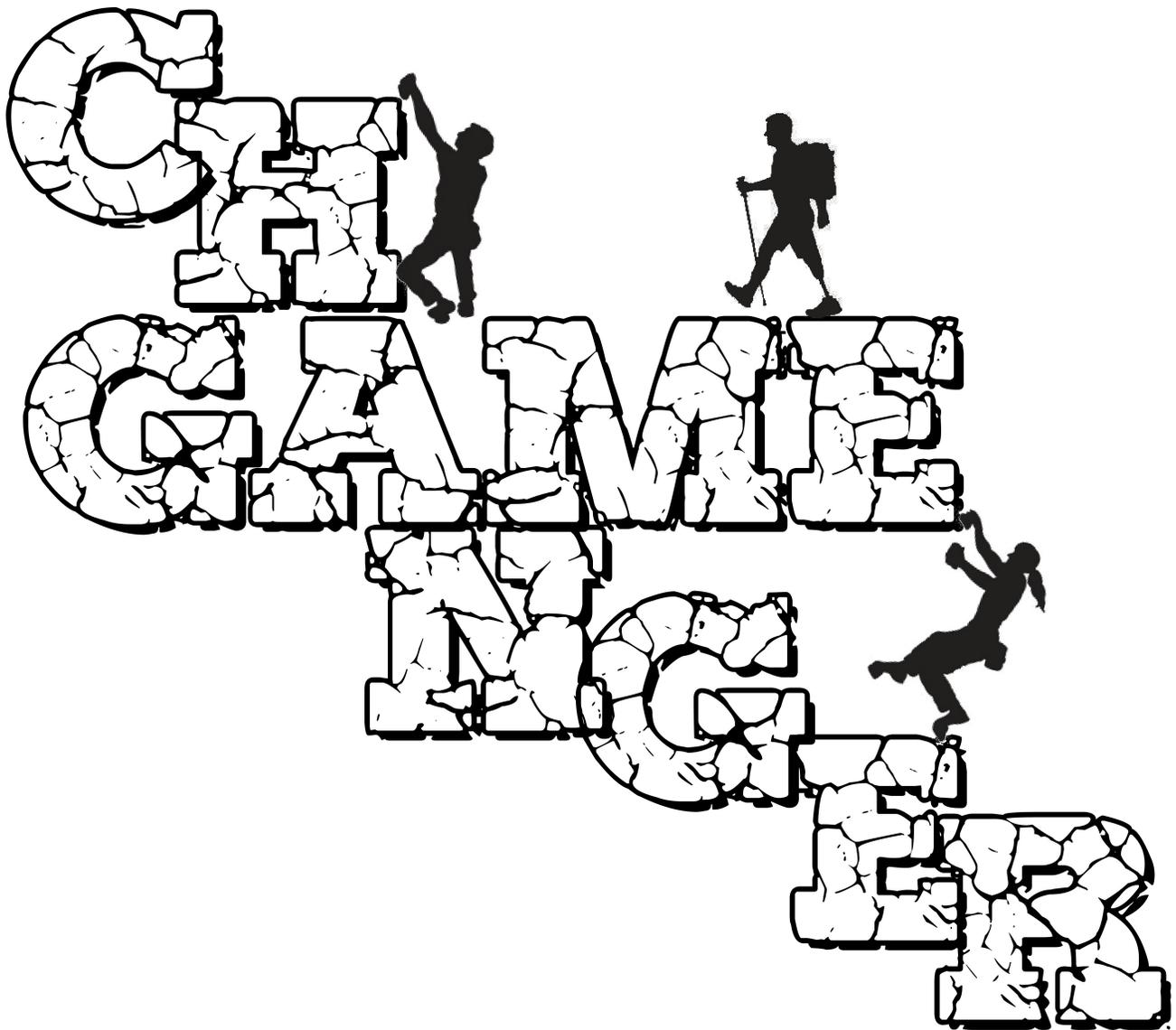




ASAHPERD Journal

Fall 2020
VOLUME 40, NUMBER 2



EDITORS:

Jean Ann Helm Allen, UNA
Patrick Shremshock, UNA
ASAHPERD.Journal@gmail.com

JOURNAL LAYOUT:

Donna J. Hester
dhester@asahperd.org

REVIEWERS:

Jean Ann Helm Allen, UNA
Patrick Shremshock, UNA
Elizabeth Woodruff, UA
Janet M'mbaha-Zaresky, Alabama A & M

CONTENT

	Page
Presidents' Messages	1
ASAHPERD Leadership	2
Peer Reviewed Articles	
Identifying and Teaching Students with Invisible Disabilities in Physical Education Amber Deline, Winfield City Schools & Claire Mowling, University of Alabama at Birmingham	3-15
Tips for Teaching at Home During COVID-19: Integrating Physical Activity for Inattentive Children Andria Turner Walker, Kate D. Simmons & George Schaefer, Auburn University at Montgomery 2020 ASAHPERD Award Recipients	16-21
2020 Fall Conference Sponsors	25
Guidelines for Publication	26
Professional Development Opportunities	27

About the Cover

GameChanger, this year's theme selected by President Penny Edwards, challenges everyone to not only be in the game but to be a GAMECHANGER by making a difference for the children of Alabama. Now, more than ever, is the time for individuals in our profession to step up and change the game by providing quality physical activity opportunities in our schools, fitness facilities, recreation programs and sports leagues for ALL children.

Policy Statement

The *ASAHPERD Journal*, a refereed and blind peer reviewed journal, is the official publication of the Alabama State Association for Health, Physical Education, Recreation and Dance and is published two times annually in the fall and spring. Manuscripts, photos, and news items are invited and should be submitted in accordance with the Author's Guidelines found in this *Journal*. The authors' opinions are their own and do not necessarily reflect the attitude or views of ASAHPERD, its officers, or the editors of the *Journal*.

Message from the President

Penny Edwards, National Center on Health, Physical Activity and Disability

The 2020-2021 school year has been a unique one. You have been asked to do the impossible. However, you are getting it done! Teaching and learning is still occurring despite the pandemic. We all have reason to be concerned and frustrated. We also have many reasons to celebrate as the pandemic has shown the world the importance of social interaction and physical activity. The world has begun to see the value of what you do every day. This is a huge win for all who work in the allied health fields including health and physical educators.

The biggest win is the impact that movement and healthier living have on mental health. We are able to teach the world strategies to address what they are feeling and provide opportunities to manage their stress and anxiety and how to get help. Health, wellness, and physical education have become priorities. The time is now to provide a quality program, continue advocating for your profession and to always do the right thing for your students. We need to come together and stand up for our stakeholders: students, faculty, staff, families, and communities. Our students need us now more than ever.

Take some time to grow professionally and educate yourself. You need to take time for self-care as well as professional development. Professional development is the best way for us to grow and learn in each of our professions. Your students and parents should see your commitment to teaching while helping them build strong bodies and strong minds. My time as President has come to an end and I want to thank each of you for your support, encouragement, and positive energy over the past 19 months. It has been a privilege and honor to be your President even during a pandemic! Stay Well and Stay Connected!

Message from the President-Elect

Derrick Lane, Dothan City Schools

To the Executive Director (Dr. Hester), the Parliamentarian (Dr. Dunaway), President (Penny Edwards), Past-President (Ginger Aaron-Brush), and the entire ASAPERD membership, thank you for this opportunity to serve as ASAPERD's next president. Through this pandemic it has been a very unsure and venturous time; we have worked and will continue to work together to ensure that quality programs are occurring in all our schools and physical activity and wellness settings. We have learned that no matter what the setting we are creative and prepared to support families for whatever the future brings. It is a great honor to serve our students, our communities, and our families especially at this time in which health, physical education, physical activity, and wellness are of the utmost importance.

We are in the business of making a difference in the lives of everyone we work with every day. We have the capability to help increase the lifespan of all Alabama citizens by doing what we love to do - teaching good habits individuals can use for a lifetime. We have the opportunity to teach strategies for learning how to manage stress, handle conflict, support healthy habits, and remain active for a lifetime. If we do our jobs as educators and allied health professionals, we will improve the lives of all Alabama citizens.

The theme for the coming year is The Equalizer. Be the Equalizer in your workplace; if there is something you can do to improve the lives of the people around you, do it, without praise or reward. Strive to be of service to people. There are so many in need right now and if you are able to help make their lives better, you should be privileged to do so. Make a renewed commitment to your profession today. Be the Equalizer, be a servant to all your colleagues, students, families, supervisors, and communities.

ASAPERD Board of Directors & Council Officers

Penny Edwards, President
Ginger Aaron-Brush, Past President & Social Media Manager
Derrick Lane, President-Elect
Donna Dunaway, Parliamentarian
Donna Hester, Executive Director
Sherri Huff & Nick Rankins, Advocacy Committee Co-Chairs
Sandra Sims, Future Professionals Advisor
Jean Ann Helm Allen & Patrick Shremshock, Journal Editors
Jonathan Thompson, Alabama State Department of Education
Phil Holmes & Dee Pack, Governor's Commission on Fitness
Connie Dacus, Legislative Liaison

Vice Presidents & Vice Presidents-Elect

Health Division – Tricia Neura & Ellen Turner
Physical Education Division – Michael James & Becky Peterson
Sport & Exercise Science Division – Gina Mabrey & Tyler Williams

District Representatives

District 1 – Carrie Beach
District 2 – Rhonda Spears
District 3 – Angela McHugh
District 4 – Benita Gordon

District 5 – Ron Ashley
District 6 – Patricia Maiden
District 7 – Jessica Wallace
District 8 – Justin Foster

Council Chairs & Chairs-Elect

Adapted Council – Jill Burt
Elementary Council – Jaime Giangrosso & Cindy O'Brien
Middle/Secondary Council – Autumn Smith & Laura Vines
Athletics Council – Brenda Vinson & Tonnie Glover
Higher Education Council – Claire Mowling & Angela Russell
Research Council – Jean Ann Helm Allen & Danielle Mason
Physical Activity Council – Patrick Shremshock & Deanna Pack
Future Professionals – Phillip Smith, Joseph Law, Haley Higginbotham

Peer-Reviewed Articles

Identifying and Teaching Students with Invisible Disabilities in Physical Education

Amber Deline¹ & Claire Mowling, Ed.D.²

¹ Winfield City Schools, Athletic Director and Assistant Principal

² University of Alabama at Birmingham



*Question: Can you identify which of these students has a learning disability?
Answer: No, because learning disabilities are considered invisible disabilities.*

Invisible disability, also referred to as hidden disability is a blanket term that encompasses many disabilities, disorders, and diseases. This article will focus on learning disabilities (LD), developmental coordination disorder (DCD), and attention deficit/ hyperactivity disorder (ADD/ADHD). Invisible disabilities are often hidden and not physically visible to others. They are difficult to identify because students with an invisible disability often appear and behave like their peers and their intelligence levels are generally average (Petersen, Grosshans, & Kiger, 2004). A student who uses a wheelchair is visible to the physical education (PE) teacher, and immediate modifications can be made. However, the student with LD, DCD, or ADD/ADHD may not be as obvious. Such students may go unnoticed with no modifications. PE teachers can help identify students with invisible disabilities by observing students' behavior, physical participation, and social interaction with others, and speaking with the

classroom teacher (Petersen et al., 2004). Typically, students have different learning styles. Students with learning, attentional, or physical developmental disabilities may learn kinesthetically. Students touch or hold equipment and this kinesthetic connection may enhance their learning. This is an example of how PE can be a level field for students with different learning styles or with invisible disabilities (Dail & Smith, 2016).

The purpose of this article is bifold (1) to identify and describe invisible disabilities such as LD, DCD, and ADD/ADHD that impact students' learning, attention, and physical development and (2) to provide appropriate classroom management and instructional strategies.

Invisible Disabilities

Learning Disability (LD). LDs are neurological disorders characterized by an unexplained discrepancy in one or more psychological processes such as comprehension, reading, writing, recalling, listening, and organizing information (Petersen et al., 2004). Dyslexia (reading difficulties), dyspraxia (motor difficulties), dysgraphia (writing difficulties), and dyscalculia (math difficulties) are examples of LD. 1 out of every 5 students have learning issues due to a LD (National Center for Learning Disabilities, 2020). Students with a LD have average or above average intelligence, but due to their neurological disorder, there is an unexplained gap between their academic potential and actual performance. Students with a LD learn differently than other students, and these students need pedagogical strategies that support how they learn. If these students do not receive the modifications or assistance they need, they will likely fall behind academically and socially (National Center for Learning Disabilities, 2020). You can be aware of certain characteristics that help identify students with a LD.

20% of students with a LD have a difficult time with motor skills. In PE, LD students may struggle with coordination movements such as eye-hand skills, balance, responsive activities, or multi activity tasks (Bishop & Block, 2012). A student that consistently struggles learning a new skill or a game, stays off-task, or is not able to repeat patterned movements may suffer from a LD (Learning Disabilities Association of America, n.d.). Students with a LD can struggle academically and socially because they lack the skills to monitor their own progress or ask for help when they do not understand. Due to their lack of understanding in the learning environment and social settings, students with a LD may shy away from new activities or unfamiliar skills in order to avoid embarrassment in front of their peers (Mach, 2000).

Development Coordination Disorder (DCD). DCD is considered an invisible disability. It can impact a student's motor development. For students to be diagnosed with DCD, their motor performances for daily living must be well below normal for their respective age, they cannot perform activities of daily living or for academic success, and their motor skills are not affected by any other known medical condition (Clark, Getchell, Smiley-Oyen, & Smiley-Oyen, 2005). These students struggle with everyday activities such as zipping their backpack or cutting paper using scissors. Between 2% to 7% of students may be identified with DCD (Cacola & Romero, 2015). PE teachers are educated to teach movement and can help identify DCD. It is important to know the characteristics of DCD because research proposes that PE teachers identify DCD in students better than classroom teachers (Clark et al., 2005). To identify DCD, observe if student movements are slower, less accurate, and require more effort. Students with

DCD may develop low self-esteem due to their inability to perform motor movements like their peers. This may cause them to socially withdraw and isolate themselves.

Attention Deficit/Hyperactivity Disorder (ADD/ADHD). An invisible disability that may affect a student's attention and ability to learn in PE is attention deficit/hyperactivity disorder (ADD/ADHD). ADD/ADHD is defined as a neurobehavioral disorder in which a person has self-control issues with "serious inattentiveness, hyperactivity, and impulsivity" (Mulrine & Flores-Marti, 2014, p. 27). In 2016, 9.4% of students were diagnosed with ADD/ADHD and boys were doubly diagnosed than girls (Centers for Disease Control and Prevention, 2019). A student with ADD/ADHD may struggle listening to instructions, staying on task, sharing equipment, or want to control an activity (Petersen et al., 2004). They may also struggle socially with their peers due to their impatience or impulses of not waiting their turn during an activity, talking excessively, or interrupting others while they talk (Mulrine & Flores-Marti, 2014). Students with ADD/ADHD are easily distracted, fidgety, and may have a hard time following class rules or expectations (Mach, 2000). Another indicator that a student may struggle with ADD/ADHD is if you have to work hard to maintain their focus or are constantly calling the student's name to get their attention (Petersen et al., 2004). ADD/ADHD can also impact a student's motor skills as studies have found that 50 percent of students studied had DCD" (Bishop & Block, 2012).

Classroom Management Strategies

PE teachers should adopt effective classroom management strategies to reach all students including those with invisible disabilities.

Rules & Routines. Having a structured, organized, and efficient classroom helps students with LD, ADD/ADHD, or DCD. Daily procedures and consistent routines help maintain focus and attention (Mach, 2000). For example, if a PE teacher assigns each student a designated spot in class, the class can go to their spot as they enter the classroom. Instructions can be given while students remain at their spot. This would help students with a LD or ADD/ADHD to remain focused and pay attention to instructions. Other examples of daily routines could include entering and exiting procedures into class, transition procedures between activities, and procedures for retrieving and returning equipment. Along with daily routines, provide smooth transitions for each part of the lesson and class (Dail & Smith, 2016). For example, Jamal with DCD & ADHD moves slower than his peers and struggles to focus on transitioning. Using music during class while students are participating in stations, Jamal can learn to transition to the next station when the music stops (see table 1).

Students may experience less anxiety or hyperactivity if daily routines are followed. Without daily routines in place, students with a LD or ADHD may have a difficult time paying attention (Dail & Smith, 2016). Routines and procedures will not be effective if the teacher is unable to be consistent and organized (Petersen, Grosshans, & Kiger, 2004).

Behavior Management. An important strategy to establish is behavior expectation. Students respect and need boundaries. If students know what is expected of them, they are more likely to follow those expectations. Behavior expectations create a positive learning environment (Mach, 2000). Sometimes students may be identified with invisible disabilities based on their behavior in class. A student with LD, DCD, or

ADD/ADHD may be a disruption in class due to their inability to focus, learn, or perform. If a student constantly disrupts class or is off task, the teacher may need to stay in close proximity of the student to monitor their behavior and learning (Dail & Smith, 2016).

Students with invisible disabilities may benefit from incentive programs where they receive points for positive behavior and lose points for negative behavior. Once they receive a predetermined amount of points, they would receive some type of reward (Mach, 2000). For example, Billy has ADHD and is easily distracted by all the equipment. He struggles to stay on his designated spot at the beginning of class. The teacher knows that Billy likes to demonstrate activities to the class. If Billy can sit on his spot for the class introduction without touching the equipment, the teacher allows him to help demonstrate the first activity (see table 1).

Limiting Distractions. It is important to provide a classroom setting where distractions are limited (Dail & Smith, 2016). Instructing in an environment where background noise and distractibility is limited students can maintain focus and attention. Students should not be allowed to pick up or touch equipment during instruction as this can distract the student. To limit distractions, boundaries or practice areas can be marked with cones or markers. Boundaries help keep students on-task (Mach, 2000). For example, Sydney has difficulty with basic movements. She performs her locomotor skills in a small area of the gym marked with floor tape. She feels more comfortable to move freely in her own space (see table 1).

Classroom Management Strategies	Examples in the Gym
Structure & Routines	<ul style="list-style-type: none"> ⇒ Post class rules in word and pictures. ⇒ Demonstrate and practice class routines. ⇒ Prepare students for transitions. ⇒ Be consistent.

Behavior Management	<ul style="list-style-type: none"> ⇒ Use proximity control. ⇒ Allow for movement (fidgets). ⇒ Provide frequent positive feedback. ⇒ Provide visual reminders. ⇒ Use “if-then” language.
Limit Distractions	<ul style="list-style-type: none"> ⇒ Partner students with positive peer helpers. ⇒ Position students in front of class. ⇒ Position yourself with limited distractions behind you. ⇒ Clearly define boundaries.

Table 1: Classroom management strategies targeting students with LDs, DCD, and ADD/ADHD.

Instructional Strategies

PE teachers must utilize effective instructional strategies to reach all students including those with invisible disabilities.

Small-Group Instruction & Cooperative Learning. Many students benefit from small-group instruction and cooperative learning. Small-group instruction helps students find success because there is a direct focus on learning a particular skill or activity (Dail & Smith, 2016). Students can be easily grouped according to their ability. This helps with self-esteem of students with invisible disabilities as they are participating with peers of similar skill level (Cacola & Romero, 2015). This is particularly true of students with DCD (. For example, Henry is grouped with Charlotte and Georgia. Henry is highly skilled but struggles with communication due to ADHD. In his small group he is excited to help teach Charlotte and Georgia throwing for distance. Small-group instruction allows students to collaborate and help each other, which in turn may encourage and motivate students to practice and improve their skills (Cacola & Romero, 2015).

Cooperative learning is where a group of students work together on the same assignment. Cooperative learning can take place within small-group instruction.

Cooperative learning greatly benefits students with LD, DCD, and ADD/ADHD as they can work with other students to achieve a goal or to learn a skill (Mach, 2000). Students with invisible disabilities can be randomly grouped. This method allows personal monitoring of learning, and important feedback from their peers (Murline & Flores-Marti, 2014). Cooperative learning can increase social interactions and self-esteem for students (Mach, 2000). For example, Steven feels included in the activity as he can contribute his problem-solving skills even though he has difficulty with performing simple motor skills.

Individualized Instruction & Goal Setting. Individualized instruction and goal setting are beneficial ways to engage and challenge students. Individualized instruction can be successful for students with learning, attention, and physical developmental disabilities. Once an evaluation and assessment of a student's performance is completed, personal instruction and goals can be set. It is very important that PE teachers can identify invisible disabilities and provide the appropriate personalized instruction (Petersen et al., 2004). Students that lack motor skills can get easily frustrated and embarrassed. An effective way to improve their motor skills is to individualize their instruction (Whitall & Clark, 2011). For example, Devin has a hard time focusing and cannot perform a skill properly, a task sheet with cues is provided to help Devin grasp the movement of the skill. If students have a LD, DCD, or ADD/ADHD it is very important to provide an environment where they can not only physically succeed but socially succeed as well. This means providing those students with individual instruction that will help them learn how to perform the appropriate motor

skills, which in turn will increase their confidence and help them socially (Petersen et al., 2004).

Goal setting is great for students with a LD, DCD, and ADD/ADHD because it keeps them focused on learning and mastering skills (Dail & Smith, 2016). Goals should be based on each student's current skill level and should consist of clear performance goals. Goals should be short-term, attainable, and designed where students can show progress. Once goals are achieved, new goals should be created (Clark et. al, 2005). Once students achieve goals and see their progress, it encourages them to set and reach more goals (Dail & Smith, 2016). For example, Trinity has difficulty reading the word wall of locomotor skills. With the teachers' help she sets the following goal: she will practice the words by using the pictures. When she believes she is ready, she will begin practicing a few words at a time. Trinity will receive a sticker for correct words and for asking for help as needed. Stickers can increase motivation amongst students. Other incentives are possible as long as they are fair, motivating, and ethical (Bishop & Block, 2012).

Positive & Immediate Feedback. Students with a LD, DCD, and ADD/ADHD all benefit from positive, immediate feedback. In order to provide constructive criticism to students with invisible disabilities, it is important to first give positive praise on skills or actions they are doing correctly. Praise builds the students' self-esteem, trust with the teacher, and students' acceptance of constructive criticism. It is important to give students with ADD/ADHD or DCD specific feedback regarding their motor performance. For example, Asia is struggling to throw to a target, the teacher first finds something she is doing correctly and gives her praise (Bishop & Block, 2012). Then the teacher

privately shows and/or tells Asia what she is doing incorrectly and how to correct her performance. The feedback should be specific, not general. For example, you could say “Asia, I liked how you stepped with your opposite foot, and next time, I want to see if you can point towards your target.” Students with DCD may need more practice and feedback than other students (Clark, et al., 2005).

Learning Cues. Learning cues, whether visual, verbal (auditory), or kinesthetic, can maximize cognitive learning for students with invisible disabilities (Mach, 2000). Short, verbal cues can be great reminders for students as they learn a new skill or need to be reminded of actions (Dail & Smith, 2016). Students with DCD may benefit by verbally explaining how to perform the physical movement before attempting to perform the movement. This helps connect both the cognitive and physical components of the skill (Clark et al., 2005). For example, Clive is trying to make 100% of his baskets, he is missing and getting frustrated. He resorts to taking his peers’ basketballs and throwing them at the wall. The teacher shifts from a product to a process focus away from the goal. Learning cues can shift students' focus away from the result of their performance and place their focus on the process of performing the skill. Now Clive concentrates on the word “beef” (balance, eyes, elbow, follow-through) to remember the proper mechanics for shooting a basketball.

Visual learners will benefit from aids such as posters, images, or whiteboards with written learning cues (Mach, 2000). Visual cues PE teachers utilize the most are demonstrations modelling motor skills. This can be very beneficial to students with learning, attention, and developmental disabilities (Cacola & Romero, 2015). Videoing a

student's performance can also help visual learners improve as they see their performance and compare it to the correct movement pattern.

Task Sheets. Task-oriented processes can also be a way to modify learning for students with disabilities. A task sheet lists the progressive steps of an activity or a skill to complete. The student is asked to perform a skill and then record the number of times they did it correctly. For example, Brooke's task sheet shows her how to use the cues to serve a volleyball ten times and record a process/product score. This helps her focus on a certain task, and Brooke can assess her own performance. The task sheet gives students immediate feedback, which is great for students with learning, attention, or physical development disabilities.

In summary, help identify students with invisible disabilities and provide them with appropriate modifications. PE is a great place for students with invisible disabilities to flourish, but only if you can bridge the gap for these students (Dail & Smith, 2016). A physical educator can be the difference in whether a student enjoys or dislikes PE (Cacola & Romero, 2015). By implementing the appropriate classroom strategies and instructional methods, PE can be the one class where students with a LD, DCD, or ADD/ADHD can experience success and enjoy attending every day.

References

- Bishop, J.C. & Block, M.E. (2012). Positive Illusory Bias in Children with ADHD in Physical Education. *Journal of Physical Education, Recreation, & Dance*, 83(9), 43-48, DOI: 10.1080/07303084.2012.10598847
- Cacola, P. & Romero, M. (2015). Strategies to Accommodate Children with Developmental Coordination Disorder in Physical Education Lessons. *Journal of Physical Education, Recreation, & Dance*, 86(9), 21-25.
- Centers for Disease Control and Prevention. (2019). *Data and Statistics for ADHD*. <https://www.cdc.gov/ncbddd/adhd/data.html>
- Clark, J.E., Getchell, N., Smiley-Oyen, A.L., & Smiley-Oyen A.L. (2005). Developmental Coordination Disorder: Issues, Identification, and Intervention. *Journal of Physical Education, Recreation, & Dance*, 76(4), 49-53, DOI: 10.1080/07303084.2005.10608237
- Dail, T. & Smith, C. (2016). Swimming and Children with Attention-Deficit Hyperactive Disorder: A Winning Combination. *Journal of Physical Education, Recreation, & Dance*, 87(8), 16-20, DOI: 10.1080/07303084.2016.1216486
- Learning Disabilities Association of America. (n.d.). <https://ldaamerica.org>
- Mach, M.M. (2000). Teaching and Coaching Students with Learning Disabilities and Attentional Deficits, *Strategies*, 13(4), 12-31, DOI: [10.1080/08924562.2000.11000322](https://doi.org/10.1080/08924562.2000.11000322)
- Mulrine, C.F. & Flores-Marti, I. (2014). Practical Strategies for Teaching Students with Attention-Deficit Hyperactivity Disorder in General Physical Education Classrooms. *Strategies*, 27(1), 26-31, DOI: 10.1080/08924562.2014.859004

National Center for Learning Disabilities. (2020). <https://nclld.org>

Petersen, S.C., Grosshans, J. & Kiger, M. (2004). Identifying and Teaching Children with Learning Disabilities in General Physical Education. *Journal of Physical Education, Recreation, & Dance*, 75(6), 18-20, DOI: 10.1080/07303084.2004.10607250

Whitall, J. & Clark, J.E. (2011). Theory into Practice: Should we care that Johnny can't catch and Susie can't skip? What should we do about it?, *Strategies*. 24(6), 33-35, DOI: 10.1080/08924562.2011.10590961

Tips for Teaching at Home During COVID-19: Integrating Physical Activity for Inattentive Children

Andria Turner Walker, M.Ed. ¹

Kate D. Simmons, Ph.D. ²

George Schaefer, Ph.D. ¹

¹ Department of Kinesiology, Auburn University at Montgomery

² Department of Counseling, Instructional Leadership, and Special Education, Auburn University at Montgomery

Problem

As we write this article, there is no empirical evidence that guides parents and their teaching during this time. Nor do we know how long students will be learning from home. We can, however, glean from the literature regarding the importance of keeping kids physically active during this time. How are parents supposed to know how to teach and manage their own children? Much can be done to maximize the attentiveness of children. The benefits of physical activity are shared for all children regardless of disability. Eighteen percent of children and adolescents in the United States have a chronic condition or disability and opportunities for their participation in fitness and activity programs are limited (Newacheck et al., 1998).

Starting in March 2020, the country became quickly aware of corona virus and its perils. As the country moved to understand COVID-19, the state of Alabama moved swiftly into lockdowns. The first and most drastic was the closing of K-12 schools. Unprecedented times caused teachers to move to online teaching, but more alarming, caused parents to become their child's primary teacher. As parents struggled to learn new technologies, balance work, and become a teacher (some to more than one child) they were also forced to deal with the other myriad of issues that arose. Parents of students with disabilities became acutely aware of how their child's disability affects their learning. The aim of this paper is to provide practical tips and tools for parents to integrate into their daily homeschool routine for their children or any child who has difficulty sitting for long periods of time.

The epidemic of obesity associated with inactivity is a universal concern for all children, including those with disabilities (AAP, 2006). Children with disabilities are more likely to be sedentary, placing them at higher risk of obesity and associated health conditions (Fragala et al., 2005) Children with certain developmental disorders have higher propensity of being at risk of being overweight than do children without developmental disorders (Bandini et al., 2005). Also, it is estimated that anywhere from thirteen to twenty percent of children in the United States meet the criteria to be diagnosed with a

behavioral or emotional disorder (Watson & Mowling, 2020). Physical consequences of inactivity for students with disabilities include reduced cardiovascular wellness, osteoporosis, and poor circulation. Furthermore, there might be evidences of decreased self-esteem and social acceptance, and greater dependence on others for daily living (Murphy & Carbone, 2008).

One particular group of students to pay attention to is children with Attention Deficit Hyperactivity Disorder (ADHD). ADHD is defined as a “persistent pattern of inattention and/or hyperactivity impulsivity that is more frequently displayed and more severe than is typically observed in individuals at a comparable level of development” (Diagnostic Statistics Manual (DSM-4, 2000, p. 85). Students have difficulty staying on task and, as a result, may not finish their assignments on time. Also, students who have ADHD specifically can be challenging for physical educators because they are inattentive or have trouble following directions even though parents might think this behavior would subside when in an active environment (Mulrine & Flores-Marti, 2014). Learning from home may force children to sit for extended periods of time to complete work. This, unfortunately, does not allow the students the opportunity to engage in physical activities that provide them movement and give their minds a needed rest from academics. Unfortunately, research indicates keeping students with ADHD from exercise may cause some classroom-related problems (Holtkamp et al., 2004). Also,

Exercise can help students cope more effectively with stress, promotes positive self-image, clearer thought, and improved memory (Mulrine, et al., 2008). Exercise can also increase activity within parts of the brain involved in memory, attention, spatial perception, language, and emotion. Movement can strengthen learning and memory and boost learner motivation and morale (Jensen, 2005). Exercising just thirty minutes a day, 3 to 5 days a week has been shown to have advantages (Mulrine, et al., 2008).

How Can We Get Students Moving?

Parents understand the benefits of physical activity and want their children to be active (Hunter, 2009). The importance parents place on physical activity is a strong indicator of the level of their child’s participation in such activities (Trost, 2003). Their main concern is how to make it happen so they can balance the needs of family members (Field, 2001) and identify suitable and enjoyable activities for their child (French & Hainsworth, 2001). This is especially true during these uncertain times.

Physical education (PE) has the potential to give students with disabilities a chance to get out of their seats and move, which can serve as a mental break as well as learning kinesthetically. All students need not only ample movement but also a mental break from sitting in the classroom or at home (Klein & Hollingshead, 2015). Some may argue that in the elementary setting, recess allows these breaks; however, recess alone is not sufficient in teaching children the necessary skills and knowledge to sustain an active lifestyle (Klein & Hollingshead, 2015).

Incorporating activity breaks has the potential to positively impact accumulation of the recommended minutes for physical activity participation among children (McMullen et

al., 2014). Sometimes called Brain Breaks, Energizers, or Activity Bursts—the shared philosophy behind activity breaks is to provide an interruption of the prolonged sedentary behaviors common to the school day. Again, this is extremely important now as many children are quarantined at home and need these “physical breaks”. Below are five tips parents can utilize at home when using these physical breaks.

Five Tips for At Home Physical Activity

1. LOOK AROUND

Parents should look around and see what equipment and materials they have available as options. Basketballs, volleyballs, nets, cones, bicycles, skateboards, tennis rackets, etc....take inventory of what you have. Make note of what is available in the neighborhood or nearby park. Take time to talk with your child about what activities are of interest to them. Write it on the schedule that is visible and remind them of their chosen activity throughout the day.

2. TRANSITIONS

Transitions, moving from one lesson, class, or activity to another is particularly difficult for students with ADHD. When preparing for these transitions, students are more likely to stay on task (U.S. Department of Education, 2004). Students, especially those with ADHD characteristics are more likely to exhibit behavior problems during subject area transition times. Effective transitions between learning activities need structure and boundaries to help students mentally prepare for task shifts and to be better positioned for learning. Use more organized and structured movement activities during these times and not rely on bathroom breaks as their physical movement for that portion of time. Parents can easily incorporate some simple movement activities during subject area transitions to get their children moving. Movement activities that become a part of the everyday learning environment will soon become familiar to students and serve as a cue to transition from one subject area to the next, as well as provide an opportunity for appropriate movement (Mulrine, et al., 2008).

3. ONLINE RESOURCES

Website	Type of Resource
www.autismspeaks.org/family-services/health-and-wellness/fitness	Physical fitness activities for families for children with autism
https://kidcompanions.com/children-with-special-needs-benefits-of-physical-activities-and-adaptive-sports	Ideas for physical activities and adaptive sports
http://health.oregonstate.edu/IMPACT	Individualized Movement and Physical Activity for Today (IMPACT) program and video
http://www.specialolympics.org/build_communities.aspx	Special Olympics information
www.mindbodysolutions.org/yoga/adaptive-yoga	Adaptive yoga information
https://fitnessgram.net/covid19-resources/	Ideas for physical activity at home

https://www.shapeamerica.org/covid19-resources.aspx	Provides “at home” physical education resources
https://www.actionforhealthykids.org/covid-19-resources-physical-activity-nutrition-more/	Provides “at home” physical education resources

4. *VIDEOS*

Parents can utilize online websites or resources. For example, the Adapted Physical Education Channel: https://www.youtube.com/channel/UC2r9DMOa-PoD4JmJbCB2l_A. Another great channel is <https://www.youtube.com/user/GoNoodleGames> that has a wide variety of movement videos to get kids moving. These would be excellent for rainy days or days when it’s just too hot or cold to be outside. These videos are also perfect little “brain breaks” for children all throughout the day. Do not panic when it rains. Seek indoor opportunities for physical activity on days that the weather doesn’t permit outdoor play. You can even make use of the rain and set up a slip and slide.

5. *STUDENT DESIGNED*

Get the student (child) involved. Sit down with your child and help him/her design the physical activity for the day or even the week. Find out what interests them and what they would like to do to be physically active. Theme days are fun. For instance, “Mile Monday” (student runs a mile for time) followed by fun activities that focus more on cardiovascular endurance or just free play time outside afterwards; or “Fitness Friday”, where students participate in a variety of “fitness” related activities that the parent, the student, or a collaboration of the two, develop the activities for the day. The more the student is involved in the process, the more buy-in the parent will have from the student. Also, parent participation in the physical activity with the student can be especially motivating to the student. An idea is to take turns assigning activities, so parent tells student to do 10 push-ups and then student selects activity for parent to do. This continues for however long the parent decides. The possibilities are endless. Be creative. Get the student involved. Most importantly, HAVE FUN!

Conclusion

This article is meant to encourage parents to recognize their child’s fatigue throughout the day and how and when families can get up and move together. Wendt (2000) found that forty minutes per day of exercise 5 days a week for 6 weeks significantly improved the behavior of ADHD students. Students who run may reduce the occurrences of conduct and oppositional problems, while helping them modify their disruptive classroom behaviors (Wendt, 2000). With the societal upheaval, we are in uncharted waters because of COVID-19 with regard to teaching online and quarantining. However, we can be systematic and intentional about getting and staying active.

References

- American Academy of Pediatrics (2006). Active Healthy Living: Prevention of Childhood Obesity Through Increased Physical Activity. (2006). *PEDIATRICS*, 117(5), 1834–1842. <https://doi.org/10.1542/peds.2006-0472>
- Diagnostic and Statistical Manual of Mental Disorders (3rd ed) by American Psychiatric Association published by American Psychiatric Press Inc. (1994) (3rd edition). (2000). American Psychiatric Press Inc. <https://doi.org/10.1176/ajp.152.8.1228>
- Bandini, L. G., Curtin, C., Hamad, C., Tybor, D. J., & Must, A. (2005). Prevalence of Overweight in Children with Developmental Disorders in the Continuous National Health and Nutrition Examination Survey (NHANES) 1999-2002. *The Journal of Pediatrics*, 146(6), 738–743. <https://doi.org/10.1016/j.jpeds.2005.01.049>
- Diagnostic and Statistical Manual (DSM-4) of Mental Disorders (4th ed) by the American Psychiatric Association (2006). American Psychiatric Press Inc. <https://doi.org/10.1176/ajp.152.8.1228>
- Field, S., & Oates, K. (2001). Sport and recreation activities and opportunities for children with spina bifida and cystic fibrosis. *Journal of Science and Medicine in Sport*, 4(1), 71–76. [https://doi.org/10.1016/s1440-2440\(01\)80009-8](https://doi.org/10.1016/s1440-2440(01)80009-8)
- Fragala-Pinkham, M. A., Haley, S. M., Rabin, J., & Kharasch, V. S. (2005). A Fitness Program for Children With Disabilities. *Physical Therapy*, 85(11), 1182–1200. <https://doi.org/10.1093/ptj/85.11.1182>
- French, D., & Hainsworth, J. (2001). “There aren’t any buses and the swimming pool is always cold!”: obstacles and opportunities in the provision of sport for disabled people. *Managing Leisure*, 6(1), 35–49. <https://doi.org/10.1080/13606710010026359>
- Holtkamp, K., Konrad, K., Müller, B., Heussen, N., Herpertz, S., Herpertz-Dahlmann, B., & Hebebrand, J. (2004). Overweight and obesity in children with Attention-Deficit/Hyperactivity Disorder. *International Journal of Obesity*, 28(5), 685–689. <https://doi.org/10.1038/sj.ijo.0802623>
- Hunter, D. (2009). Phenomenological approach: The impact on families of sports participation for a child with a physical disability. Retrieved from: <https://twu-ir.tdl.org/bitstream/handle/11274/10844/2009HunterOCR.pdf?sequence=5&isAllowed=y>
- Jensen, E. (2005). Teaching with the Brain in Mind, Revised 2nd Edition (Revised 2nd ed.). ASCD. Retrieved from: <http://www.nielsenbortel.com/uploads/2/4/0/7/24075463/teaching.with.the.brain.in.mind.pdf>

- Klein, E., & Hollingshead, A. (2015). Collaboration Between Special and Physical Education. *TEACHING Exceptional Children*, 47(3), 163–171.
<https://doi.org/10.1177/0040059914558945>
- Mulrine, C. F., & Flores-Marti, I. (2014). Practical Strategies for Teaching Students with Attention-Deficit Hyperactivity Disorder in General Physical Education Classrooms, *Strategies*, 27:1, 26- 31
<https://doi.org/10.1080/08924562.2014.85900>
- Mulrine, C. F., Prater, M. A., & Jenkins, A. (2008). The Active Classroom. *TEACHING Exceptional Children*, 40(5), 16–22.
<https://doi.org/10.1177/004005990804000502>
- McMullen, J., Kulinna, P., & Cothran, D. (2014). Chapter 5 Physical Activity Opportunities During the School Day: Classroom Teachers' Perceptions of Using Activity Breaks in the Classroom. *Journal of Teaching in Physical Education*, 33(4), 511–527. <https://doi.org/10.1123/jtpe.2014-0062>
- Murphy, N. A., & Carbone, P. S. (2008). Promoting the Participation of Children With Disabilities in Sports, Recreation, and Physical Activities. *PEDIATRICS*, 121(5), 1057–1061. <https://doi.org/10.1542/peds.2008-0566>
- Newacheck, P.W., Strickland, B., Shonkoff, J.P., Perrin, J.M., McPherson, M., McManus, M., Lauver, C., Fox, H., & Arango, P. (1998) An Epidemiologic Profile of Children With Special Health Care Needs. *Pediatrics*; 102(1): 117-123.
<https://doi.org/10.1177/136749359900300109>
- Trost, S., Sallis, J., Pate, R., Freedson, S., Taylor, C., & Dowda, M. (2003). Evaluating a model of parental influence on youth physical activity. *American Journal of Preventive Medicine*, 25(4), 277–282. [https://doi.org/10.1016/s0749-3797\(03\)00217-4](https://doi.org/10.1016/s0749-3797(03)00217-4)
- U.S. Department of Education. (2004). Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices. Washington, DC: USA.. Retrieved from: <https://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching-2008.pdf>
- Watson, D. & Mowling, C. M. (2020). Young Minds and Young Bodies: Supportive Teaching Strategies for Children with Mental Health Concerns, *Strategies*, 33:5, 3-11, <https://doi.org/10.1080/08924562.2020.1781005>
- Wendt. (2000). The effect of an activity program designed with intense physical exercise on the behavior of attention deficit hyperactivity disorder (ADHD) children. State University of New York at Buffalo. Retrieved from:
<https://www.proquest.com/docview/304647212>

2020 ASAPERD Award Recipients



Outstanding Administrator:

Roderick Sheppard, Florence High School

Dr. Roderick Sheppard is the principal at Florence High School in Florence, Alabama. According to his colleagues, he has been an integral part of the physical education program and has provided a well-balanced outlook on the common goal of the school, which is student success. He is also dedicated to the Florence Academy of Fine Arts where they recognize the importance of Academics (the mind), Athletics (the body) and Arts (the heart) to the development of the complete student. He supports the teachers at his school and is the number one ambassador for all things at Florence High School. Dr. Jimmy Shaw, Superintendent of Florence City Schools, states, "Dr. Sheppard is a proven man of action. He plugs the student's gift into the place where the student can find a place to call home. When there is a need, Dr. Sheppard goes above and beyond to work his expertise to fill that need."



Angie Nazaretian Award:

Dr. Vic Wilson, Council for Leaders in Alabama Schools (CLAS)

Dr. Vic Wilson is the Executive Director of the Council for Leaders in Alabama Schools. Prior to coming to CLAS in July 2017, he was the Superintendent of Hartselle City Schools. During Dr. Wilson's 28 years of service in the field of education, he has worked with professionals from Pre-K through graduate school. Prior to his selection as superintendent of Hartselle City Schools, he performed numerous roles including principal, assistant principal, teacher and coach.

Dr. Wilson has received leadership awards from the Alabama Music Educators Association, the University of Montevallo, and SSA. In 2014, he led the Alabama Association of Secondary School Principals as their association president. He was selected as Alabama's 2017 Superintendent of the Year by the School Superintendents of Alabama. Dr. Wilson and his wife of 27 years, Felecia, are the proud parents of Dailey (24), Emma (20), and Paul (17). They live in Pike Road, Alabama with their two dogs, Triscuit and Maverick, a cat, and a mouse.



Service Award:

Susan Jackson, Retired Educator, Shelby County Schools

Susan Jackson graduated from Montevallo University and UAB with her highest degree of Education Specialist. She taught physical education for 31 years, beginning at Childersburg Elementary where she began the first physical education program and became a national demonstration site for "Every Child a Winner" movement program. She taught at Valley Elementary for 19 years where she received National Board Certification, was the school coordinator for the HEAL curriculum, School Wellness Coordinator, NBCT Mentor, and Jump Rope for Heart Coordinator. Susan Jackson was very valuable to the physical education teacher education programs in Birmingham as well as she served as adjunct faculty at UAB

and is still an adjunct at Montevallo. Her awards are numerous as she was the ASAPERD and Southern District AAHPERD Elementary Physical Education Teacher of the Year as well as Teacher of the Year at both Valley and Childersburg. Susan gives of her time and talents with so many service activities such as Special Olympics and Holy Apostles Episcopal Church.



**Service Award:
Suzanne Stone, Retired Educator, Huntsville City Schools**

Suzanne Stone taught physical education until she retired in 2015; however, she did not sit back in her retirement for long. She has continued to remain active by representing some of our best advocates of ASAPERD. Her work with USTA Alabama has allowed her to assist in tennis training workshops throughout Alabama and present tennis activities and information for the USTA Net Generation Program. She also works with Skillastics, Inc. to bring activities and equipment to our physical education teachers to promote physical activity to our children. She has served on the Board of Directors for ASAPERD in many capacities throughout her career while helping to organize and plan conferences and workshops throughout the state. She was a United Way Chairperson for her school and was a Jump Rope Coordinator. Suzanne Stone has received numerous awards from ASAPERD such as the Honor Award, the JRFH Coordinator of the Year for Southern District. We are honored that Suzanne has remained active in ASAPERD and thank her for her years of service to our state.



**Pathfinder Award:
Lisa Hilborn, Lakeshore Foundation**

A passionate leader, coach and administrator, Lisa Hilborn began her career at California's Rancho Wheelchair Sports Program in 1990 and has used sport as a vehicle to include people with physical disabilities for nearly 30 years. In 2010, the National Wheelchair Basketball Association (NWBA) as the Coach of the Year recognized her. Hilborn joined Lakeshore in 2011 where she serves as the Director of Athletics & Recreation, overseeing Lakeshore's Military Programs, youth and adult recreation programs, athletic teams as well as the teams that train as a part of the Lakeshore Foundation U.S. Olympic and Paralympic Training Site. Hilborn is a credentialed teacher (CAPE certified) who holds a Master's Degree in Therapeutic Kinesiology.



**Elementary Physical Education Teacher of the Year:
Christopher Reeves, Warrior Elementary School, Jefferson County**

Christopher Reeves graduated from UAB with a Bachelor's degree in physical education and has been teaching and dancing his way into the hearts of his students ever since. He has been a part of the HEAL program almost since he began teaching. He has been a presenter at conferences and workshops around the state and Southern District region. He was the Jefferson County Elementary Teacher of the Year and has been on numerous planning committees due to his creative and passionate thinking where our state's children are concerned. He holds Physical Education Night in his school's community where parents come and participate in activity to learn that physical education is not just about playing games but raising their heart rate to learn how to be healthy. He is also the voice of the Mortimer Jordan High School Marching Band where he takes a group of his elementary students to perform a dance routine. Mr. Reeves states "I believe that teaching is, at its core, an endless pursuit of identification, implementation, and preparation toward the best interests of the students in our charge in every precious moment we are given with them. The actual implementation of that curriculum is where the real "nuts and bolts" of teaching is found, but it must be a multi-faceted approach." A parent proudly states' "Coach Reeves doesn't ever just stand around watching students engage in an activity; he is always actively involved in their learning processes. He spends countless hours making up terrific dance routines to popular music."



**College/University Physical Educator of the Year:
Claire Mowling, University of Alabama at Birmingham**

Dr. Mowling received her PhD from Auburn University and has been instructing prospective physical education teachers since 2015. She has worked with colleagues to streamline curriculum to meet SHAPE America National Standards for Initial Teacher Education and revised course objectives to create authentic experiences for their students. Dr. Mowling serves ASHPERD as a reviewer for the ASHPERD Journal as well as national journals such as JOPERD, Strategies, Quest, Physiology and Behavior, Physical Education and Sport Pedagogy, and Perceptual and Motor Skills in an effort to help support colleagues in reaching their professional goals. She has served at the regional and national levels as a part of the ACPC- Shape America National Convention Program Review Committee. At UAB, she has been nominated for the president’s award for excellence in teaching and the provost’s award for faculty excellence in learning in a team environment. She volunteers at Camp Abilities, a camp for children with visual impairment and she runs an after-school program with her colleague called “Move It” at Avondale Elementary school. UAB and ASHPERD is fortunate to have a dedicated professor such as Dr. Mowling who gives of her professional advice and leadership to students and community alike.



is the proud sponsor of



Teachers of the Year

In honor of award recipients,
US Games, OPEN, and BSN Sports
are providing:

- TOY 1/4 ZIP PULLOVERS
- \$200 GIFT CERTIFICATES
- RECOGNITION BANNERS
- TOY TRAINING WEBINAR

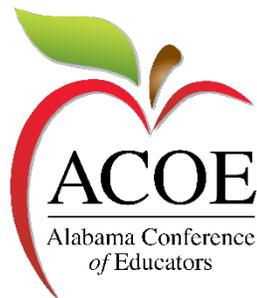


Scott Price
Alabama Territory Manager
972-406-7159 | saprice@usgames.com

Thank You to our 2020 Fall Conference Sponsors!



GOVERNOR'S COMMISSION ON
PHYSICAL FITNESS & SPORTS



Publishing in the ASAPERD Journal

The ASAPERD Journal is looking for articles that communicate theory, research and practice in an ASAPERD (health, physical education, recreation, or dance) discipline. Acceptable topics include teaching techniques; research; Alabama state resources and services; meeting Alabama state or national standards; philosophy; advocacy and policy appropriate for Alabama; and reviews of web resources, books, and audiovisuals.

Manuscripts must meet the most current APA Guidelines, be submitted electronically as a word document in portrait configuration (not landscape), include an abstract, and not exceed 2500 words or 5 pages single-spaced, Arial, 12 font, and fully justified. Headers should be centered, and sub headers left justified. Do not insert any extra blank spaces or special formatting. The current schedule for publication is spring and fall. Acceptance of articles for publication is ongoing. The abstract should be 50 words or less. Please include a cover letter with your credentials (student or faculty and your university affiliation or place of employment) and stating the article is not being considered for publication elsewhere. Contact asahperd.journal@gmail.com for more information.

Pre-professional undergraduate and graduate student submissions must be accompanied by a letter on official University letterhead from a faculty sponsor (even if NOT listed as a co- author) that they have reviewed the paper and vouch that it is in a condition worthy to be submitted to a peer-reviewed journal. We are requesting faculty sign and provide their contact information for an undergraduate or graduate student to ensure that the work is of high quality and was produced as part of a guided experience.

Interested in Reviewing for the Journal?

Would you be interested in making a professional contribution to our organization from the comfort of your own home? Do you enjoy reading the latest research going on in our field? Would you like to be a part of the journal process? If so, please apply to be an ASAPERD journal reviewer TODAY!

Qualifications:

- Must be a current ASAPERD member and maintain ASAPERD membership
- Must have a terminal degree in an ASAPERD field (i.e. health education/health promotion, physical education, adapted physical education, recreation, athletics/coaching, exercise science, etc.)
- Have read and agree to the roles and responsibilities of an ASAPERD Journal Reviewer

If interested access the link for the journal reviewer application [here](#) or contact the journal co-editors at asahperd.journal@gmail.com for more information.



Alabama State Association for Health, Physical Education, Recreation and Dance

2021 & 2022 Professional Development

2021 ASAHPERD Virtual Spring Conference
April 11 - 13

2021 ASAHPERD Fall Conference
November 14-16
Hyatt Regency Birmingham

2022 Health & Physical Literacy Summit
February 13-15
Hyatt Regency Birmingham

**Watch the ASAHPERD Website for
more PD events in 2021**



@ASAHPERD



ASAHPERD



www.facebook.com/ASAHPERD/