Norman	Kyle Petty
Troy Aikman	Michael Jordan	Kristi Yamaguchi	Lex Luger
Roger Clemens	Jackie Joyner-Kersee	Emmitt Smith	Tom Glavine
Nancy Lopez	Herschel Walker	Mary Joe Fernandez	

- Proposed cities and dates for the 1997 fall tour of the *"Go For It!" Roadshow*:

Evansville, IN	September 16-19	State College, PA	October 21-24
Des Moines, IA	September 23-26	Baltimore, MD	October 28-31
Chicago, IL	September 30-October 3	Long Island, NY	November 12-14
Toledo, OH	October 7-10	Syracuse, NY	November 18-20
Newark, DE	October 14-17	Baton Rouge, LA	December 2-3

- HEALTHSOUTH Sports Medicine Council Hotline: 1-800-831-1571
  This automated hotline contains: information on show dates, times and venues; information on how to be added to our mailing list; and how working media may obtain a press kit.

One HealthSouth Parkway • Birmingham, AL 35243 • 800 831-1571 • http://www.healthsouth.com

HEALTHSOUTH

SPORT MANAGEMENT

Perceptions of Gender Equity Compliance Among Senior Athletic Administrators and Head Coaches at the NCAA Division II Level

by
Matt Sinclair, M.S.
Rose-Hulman Institute of Technology
Terre Haute, IN 47802
Thomas H. Sawyer, Ed.D.
Professor of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 237-2186 Fax (812) 237-4338
pmsawyer@scifac.indstate.edu

Abstract

The purpose of this study was to analyze what current athletic administrators and head coaches of male and female sports at the Division II level ascertain as being in compliance with both NCAA and Federal gender equity legislation. The results were used to determine what is accepted as perceived compliance of gender equity by Division II athletic administrators and head coaches of male and female sports.

A random sample of 100 NCAA Division II institutions were selected from the 1995-96 NCAA Directory. Surveys were then sent to each of the institutions senior athletic administrator and head coaches of men's basketball, women's basketball, men's baseball, women's softball, men's tennis and women's tennis.

The results were determined as follows: (1) An analysis of the demographics of the respondents to determine similarities; (2) a series of MONOVA's were performed to determine if there was any significant differences among the respondents; and (3) a series of ANOVA's were performed to detect where exactly significant differences occurred.

Introduction

Since 1972 significant changes have occurred in the field of athletics. After decades of oppression, women in the United States were finally provided an equal opportunity in athletics with the passage of Title IX. What Title IX stated is that no person in the United States, on the bias of sex, be discriminated against or denied benefits or participation by any educational program or activity receiving federal financial aid (Public Law 92-318, 86 Stat. 373, 1972).

Across America, in the past twenty years (1973-93) high school participation has tripled and college participation doubled (Acosta & Carpenter, 1992).

In order to completely understand the complexity of this issue and the magnitude of the problem, it is critical to recognize the perception of women in athletics prior to 1972. Traditionally, athletics were thought to be strictly for the male gender. The female gender was thought to be too weak and frail, especially during menstruation to be involved in athletics (Hull, 1993). The female body was thought to be extremely fragile and susceptible to injuries. This type of thinking has contributed to the upbringing of girls to shy away from activities that are perceived as being masculine, or not feminine in nature. On the other hand, boys have been persuaded to stay away from athletics that were perceived as feminine. These traditional views along with the perseverance to see Title IX pass, the fitness craze in America, and the increasing popularity of women's sports, made it inevitable for the conception of a governing organization for women's athletics to occur. That organization was the Association of Intercollegiate Athletics for Women (AIAW).

The AIAW brought stability and credibility to the women's athletic movement by providing national championships for women's sports. Male athletic administrators viewed the AIAW as a threat, thus it lasted only 10 years before it was taken over by the National Collegiate Athletic Association (NCAA). Administrators perceived the AIAW as being a problem since there were limited funds and women's athletics would now cause an even greater strain on those funds. This meant that administrators would eventually have to generate a larger financial base to support women's athletics. The passage of Title IX intensified

the problem since it required equal opportunity for women, but did not advocate any federal assistance specifically for women's athletics. Equal funding was strictly the responsibility of each institution.

Since 1972, the field of athletics and sports has seen many changes come about to help balance out the gender inequity in athletics. The problem is that some administrators perceive they have made tremendous progress in this area, some administrators think that very little has been done to correct the problem. This is because of the lack of any concrete guidelines or interpretations of what is compliance and what is not. These interpretations are being left to the discretion of the athletic administrators and for that reason alone, when data is prepared it is prepared to show that the institution is in complete compliance with not only the NCAA, but also Federal legislation.

Statement of Purpose

The purpose of this study was to analyze what current athletic administrators and had coaches of male and female sports at the Division II level ascertain as being in compliance with both NCAA and Federal gender equity legislation. The results were used to determine what is accepted as perceived compliance of gender equity by Division II athletic administrators and head coaches of male and female sports.

Significance of Study

The significance of this study was the comparison of perceptions of compliance with gender equity, between groups, sports, and levels of athletic administration. The actual compliance is not as easily measured as specific information would be extremely difficult to obtain.

This study also determined: (1) the possible different perceptions in compliance are a gender issue, group affiliation issue, sport issue or none of the above, and (2) the atmosphere of perceived compliance with the gender equity issue at the Division II level. These perceived compliance issues will help evaluate possible compliance alternatives for administrators to evaluate their institutions athletic programs.

The data was collected by a survey instrument that was previously used in a similar study to determine gender compliance perceptions at the NCAA Division III level. The information that was gathered was analyzed using MANOVA and was compared to the hull (1993) study.

Hypothesis

Each of the ensuing five hypothesis addressed the following areas of concern:

a.) Overall athletic opportunities,
b.) Medical and training facilities,
c.) Type of travel,
d.) Number of sport teams,
e.) Type of sport teams,
f.) Game and practice facilities
g.) Strength of schedule
h.) Expectations,
i.) Academic services available,
j.) Support personnel services,
k.) Locker room facilities,
l.) Coaches facilities,
m.) Size of coaching staff,
n.) Resources for recruiting,
o.) Awards for participation,
p.) Distribution of operational funds,
q.) Scholarships available,
r.) Additional resources, and
s.) Changes in the past five years.

1.) There will be no difference in perceptions of gender equity compliance at their respected institution between male or female senior athletic administrators.
2.) There will be no difference in perception of gender equity compliance at their respected institution between senior athletic administrators, male or female, and head coaches of male and female sports.
3.) There will be no difference in perceptions of gender equity compliance at respected institution between senior athletic administrators and head coaches of male sports.
4.) There will be no difference in perception of gender equity compliance at their respected institution between senior athletic administrators and head coaches of female sports.
5.) There will be no difference in perception of gender equity compliance at their respected institution between head coaches regardless of male sports and head coaches of female sports.
6.) There will be no difference between the results found in Hull's study of gender equity compliance at the NCAA Division III level and this study of gender equity compliance at the NCAA Division II level.

Delimitations

This study had the following delimitations:

1.) This study was limited to considerations of only men's and women's varsity athletic teams.
2.) Only those institutions that were listed as being NCAA Division II status according to the 1995-96 NCAA Membership Directory were being evaluated.
3.) The study was limited to analyzing male and female head coaches of the sports offered by the institution.
4.) Only athletic administrators and head coaches were being evaluated on their perceptions of the institution's athletic department being in gender equity compliance.
5.) It was considered that some respondents may hold multiple positions in the athletic department. For the purpose of analysis it was decided this study only considered the primary position of those respondents with multiple positions. For example, if the respondent is the athletic director and a head coach, he/she would only be considered as an administrator in the analysis process.
6.) For the institution to be eligible for the study, it had at least one athletic administrator and offered the following sports: men's and women's basketball, men's and women's tennis, men's baseball, and women's softball.

Assumptions

Three assumptions were taken into consideration:

1.) The participants will answer the study with integrity and honesty. The answers represent perceived perceptions at individual institutions at the current time and not how they wish it might be.
2.) The participants will clearly understand each question and answer appropriately.
3.) The assumption is given that Hull's (1993) study of perceptions of gender equality was accurate and ethical.

Methodology

The methods used to conduct this study included: the selection of the subjects, selection of assessment, issuing procedure, collection procedure, and the data analysis of the received information. This analysis will be used to determine what perceptions are not. The survey instrument to be used was developed by Hull (1993), who was given permission for it to be used in this study.

The Population

A random sample of 100 NCAA Division II institutions was selected from the 1995-96 NCAA Directory. A random number was then assigned to each of the institutions. This number was assigned to each institution to allow for confidentiality of the institution and its' members. Sport offerings, coaches' names, and the institution addresses were obtained from the 1995-96 Blue Book of College Athletics.

For the institutions to be eligible for participation, they had at least one athletic administrator and offer the following sports: men's and women's basketball, men's and women's tennis, men's baseball, and women's softball.

Athletic administrators and head coaches were selected for the survey, since it was believed that they had greater insights into the perception of gender compliance by their institution. The sports that were chosen represented both major and minor, revenue and non-revenue sports, team sports/individual sports, and high profile/low profile sports.

The Instrument

The Instrument for this study was a survey (Appendix A) that was previously used (Hull, 1993) to evaluate perceptions of gender equity at the Division III level among senior athletic administrators, male and female head coaches of basketball, tennis, baseball/softball, and the captains of the various teams. Hull agreed to the use of the survey for this study. The survey was developed by modifying a previous survey (Campbell, 1987) that was done to evaluate perception of gender equity compliance among Division I athletic departments. Hull (1993) then conducted a pilot study to determine what questions on the survey were applicable and which were not. The survey was also given to a panel to determine the adequacy, appropriateness, and clarity of the questions. The main study was then modified and improved based on the comments from the pilot study and the panel's recommendations.

This questionnaire had a five point Likert scale to enable proper data analysis and record perceptions of gender equity. The survey required the respondents to answer 21 questions that pertained to their perception of gender compliance and their institution's intercollegiate athletic programs currently offered. There were five possible answers for each survey question: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree. If the respondent answers any of the survey questions with D or SD, they were asked to report which gender had the advantage for that specific item. Numbers were assigned to enable the individual perception to be statistically analyzed.

The study provided some demographic information from the respondents. This information included gender, age, position, experience, knowledge of Title IX, and if their institution has been involved in any Title IX lawsuits.

Data Analysis

The first step in data analysis for this study was to take all of the information gathered on the demographics of the respondents and record frequencies between the respondents. This allowed for determining percentages that were used for comparison with the items on the survey.

The second step was to run a multivariate analysis (MANOVA) test on each five of the six hypothesis. The sixth hypothesis was used as a comparison between Hull's (1993) Division III study and this study of Division II programs. The dependent variables that were used were the twenty-one questions from the survey. The factors that were used for the independent variables were possible responses that were selected for each of the survey questions, strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD).

The third step was to run a series of post hoc tests (ANOVA). Post hoc tests were only run when there was a significant difference between variables.

Survey Response

Of the 700 surveys distributed 147 (21%) were returned and usable. Male coaches and administrators contributed 98 (66%) of the returned usable surveys. While female head coaches and administrators contributed 49 (33%) usable surveys. Usable responses were obtained from 98% of the institutions surveyed.

A breakdown of response by position is show in Table 1. Coaches of men's sports returned the highest rate 77 (men's basketball 31%, men's baseball 33%, men's tennis 12%). A moderate rate of return was women's sports 67 (women's basketball 22%, women's softball 18%, and women's tennis 16%). The slightly lower return rate was from Senior Athletic Administrators 29 (male 72%, female 28%).

Table 1

Position by Gender: (n=147)

Position	N	% Of Respondents	% By Position
Administrators			
Male	21	14	72
Female	8	5	28
Male Coaches			
M Basketball	24	16	31
W Basketball	11	7	22
M Baseball	18	12	23
M Tennis	9	6	12
W Tennis	8	5	10
Female Coaches			
W Basketball	22	15	*
W Softball	11	7	**
W Tennis	8	5	***

* figured in with male head women's basketball coaches
** figured in with male head women's softball coaches
*** figured in with male head women's tennis coaches

Results and Discussion

The study investigated the gender equity perceptions of one hundred randomly selected NCAA Division II Senior Athletic Administrators, Men's Head Basketball Coaches, Women's Head Basketball Coaches, Men's Head Baseball Coaches,

Women's Head Softball Coaches, Men's Head Tennis Coaches, and Women's Head Tennis Coaches at their respected institutions. The survey that was conducted addressed the six null hypotheses.

Demographics

Respondents were asked to complete a series of questions aimed at obtaining demographic information. The first question dealt with gender. Of the total responses, 98 (66%) came from males, 49 (33%) came from females. Age of each respondent was the next question. The highest response rate was 34% from the 36-45 age group. A slightly lower rate of 28% and 29% was from the 25-35 age range and the 46-55 age range. The lowest return rate was 8% from the over 56 range and 6% from the under 24 age range.

Hypothesis One states, there will be no differences in gender equity compliance at there respected institution between male or female senior athletic administrators. Based on the MANOVA and the Univariate tests, the null hypothesis failed to be accepted.

Table 2

Variable	Sum of Squares	Mean Squares	F	Signif of F
SA	466.66	466.66	125.31	.000
A	542.88	542.898	208.99	.000
U	.095	.095	.089	.766
D	8.59	8.59	2.76	.104
SD	.023	.023	.069	.793

Table 2 indicates that a significant difference was found between male and female senior athletic administrators in two of the categories, strongly agree and agree. There was no significance found between male and female senior athletic administrators in the remaining three categories, U, D, SD.

Hypothesis two states, there was no significant difference in perception of gender equity compliance at there respected institution between senior athletic administrators male or female and head coaches male sports or female sports. As indicated by the MANOVA and univariate tests (Table 3) the null hypothesis failed to be accepted.

Table 3

Variable	Sum of Squares	Mean Squares	F	Signif of F
SA	2540.73	423.45	65.24	.000
A	1615.65	269.27	39.48	.000
U	18.92	3.15	8.18	.085
D	185.27	30.87	5.23	.000
SD	26.54	4.42	8.18	.000

Hypothesis three states, there will be no significant difference in perception of gender equity compliance at there respected institution between senior athletic administrators male or female and head coaches of male sports. As indicated by the MANOVA and univariate tests the null hypothesis failed to be accepted.

Table 4:

Variable	Sum of Squares	Mean Squares	F	Signif of F
SA	1090.38	1090.38	55.92	.000
A	797.35	797.35	102.41	.000
U	18.66	18.66	4.56	.039
D	11.52	11.52	.892	.351
SD	1.16	1.16	4.56	.039

Table 4 indicates that a significant difference was found between senior athletic administrators and head coaches of male sports in three of the categories SA, A, U. No significant difference was found between the two groups responses for the remaining groups D and SD.

Hypothesis four states that there will be no difference in gender equity perceptions at there respected institutions between senior athletic administrators and head coaches of female sports. Based on the MANOVA and the univariate tests conducted the null hypothesis in this case failed to be accepted.

Table 5

Variable	Sum of Squares	Mean Squares	F	Signif of F
SA	814.88	814.88	33.28	.000
A	3384.02	3384.02	143.55	.000
U	13.71	13.71	4.86	.033
D	507.52	507.52	28.67	.000
SD	50.38	50.38	19.77	.000

Table 5 indicates that a significant difference was found between senior athletic administrators and head coaches of female sports. There was significant differences found between the groups in all five of the categories.

Hypothesis five states there will be no difference in perception of gender equity at there respected institutions between head coaches of male sports and head coaches of female sports. Based on the MANOVA and the univariate tests the null hypothesis failed to be accepted.

Table 6

Variable	Sum of Squares	Mean Squares	F	Signif of F
SA	20.02	20.02	.544	.465
A	896.09	896.09	32.76	.000
U	.380	.380	.069	.794
D	366.09	366.09	10.88	.002
SD	36.21	36.21	13.18	.001

Table 6 illustrates that a significant difference was found between head coaches of male sports and head coaches of female sports in three of the response categories A, D, SD. No significant difference was found between the two groups in the remaining two categories SA and U.

Discussion

Male vs. Female Senior Athletic Administrators

Null hypothesis one stated there was no difference in perceptions of gender equity compliance at their respected institution between male or female senior athletic administra-

tors. A significant difference was concluded by reviewing the MANOVA. The univariate tests performed concluded that a significant difference in the perception of gender equity compliance was found in only two of the ANOVA's conducted, strongly agree (SA) and agree (A). No significant difference was found for the remaining three ANOVA's conducted undecided (U), disagree (D) and strongly disagree (SD). The conclusion was made that when the answers of SA and A were chosen, the groups were significantly different in the questions those answers selected.

Senior Athletic Administrators vs. Head Coaches Male and Female Sports:

Null hypothesis two stated there was no difference in perception of gender equity compliance at their respected institution between senior athletic administrators, male or female, and head coaches of male and female sports failed to be accepted. Significant differences were found in order to merit that differences among each groups affiliation. Also significant differences were found in four of five ANOVA's conducted. The only ANOVA that did not show a significant difference was the undecided (U) response category.

Senior Athletic Administrators vs. Head Coaches of Male Sports:

Null hypothesis three stated there was no difference in perceptions of gender equity compliance at respected institution between senior athletic administrators and head coaches of male sports. This hypothesis also failed to be accepted. A significant difference was found between the two groups when the MANOVA was analyzed. Significant difference were also found in three of the five ANOVA's performed strongly agree (SA), agree (A) and undecided (U). No significant differences were found for the remaining categories disagree (D) and strongly disagree (SD).

Senior Athletic Administrators vs. Head Coaches of Female Sports:

Null hypothesis four stated there was no difference in perception of gender equity compliance at their respected institution between senior athletic administrators and head coaches of female sports failed to be accepted. A significant difference was found between the groups when reviewing the MANOVA. Significant differences were also found between senior athletic administrators and head coaches of female sports in all five of the ANOVA's conducted.

Head Coaches of Male Sports vs. Head Coaches of Female Sports:

Null hypothesis five stated there was no difference in perception of gender equity compliance at their respected institution between head coaches of men's sports and head coaches of female sports coaches regardless of gender. This null hypothesis failed by be accepted. Significant differences were found to exist between the two groups. Significant differences were also detected in three of the ANOVA's executed strongly agree (SA), agree (A), and strongly disagree (SD).

Hull's Study vs. NCAA Division II Study

Null hypothesis six stated there was no difference between the results found in Hull's study of gender equity compliance at the NCAA Division III level and this study of gender equity compliance at the NCAA Division II level was not accepted. After reviewing the results of Hull's study (1993) and the results of the study conducted at the NCAA Division II level no significant results were found between the two studies. These findings were based on the results of the MANOVA's and ANOVA's conducted for this study. Although caution must be given in the fact that Hull's study used a significantly larger population group than this study of NCAA Division II senior athletic administrators and head coaches.

Summary/Conclusion/Implications/ Recommendations

Summary

The purpose of this study was to analyze what current athletic administrators and head coaches of male and female sports at the Division II level ascertain as being in compliance with both NCAA and Federal gender equity legislation. The results were used to determine what is accepted as perceived compliance of gender equity by Division II athletic administrators and head coaches of male and female sports.

The issue of Title IX is important to athletics today. Title IX effects every aspect of athletics from players an budgeting concerns to coaches and administrators. There has been many changes that have occurred since 1972 and many changes will continue to occur. The challenge lies in the fact that biases still do occur and women's athletics still is not at the level of men's athletics. Until this equality takes place, then there is still work and changes to be made.

Conclusion

This study has provided insight into what is being perceived as in meeting compliance with Title IX regulations among NCAA Division II senior athletic administrators and head coaches of men's and women's basketball, men's and women's tennis, men's baseball, and women's softball. What this study has achieved is that perceptions of being in compliance are extremely different and that the overall perception is that gender equity has not been fully achieved. Although many agree that equality has been obtained in some areas. At least 82% of the respondents either strongly agree or agree with the question asked. Results from the survey also indicated that 50% of the respondents strongly agreed or agreed that gender equity had been obtained for that particular question.

There were some areas that more respondents agreed on than others. The respondents most agreed upon questions were that each institution had successfully met requirements for equal strength in scheduling (97.2%), use of medical training facilities (96.5%) and housing opportunities (96.5%) for male and female athletes. The least agreed upon questions were that equality had been achieved in changes that have occurred within the past 2-3 years have benefitted both men's and women's athletic programs (36.6%), and that additional financial resources had been equally solicited for men's and women's sports (29.1%). These findings were different from Hull (1993) at the NCAA Division II level. Hull (1993) showed similar results for NCAA Division II senior athletic administrators and head coaches. The only difference in her results were that the largest disagreement was that coaching staff size was not equal. Additional financial resources was also perceived as not being equal.

The data of this study has helped in determining the similarities and differences among perception of compliance

with gender equity regulation at the NCAA Division II Level. When comparing the data of this study to Hull (1993) of perceived compliance at the NCAA Division III level indicated that perception of obtained compliance has not been met for all of the factors of the survey. The comparison also showed that compliance had been achieved in some parts of the survey. These findings were similar to the findings of Hull.

The comparison of the two studies showed some striking similarities and differences. The main differences between the two studies were that NCAA Division III senior athletic administrators and head coaches perceived the greatest inequity to be in size of coaching staff, operational budgets and recruiting dollars. Where as NCAA Division II senior athletic administrators perceived the main discrepancy to be in changes that have occurred within the past 2-3 years have benefitted both men and women. The main similarity between the studies were that respondents from both levels agreed that compliance had been met in the area of medical training facilities and housing opportunities. They also agreed the largest discrepancy to be in additional financial resources available to male and female athletes. In general, if total perception of gender equity compliance is to be obtained then financial concerns must be dealt with.

Implications

Within the past twenty years significant changes have occurred that have altered the face of both men's and women's athletics. The advent of Title IX can be arguably be considered to have had the single largest factor that has effected athletics. Athletic departments at the Division II level have made some progress in becoming in compliance with Title IX regulations. In some parts these efforts have been perceived as meeting gender equality, but there are also several areas that are perceived as not being in compliance. Those areas need to be the main focus of athletic departments in the future. This information has provided an overview of what NCAA Division II senior athletic administrators and head coaches perceive as being in compliance is. Based on the information obtained the respondents perceive the areas of medical training facilities and housing opportunities to be in compliance. They do not perceive additional financial resources to be in compliance with Title IX standards. The MANOVA's and ANOVA's results indicate that significant differences can be found between all of the respondent groups.

Recommendations

Based on the information of this study, it is recommended that the following topics be researched in the future:

1. Partially replicate this study to determine differences among the genders of coaches who coach the same sport.
2. Conduct a study that compares lawsuits that have helped change Title IX regulations and that have formed specific standards for meeting Title IX compliance.
3. Conduct a study that compares gender equity compliance among individuals that are not associated with athletics to individuals who are associated with athletics.
4. Investigate Title IX perceptions of non-student athletes and student athletes.
5. Research possible differences among supporters of athletics to those coaching athletics.
6. Conduct a study to determine if the 'fans' perceive that gender equity compliance is being met and its importance to the future of athletics.

Bibliography

Acosta, V., & Carpenter, L. (1985). Status of women in athletics — changes and causes. JOPERD, 93(8), 33-37.

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AAHPERD RESEARCH GRANT PROGRAM

Research Dissemination Funds Available!

The Research Grant Program was established to promote and disseminate research in health, physical education, sport, recreation, and dance. Proposals which further the research goals of the Alliance and its National and District Associations, and those which facilitate the dissemination of research to practitioners in the HPERD professions, are welcomed. Funding categories for the program include:

- Seed Grants
- Collaborative Research
- Established Investigators
- Research Dissemination

Specific Program Goals:

- Promote research in health, physical education, sport, recreation and dance
- Further the research goals of the six associations which make up the Alliance
- Facilitate dissemination of research ideas to District and State HPERD associations
- Encourage interdisciplinary and collaborative research in accord with the research goals of the Research Consortium
- Promote fulfillment of the healthy lifestyle goals of *Healthy People 2000* and the *Surgeon General's Report on Physical Activity and Health*

Applied Research Dissemination Program

Deadlines: January 1, June 1, or October 1, with notification generally within 1 month of submission deadline.

A maximum of $1500 per award will be granted to support dissemination of research findings with an emphasis on putting research to practice. Proposals must demonstrate research relevance and a potential for changes in practice or direct application to practice. Examples of applicable uses for funding may be special conferences; travel support for invited speakers at regional, state, or district meeting; technology learning events; or alternative innovative solutions to research dissemination needs. Particular interest will be shown to proposals with documentation of matching funds from a university, public/ private organization, or foundation. Project director must be a member of the Alliance.

For more information on our other Grant Program categories or for application materials, contact:

Debi Hoover
AAHPERD Research Grant Program
1900 Association Drive
Reston, VA 20191
(703) 476-3480

Peer Reviewed Article

RECREATIONAL MANAGEMENT

EMPLOYEE HEALTH & SAFETY: LESSONS LEARNED FROM AN EXISTING MODEL

Dr. Richard J. LaRue, Associate Professor
Department of Recreation and Sport Management
Indiana State University
812/237-3900 FAX: 812/237-4338
rclarue@scifac.indstate.edu

What's the worst thing that could happen at your camp or recreation center this summer? How about a serious participant injury or fatality? If you answered yes, then read on—because you may be too narrow in your risk management focus. In years past, participant health and safety was central to all risk management. Today, recreation administrators need to be just as concerned about the health and safety of their employees. Workers' Compensation costs are skyrocketing and the bottom line is a claim against your insurance will cost you at least three years of higher premiums. And, you have to cope with the possibility that the illness or injury may have been avoidable!

The Occupational Safety and Health Act (OSHAct) was established in 1972 and requires the Occupational Safety and Health Administration (OSHA) to manage the following workplace issues and concerns:

- Encourage employers & employees to reduce hazards in the workplace and to implement new or improved safety and health programs.
- Develop mandatory job safety and health standards and enforce them effectively.
- Establish "separate but dependent responsibilities and rights" for employers and employees for the achievement of better safety and health conditions.
- Establish reporting and recordkeeping procedures to monitor job-related injuries and illnesses.
- Encourage states to assume the fullest responsibility for establishing and administering their own occupational safety and health programs, which must be at least as effective as the federal program.

The OSHAct also established the National Institute for Occupational Safety & Health (the Educational "Wing" of OSHA known as NIOSH).

In the first two decades of the OSHAct, compliance issues were largely related to the manufacturing industry. If a factory had poor internal air quality, then employers and employees were encouraged to sit down and figure out a better way to do the job and improve plant air quality. If workers were injured on the job performing certain tasks, the jobs need to be redesigned to reduce or eliminate those injuries. If a plant failed to comply to established conduct with respect to the health and safety of plant employees, they were fined by OSHA.

All of this seemed pretty straight forward until OSHA decided that bloodborne pathogens required a standard that served a broader constituency than just the manufacturing industry. Now the service industry became more open to OSHA scrutiny. All kinds of businesses in the service industry had employees who might come into contact with bloodborne pathogens. And, OSHA concerns didn't stop there— as the entire service industry was heavily into all kinds of other employee safety and health challenges.

In the 1990's OSHA actions became an issue for *everyone* who works or who has employees. OSHA is the reason for mandated federal compliance with the Toxic Substances Control Act, and other mandated health and safety controls.

And, both the federal government and state governments have the right and responsibility to impose further regulation that will improve the safety and health of workers. That's the law—It can be considered a bureaucratic problem or it can be considered an opportunity; for employers and employees to work together, aggressively addressing workplace health and safety concerns.

In Indiana, the state government has accepted the federal OSHA regulations for all industry. This means that in camps or other recreational settings, the organization need only meet regulations that have come out of the OSHAct recommendations (listed above). And, of course all organizations with employees must comply with OSHA requirements such as the Bloodborne Pathogens Standard or the Toxic Substances Control Act, etc.

In New Hampshire the state government has accepted the federal government's encouragement "to assume the fullest responsibility for establishing and administering their own occupational safety and health programs." And, New Hampshire's State Department of Labor has set tough standards that are even more restrictive than the federal mandates (see below):

STATE OF NEW HAMPSHIRE-STATE DEPARTMENT OF LABOR

Pursuant to HB 157-FN-A-Local under 281-A:64 Safety Provisions; Administrative Penalty. For failure to comply with either Article II or III, employers are subject to fines of $1000 per day.

Article I. Every employer shall provide employees with safe employment. Safe employment includes but is not limited to furnishing personal protective equipment, safety appliances and safeguards; ensuring that such equipment, appliances, and safeguards are used regularly; and adopting work methods and procedures which will protect the life, health, and safety of the employees.

Article II. All employers with 10 or more employees shall prepare, with the assistance of the commissioner, a current written safety program. The programs [summary only] **shall be filed annually with the commissioner on January 1.** Employer programs shall, in addition to the specific rules and regulations regarding worker safety, include the process of warnings, job suspension, and job termination for violations of the safety rules and regulations set forth in the program. (New Hampshire Department of Labor, 1990)

Article III. Every employer of 5 or more employees shall establish and administer a joint loss management committee composed of equal numbers of employer and employee representatives. Employee representatives shall be selected by the employees.

Indiana is certainly not New Hampshire. However, the fact that each state is encouraged to establish and administer their own programs means that Indiana labor legislation could be re-written if employers should fail to take employee safety and health seriously. One way that Indiana employers may insure against more restrictive employee safety and health legislation, is to aggressively pursue organizational planning that creates safer workplace environments! Steps One through Three (below) can serve as one approach to achieve a safer and healthier workplace environment by writing organizational policies that effectively reflect the New Hampshire mandatory labor requirements:

Step One:

Include in your organization's "mission" the statement that your organization is committed to "providing all employees with safe employment." Your organization's performance is up to standard when employees are fully informed and provided personal protective equipment, safety appliances and safeguards; ensuring that such equipment, appliances, and safeguards are used regularly; and adopting work methods and procedures which will protect their life, health, and safety. Please note that you may not see a significant decline in reportable accidents/injuries, etc. unless you honestly report all accidents/injuries as required by OSHA and Workers' Compensation. [Note: research indicates that only when organizations are honest in their record-keeping, do they finally show gains in this area. If an organization has never claimed any accidents or injuries (dishonestly), and then begins to honestly report the same, they will first realize an increase in reportable accidents. After full implementation of Steps One, Two, and Three, an organization should begin to see significant improvement in the claims area.]

Step Two:

Establish a Joint Loss Management Committee that consists of an equal number of employer and employee representatives (the employee representatives should be selected by the employees). This action step will actually help your organization complete Step Three and achieve the desired outcome under Step One. The Joint Loss Management Committee should consider functioning using the following process :

(1) Identify, analyze and compare occupational safety and health risks and opportunities.

a. List all previous employee illness or injury (up the three years - workers' compensation history).
b. List all kinds of foreseeable employee illness or injury given the employment environment and the nature of work.
c. Using OSHAct Standards and/or resources, establish "solutions" to preventing all actual or foreseeable employee illness or injury. Remember: "Safe employment includes but is not limited to furnishing personal protective equipment, safety appliances and safeguards; ensuring that such equipment, appliances, and safeguards are used regularly; and adopting work methods and procedures which will protect the life, health, and safety of the employees" (NH Department of Labor, 1990).

(2) Establish occupational safety and health-action priorities,

ranking the severity of the problem by its potential impact over time. Use this prioritization to eliminate unnecessary concerns and to focus upon those issues of employee safety that are the highest priority.

(3) Develop, evaluate and select recommendations for occupational safety and health action. Document all recommendations in the Safety and Health Program and Summary for your recreation operation.

(4) Implement occupational safety and health action plan as outlined in the Safety and Health Program and Summary, established for your recreation operation.

(5) Re-assess actions and evaluate the safety and health program semi-annually or at the end of each program season. Begin process again.

Step Three:

Establish a **"Safety and Health Program" and "Summary"** (see sample safety summary at end of article). The safety and health program should consist of the specific rules and regulations regarding employee safety, including the process of warnings, job suspension, and job termination for violations of the safety rules and regulations as set forth in the program. Step Three can be accomplished using the Joint Loss Management Committee and the review process outlined in Step Two. In New Hampshire the summary document is currently required of all organizations with 10 or more employees, and is updated annually. The safety and health program document should detail each aspect of the workplace environment in a manner that allows for both identification of employee safety risk and appropriate employee risk management. This document, should also contain the essential information needed to establish the content for all employee health and safety training, for each job function, in your organization. [A customizable Safety and Health Program document (and other relative information) is available on computer disk from the author].

Under the OSHAct, creating and maintaining a safe workplace is the responsibility of both the employer and employee. However, each organization must assume the full responsibility for workplace safety as reflected in the OSHAct and as administered by OSHA. States can and do choose to legislate compliance to regulations that are even more restrictive than the OSHAct. Indiana has chosen to require its employers meet the federal law. For those Indiana employers who wish to achieve higher than required levels of safety in the workplace, the New Hampshire mandatory regulations can serve as a model. Using these regulations as a model permits an organization to voluntarily comply with a more aggressive approach to the health and safety of their employees. As recreation administrators, we must consider the advantages of an aggressive approach to workplace safety, remembering that such an approach will serve to reduce avoidable job-related illness or injury and control for higher Workers' Compensation costs. In a time when success is measured in outcomes achieved, reducing administrative costs and growing our missions to include the welfare of our employees has to be a worth the effort! There are lessons to be learned from New Hampshire.

TEACHING HEALTH-RELATED EXERCISE AT KEY STAGES 1 AND 2

Jo Harris, MS and Jill Elbourn, BH
Foreword by Len Almond

ISBN: 0-87322-666-6
U.S. Price: $19.00
Binding: Paper
Pages: 160
Item: BHAR0666

LESSONS FOR PROMOTING PHYSICAL ACTIVITY

CHAMPAIGN, IL—Experienced physical education teachers ***Jo Harris*** and ***Jill Elbourn*** have played a key role in the success of the health-related exercise (HRE) movement in Britain. Their in-service courses and resource materials have helped teachers recognize the need for HRE and learn how to teach it. In **TEACHING HEALTH-RELATED EXERCISE AT KEY STAGES 1 AND 2**, ***Harris*** and ***Elbourn*** share a variety of ways in which HRE can be organized and delivered within the curriculum, enabling teachers to determine which methods of delivery are most appropriate for their pupils.

Filled with ready-to-use lesson plans and proven activity ideas, this book explains how to effectively and safely deliver the HRE component of the National Curriculum for England and Wales. **TEACHING HEALTH-RELATED EXERCISE AT KEY STAGES 1 AND 2** translates Britain's National Curriculum theory into practice and links its physical education and health education requirements. Covering everything from planning to assessment, this indispensable guide

- addresses safety considerations for children's exercise;
- examines successful programs that schools have adopted for promoting exercise among their pupils;
- presents ideas that use simple, readily available equipment;
- provides detailed lesson examples that address the key issues of progression, differentiation and assessment and
- describes 19 practical activities that can be incorporated

This reference, from Human Kinetics, is for teachers and pedagogy specialists who are looking for a new perspective on promoting fitness in PE classes. It can be used by sports coaches, exercise teachers and health promotion staff who work with children in the 5 to 11 age range.

CONTENTS

ABOUT THE AUTHORS

Jo Harris and ***Jill Elbourn*** have played a significant role in the success of the health-related exercise movement in Britain. From 1987 to 1993, they were involved in the "Health and Physical Education" national project at ***Loughborough University***, which required them to actively promote the teaching of health-related exercise in schools across the country.

Since 1988, they have been delivering in-service training courses in health-related exercise for primary and secondary school teachers. ***Harris*** and ***Elbourn*** have also collaborated on several health-related exercise books and articles, including "Action for Heart Health," "Further Activity Ideas for Heart Health" and "Warming Up and Cooling Down."

Harris has been a lecturer in physical education at ***Loughborough University*** since 1990. Prior to that, she was involved in teacher education in Cheltenham for two years and taught physical education and health education at the secondary school level for twelve years. From 1990 to 1994, ***Harris*** was the co-director of the Loughborough Summer School Course entitled "Health Related Exercise in the National Curriculum."

Elbourn is a freelance educational exercise consultant and a part-time lecturer at ***Loughborough University*** and other institutions. She also has twelve years' experience teaching physical education at the secondary school level. ***Elbourn*** co-directed the Loughborough Summer School Course in "Teaching HRE in Schools" from 1990 to 1994.

TEACHING SPORT CONCEPTS AND SKILLS

A Tactical Games Approach

Linda L. Griffin,
Stephen A. Mitchell,
and Judith L. Oslin

ISBN: 0-88011-478-9
U.S. Price: $19.00
Binding: Paper
Pages: 248
Item: BGR10478

A BETTER WAY TO TEACH GAMES AND SPORTS

CHAMPAIGN, IL—"Why are we doing this?" "When can we play the game?" Coaches and physical education teachers are often asked these questions as they try to get their students to master a series of drills. There is a different, and better, approach to teaching sport skills—a tactical approach. Written by three physical educators with years of coaching and classroom experience, **TEACHING SPORT CONCEPTS AND SKILLS: A TACTICAL APPROACH** is the first book to provide a comprehensive, applied, and successfully field-tested plan for using this method.

A tactical approach lets students experience the excitement of actual play *before* they begin practicing specific skills. It also allows students to first develop an overall sense of the sport, then take a problem-solving approach to mastering skills. Then, when they understand why each skill is important, students can apply the skills effectively during game play. Teachers and coaches working with students in grades 5 through 12 have found that this approach increases students' motivation, greatly enhances their tactical awareness, and improves their skill development and game performance.

TEACHING SPORT CONCEPTS AND SKILLS: A TACTICAL APPROACH fully explains the principles of tactical teaching and provides 169 lesson plans for teaching and assessment. Each lesson plan includes

- a tactical problem,
- a lesson focus,
- objectives,
- appropriate games,
- problem-solving questions, and
- practice tasks.

The book includes 118 diagrams are included to help teachers visualize lesson organizations. **TEACHING SPORT CONCEPTS AND SKILLS: A TACTICAL APPROACH** also contains a chapter on assessing game performance and a chapter on implementing the tactical approach.

The book specifically addresses soccer, basketball, volleyball, badminton, tennis, softball, and golf, but it also gives teachers and coaches the foundation they need to successfully apply a tactical approach to any sport.

TEACHING SPORT CONCEPTS AND SKILLS: A TACTICAL APPROACH is a suitable reference for teacher educators, teachers, and coaches. It can also serve as a text for tactical approach courses, and as a supplemental text for various methods courses.

CONTENTS

ABOUT THE AUTHORS

Linda Griffin received her PhD in physical education and teacher education from the Ohio State University. With 20 years of experience as a physical educator and coach, Dr. Griffin has conducted extensive research, published nearly 20 articles and abstracts, and given numerous presentations on the tactical approach. She is an assistant professor at the University of Massachusetts, Amherst.

Stephen Mitchell is an assistant professor of sport pedagogy at Kent State University. He received his undergraduate and master's degrees from Loughborough University, England, where the tactical approach was first developed, and earned a PhD in teaching and curriculum at Syracuse University. He has employed a tactical approach throughout 15 years of teaching and coaching at the middle school, high school, and college levels.

Judy Oslin is an associate professor of sport pedagogy at Kent State University. She received her undergraduate and master's degrees from Kent State and earned a PhD in sport pedagogy at the Ohio State University. She has 23 years of experience as a physical educator and has coached high school basketball and volleyball for 11 years. She has used the tactical approach throughout the past six years with middle school, high school, and college students.

National Forum on Coaching Education and Accreditation

The National Forum on Coaching Education and Accreditation was held January 16-18, 1997, in Austin, Texas. Over 75 representatives and individuals from youth sport agencies, USOC, school sport groups, national governing bodies, college and universities, leaders in youth and community sport organizations attended.

NASPE Past President JoAnne Owens-Nauslar gave the keynote presentation on the importance of quality coaching in the sport and athletic arena. She emphasized the need for collaboration among all sport groups to promote quality coaching education programs and to help ensure safe, ethical, and productive sport experiences for all athletes.

Presentations about the proposed Program Review Guidelines and models from current coaching education programs were provided. The draft organizational model for governing of the accreditation of coaching education was presented.

Reactions to the proposed program review and organizational model were generally positive. Attendees discussed ways that the organizational model could represent relevant, interested organizations, sports, groups, and institutions. There was consensus that the next step in dissemination and promotion of the National Standards for Athletic Coaches would be a program review/accreditation for coaching education programs.

Attendees felt that the forum was a valuable step to ensuring quality coaching and quality coaching education programs in the United States. Several coaching education programs have volunteered to be pilots in implementing the accreditation process. NASPE will continue to facilitate the establishment of a Council on Accreditation for Coaching Education which will involve all concerned in the implementation of a program review process.

Consensus Points from the Forum:

1. National Standards for Athletic Coaches have been helpful.
2. Coaching education is needed.
3. Legislation requiring coaching eduction/qualifications will help support the need for a review of available coaching education.
4. Shortage of coaches will be alleviated by more training/education for coaches.
5. Specific suggestions for implementation: a. all participants supported some form of the tiered model with representation of various categories (ex: NAYS, NASPE, NFSHSAA, USOC, NGS's etc.) of coaching/coaching education.
6. The governing/policy making group should consist of 9-12 individual representatives. This would be the executive board which would function primarily as an administrative board. These individuals would be elected by a broader membership of organizations and agencies that provide or support coaching education.

Questions and Concerns:

1. Can differences in different provider systems for coaching education (youth/community; school; college minors/majors) be addressed in one review system?
2. Who will actually review programs?
3. NASPE's role as facilitator, not enforcer.
4. There must be an adequate opportunity for all who are interested and committed to be involved.
5. Ensuring that the decision making will be efficient and objective (review distrust).
6. Can coaching education programs that address limited domains of the coaching standards be approved for limited accreditation?

Programs Willing to Pilot Program Review Procedures

- American Youth Football
- CAPS
- James Madison University
- Kent State University
- New York State
- North American Youth Sports Institute
- Orange County Public Schools
- P.A.C.E.
- Rutgers University
- Special Olympics International
- United States Sports Academy

For more information on the development of the National Council for Accreditation of Coaching Education (NCACE) please call Christine Jordan at 1-800-213-7193, ext. 417.

Should the IHSAA Mandate Coaching Education?

If you think they should — contact Bruce Whitehead, AP, Crawfordsville High School, Crawfordsville, IN 47933, (317) 362-2340, ext, 10, who is chairing an IHSAA committee studying the need.

AAHPERD National Convention Dates

1998	Reno	April 5-9	1999	Boston	April 20-24
2000	Orlando	March 21-25	2001	Cincinnati	March 27-31
2002	San Diego	April 16-20			

Mark Your Calendar!
January 8-11, 1998
National K-12 Physical Education Conference

Empower Students: Facilitate Responsibility Through Physical Activity
Tempe Mission Palms Hotel, Tempe, AZ

Intended Audience:
Elementary, Middle and High School Physical Educators
Physical Education Administrators
Teacher Preparation Professionals

Refereed Articles: Guidelines for Authors

The following information should be used when submitting a manuscript to the **IAHPERD Journal**. Many types of original manuscripts are suitable—theoretical, practical, technical, historical, philosophical, creative, controversial.

Write for the **Journal's** readership and be sure to spell out the implications of the article for the discipline. Use a simple, clear and direct writing style, avoiding the use of first person pronouns and repeated references to one's institution.

Philosophical and historical backgrounds are not usually necessary unless these are the primary purposes of the manuscript. References are not compulsory, but writing ethics dictate that quoted material as well as historical sources be cited in bibliographical style.

When reporting research results, try to maintain non-technical language and to avoid complex tables which are not directly related to the text. Avoid extensive discussion of methodologies and statistical techniques unless they are clearly unique. Concentrate on theoretical framework, reasons for conducting the research, discussion, and applications to the field.

Articles about programs within schools or at workshops, etc., should be written so that readers can use the material as a model to establish such a program in their own schools or benefit in some way from the content of the program. A synopsis of only who did what is only of interest to those who participated.

The IAHPERD accepts submitted materials for the **Journal** as "professional contributions" and no remuneration can be offered. Authors receive one complimentary copy of the issue containing their article.

TECHNICAL SUGGESTIONS

Style. Material should be presented consistently throughout the manuscript. Preferred style is that of the American Psychological Association (APA) Publication Manual.

Length. Maximum preferred length is ten double-spaced pages. Smaller manuscripts will be considered but will receive lower priority for inclusion in the Journal.

Cover Page. Type title manuscript about three inches from top of page, followed by author name(s) as it/they appear in the published piece. Drop down a few spaces and type complete name, address and phone number of author with whom editor should correspond. Also, state number of words in manuscript (rounded to nearest hundred). Author name'(s) should appear only on this page, since the editing process is conducted as "blind review."

The Text. Full title should appear again at top of page only. Use only white 8 1/2x11" paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect"—free from inaccuracies in grammar, spelling and punctuation.

Photos. Photographs which complement a manuscript are encouraged. Preferred photos are black and white glossy, 5x7". Photos will not be returned.

Illustrations. Must be in black ink on white paper, camera-ready.

Tables, Charts, Graphs. Use where appropriate; don't duplicate material in the narrative; be accurate.

Bibliography. Keep to a minimum. List only if cited in the text presentation.

SUBMISSION REQUIREMENTS

Copies. Submit 3 paper copies. Copies should be double spaced on 8 x 11 paper and carefully proofread. It is preferred that the article be prepared on a computer. Include a disk (3.5" or 5.25") with the manuscript. **The disk should be in IBM compatible format.** Label the disk with the author's name, manuscript title, and word processor and version used. WordPerfect is the preferred format, but Word, or other major word processors are acceptable. Save a copy in the word processor native format. **PLEASE SEND A SELF-ADDRESSED STAMPED POSTCARD. The postcard will be returned to acknowledge receipt of articles. Articles can also be sent attached to an email message. Please send the article to cstockto@runet.edu Your article if sent by email will be acknowledged as being received via return email.**

Deadlines. July 1 for Fall issue. December 1 for Winter issue. March 1 for Spring issue

Address. Materials for Journal review should be mailed to:

Dr. Tom Sawyer, Editor
Indiana AHPERD Journal
5840 South Ernest Street
Terre Haute, Indiana 47802
(812) 237-2189 FAX (812) 237-4338

"Of course graphics are important to your project, Eddy, but I think it would've been better to scan a ***picture*** of your worm collection."

Leadership Opportunities on Councils

FUNCTION. The duties and responsibilities of the Program and Regional Councils are to:

1. Work closely with the Program Director or Regional Coordinator to promote the special program area.
2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the conference.
5. Serve as presider for the various programs in your special area. Support includes introducing presenter, assisting during the presentation (distribute handouts), and providing presenter with the special gift from the Association.
6. Make nominations to the Awards Committee chair for Teacher of the Year and Association awards.

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education
2. Aquatics
3. Council for Future Professionals
4. Dance
5. Fitness
6. Health
7. Higher Education/ Research
8. Jump Rope and Hoops for Heart
9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation
13. Sport
14. Sport Management
15. Technology

INTERESTED? To apply for a leadership position on a council, send an email of interest to Dr. Mark Urtel, Nominating Committee Chair, at murtel1@iupui.edu. For additional information, go to the IAHPERD website at www.Indiana-ahperd.org, click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

INDIANA AHPERD
APPLICATION FOR MEMBERSHIP

(Please Print/Type)

Last Name _____ First _____ M.I. _____

Address _____
Street

_____
City *State* *Zip*

_____
County

Telephone: Area Code (_____)_____ E-mail _____

Member Class: ☐ Professional $40.00 ☐ Student $20.00
(Undergraduate or Full-Time Graduate Student)

☐ New ☐ Renewal

Make check payable to: Indiana AHPERD.
Send to: P. Nicholas Kellum, Executive Director, IAHPERD, School of Physical Education/IUPUI
901 West New York Street, Indianapolis, IN 46223

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