



This Issue's Highlights

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CLINICIAN TIPS

Best Practices
App-ortunities in the Gym

REFEREED PAPER

Physical Activity and Cognitive Function:
A Literature Review

RESEARCH ABSTRACTS



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Recreation, and Dance
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IN MEMORIAM
DR. EUGENE "SAM" COKER

Sam Coker died peacefully at home on March 7, 2013, at the age of 84 years old. He was born to Mary Louise and Harvey Guy Coker, Sr. in Knoxville, TN on November 27, 1928. Sam was preceded in death by a daughter, Nancy, his parents, one brother, and one sister.

He is survived by his devoted wife of 63 years, Charlise Coker; one daughter, Cindy Segher, and husband, Philip; and two sons, Gordon Coker, Jr., and wife, Gabrielle, and David Coker and wife, Brenda. He is also survived by a brother, Roy Coker, seven grandchildren, and two great-grandchildren.

Sam received both his Bachelor of Science and Master of Science degrees from the University of Tennessee and a doctorate in physical education from the University of Iowa. His 43-year professional teaching career included Karns High School, Atlantic Christian College, and Northwestern State University of Louisiana.

Sam was Professor Emeritus at Northwestern State University, life member of AAHPERD, and a former president of both LAAHPERD and Southern District AAHPERD. In 2010, he was inducted into the Barton College (formerly Atlantic Christian College) Athletic Hall of Fame.

Sam's community involvement and service were as significant as his professional accomplishments. He was an active member of Trinity Episcopal Church in Natchitoches, Louisiana, serving as a member of the vestry and the diocesan standing committee and assisting with the Eucharist. He was a founding member, life member, and honorary board member of the El Camino Boys and Girls Club in Natchitoches. In 1998, he was recipient of national recognition by the Boys and Girls Club of America for 50 years of service to the organization. He taught a

defensive driving course for senior citizens and taught first aid and aquatics courses for the American Red Cross.

BARBARA SCUDDER

On October 26, 2012, LAHPERD lost a long-time, faithful member, Barbara Scudder. She was an adapted physical education teacher in Iberia parish, served on the LAHPERD board of directors, and presented regularly at conventions.

AWARDS
ATHLETIC DIRECTOR OF THE YEAR

Ken Jenkins

Ken Jenkins received his bachelor's and master's degrees from Southeastern Louisiana University. He is currently director of athletics and student activities (H&PE) and is in charge of the Discipline Center for the East Baton Rouge Parish School System.

Ken is a member of AAHPERD, Louisiana Association of Teacher Educators, Louisiana Association of School Executives, Louisiana High School Athletic Directors Association, National Interscholastic Athletic Administration Association, and the Louisiana Governor's Council on Physical Fitness and Sports.

Ken has developed and continued to coordinate the Random Drug Screening Policies for the East Baton Rouge Parish School athletic programs. He provides in-service training for high school and middle school coaches each semester. Ken is now and has been co-organizer, coordinator, and director for the East Baton Rouge Parish Schools Fitness Meet and the Louisiana Games for Elementary Schools Fitness Championships since 1995. He also coached the East Baton Rouge Parish Fitness Team for the state championship event where his parish has

won nine of the eighteen championships including seven of the last eight.

Ken has received numerous honors such as the Louisiana High School Athletic Directors Association State Athletic Director of the Year Award in 2001, represented the Louisiana High School Athletic Directors Association on the Louisiana High School Athletic Association Executive Committee, National Interscholastic Athletic Administrators Association State Award of Merit Award, Louisiana Tennis Association, Educational Merit Award, Southeastern Louisiana University Department of Kinesiology and Health Studies Alumnus of the Year, and the Southeastern Louisiana University College of Nursing and Health Sciences Distinguished Alumnus Award.

With Ken's help in 2012, the East Baton Rouge Parish School System was selected to participate in a \$1.2 million grant as part of the Mayor's Healthy City Initiative in partnership with Blue Cross Blue Shield LA's Fresh Beginnings grant. This grant is designed to teach healthy eating, food nutrition, and the importance of physical exercise to fight childhood and adult obesity in inner city schools and neighborhoods. Beyond that, as site coordinator of Project Fit America, he disseminated \$18,000 of outdoor fitness equipment to each of four inner city schools.

ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER OF THE YEAR

April Judice

April Judice received her Bachelor of General Studies degree in 1993 and a Master of Education degree with emphasis in Health and Physical Education in 1995 from the University of Louisiana at Lafayette. She has been teaching elementary health and physical education at J. Wallace James Arts and Technology Academy in Lafayette parish since 2003.

Over the past few years, she has presented at annual LAHPERD conventions on arts and

technology integration in the physical education setting and on instructional practices in rhythm stick and line dance routines.

She was awarded 2003 Teacher of the Year at Iberville Elementary School, Jump Rope for Heart 2001 Top Turner in Iberville Parish, Hoops for Heart 2001 Top Hoops in Iberville Parish, and 3rd Place Hoops for Heart in the Greater Capital Area 2000-2001. She received the LAHPERD 2008 Model School Award, LAHPERD 2009 Elementary Teacher of the Year Award, and 2011 LAHPERD Mini-Grant Award.

Services to her professional area include coaching middle school volleyball, basketball, and track at Devall Middle School, Jump Rope and Hoops for Heart Coordinator, and Red Ribbon Week Coordinator at Iberville Elementary School. She has served as District Assistant Coordinator for the Team Nutrition Mini-Grant Healthier U.S. School Challenge in Lafayette parish. She currently serves as coordinator of bowl-a-thon and field day fundraisers, J. Wallace James Fitness Team coach, team captain for J. Wallace James Team in the Susan G. Komen Race for the Cure, editor of the J. Wallace James Newsletter, Rhythm Sticks/Zydeco Dance Instructor for Dancin' With the Stars Parent Night at J. Wallace James, and supervisor of University of Louisiana at Lafayette student teacher candidates.

April has developed a physical education setting for her students to include movement exploratory activities, cross-curricular integration techniques, and social skill development, all the while improving physical fitness levels. Such criteria serve as critical components in the creation of one's positive self-image, personal health, and physical fitness levels. April states, "My daily goal is to have my students comprehend and understand the importance of developing a healthy body and mind. If they choose to take such a path, they are sure to be immersed with healthful, active enjoyment of physical activity for a lifetime."

ELLEN GILLENINE ADAPTED PHYSICAL EDUCATION TEACHER OF THE YEAR

Jeanie Rowland

Jeanie Rowland holds bachelor's and master's degree and a "plus 30" from Louisiana Tech University. She is currently employed as an itinerant adapted physical education teacher for the Lincoln Parish School Board. She has been in that position since 2001 and has been teaching since 1993.

Jeanie has been a member of LAHPERD for the past ten years. She has been the coordinator for the Lincoln Parish Fishing/Camping Day for adapted physical students since 2001. She has been a Special Olympics Assistant since 2001. She was also a co-presenter at a physical education workshop for Rapides Parish. She has made numerous presentations at LAHPERD Conventions.

Jeanie has been involved in her community by serving as a 4-H adult leader at A.E. Phillips Lab School, 4-H camp adult counselor, Parent/Youth Leadership Team member at Cook Baptist Church, and a staff member of the Fishers of Men Tournament Trail.

HEALTH EDUCATOR OF THE YEAR— COLLEGE/UNIVERSITY

Lisa LeBlanc

Lisa LeBlanc received her Bachelor of Science degree and Master of Education degree from the University of Louisiana at Lafayette. She is currently a health instructor at the University of Louisiana at Lafayette. She is also a Certified Health Education Specialist.

Lisa established the new health promotion and wellness online program last year and working with the Office of Distance Learning to certify her faculty to facilitate online classes is extremely important to her.

She holds memberships in many organizations, such as LAHPERD and AAHPERD.

Lisa has served as the LAHPERD chair-elect for health promotion and chair of health education. She is an advisor for kinesiology students, coordinator of the health promotion and wellness program, and advisor for the Health Occupations Students of American (HOSA), the first such collegiate chapter in Louisiana.

Lisa received the 2004 LAHPERD Health Educator of the Year Award and the Lafayette Commission on the Needs of Women Woman of Excellence award in 2008.

HONOR AWARD

Dee Jacobsen

Dr. Dorothy Jacobsen, affectionately known as "Dee," earned her Bachelor of Arts degree from Southeastern Louisiana University with a major in health, physical education, and safety education. She holds a Master of Education in physical education from the University of New Orleans and a doctorate from the University of Southern Mississippi in human performance and administration and teaching.

Dr. Jacobsen is an assistant professor and coordinator of the undergraduate sport administration program at Louisiana State University. She worked for 13 years as an instructor, student advisor, and departmental internship coordinator at Southeastern Louisiana State University; an instructor at Delgado Community College; and as a coach, athletic director, assistant principal, and coordinator of student activities at Archbishop Chappelle High School.

Dr. Jacobsen demonstrates a high level of professional commitment. She has contributed wholeheartedly to the mission of LAHPERD serving the organization as Convention Manager for three years and currently serving as LAHPERD vice president of the General Division. It has been said that Dee has a tremendous work ethic and a passion and dedication for her profession.

OUTSTANDING FUTURE PROFESSIONAL AWARD

Stanley Washington, Jr.

Stanley Washington, Jr. is a senior at Louisiana Tech University majoring in kinesiology. Since his arrival there, he has been actively involved in departmental activities. He has served as class representative and secretary for the Exercise Science and Physical Education (ESPE) student organization and as secretary for Phi Epsilon Kappa ETA Chapter Honors Fraternity and has been voted the Chapter's 2012-2013 president-elect. Stanley has maintained a 3.5 GPA and was selected by the faculty as the Outstanding Undergraduate Kinesiology Major.

In addition to his academic accomplishments, Stanley is an avid volunteer at the university and within the community. He is known as a student who the faculty, staff, and others can call upon to assist in organizing, implementing, and coordinating events and activities. Outside the classroom, he has a love for music. In 2011, he started a recording company and pursues interests in singing, choir, and talent shows, all of which he says has helped him overcome his shyness. It is said of him that his knowledge, skills, and warm and friendly disposition make him an outstanding young professional.

PATHFINDER AWARD

Sr. Jean Marie Craig

Sr. Jean Marie Craig, known as "Sr. Jean" by her LAHPERD family, earned a degree in practical nursing from Camillus Catholic School of Nursing, a Bachelor of Science from Xavier University, a Master of Arts from Northern Arizona University, and a Doctor of Education from the University of Southern Mississippi.

Her work experience is broad and varied. She was a nurse from 1959-1966 and taught physical education in high schools in Virginia, New

Scholarly activities and contributions to her professional area include presentations at numerous conferences, such as LAHPERD, SDAAHPERD, NASSS, and NAPEHE; co-author of two publications entitled, "The How To: Design and Implementation of a Sport Management Degree" and "Physical Activity Motivation: A Practitioner's Guide to Self-Determination Theory."

Honors that Dee has received include the NAGWS Pathfinder Award and Southeastern Louisiana University's Alumnus of the Year award and a nomination for the President's Excellence Service Award.

MIDDLE SCHOOL PHYSICAL EDUCATION TEACHER OF THE YEAR

Jason Broussard

Jason Broussard received his bachelor's degree from the University of Louisiana at Lafayette. He is currently a health and physical education teacher for the Iberia Parish School Board. He also supervises student teachers.

Jason has held many leadership roles in LAHPERD serving as chair of the Middle/Secondary Physical Education Section, the Coaching Education Section, and the Athletic Training Section. He has presented at LAHPERD conventions and is an ETS/Praxis evaluator for new teacher licensure assessments.

Jason has received honors such as LAHPERD Middle School Teacher of the Year Award in 2001, Iberia Middle School Teacher of the Year in 2001, and a Disneyland Teacher of the Year nomination.

He has also been involved with the community. Jason has been the Eddie Sorrel Memorial Elementary Track Meet coordinator since 2008, Hoops for Heart coordinator since 1999, member of Knights of Columbus, and Boys Scout volunteer.

Mexico, and Arizona. Sr. Jean has been at Xavier University in New Orleans since 1983 and currently serves as an associate professor and director of health and physical education. She has been a Sister of the Blessed Sacrament for Native Americans and Colored People from 1955 to present.

She is an active member of LAHPERD, Southern District AAHPERD, and AAHPERD. In LAHPERD, Sr. Jean has held offices as co-chair of special awards, vice president of health, Necrology Committee chair, and president. Currently, she serves as secretary and has done so for many years.

She has received the Southern District AAHPERD Ethnic Minority Award, Leadership Award for being co-convention manager for SDAHPERD, YMTF Award, LAHPERD Honor AWARD, and the SDAHPERD Recognition for Distinguished Service

from 1987 to 1988 and as executive director for 15 years. In 1977, she was recognized as one of 29 outstanding graduates from the College of Health and Human Performance at the University of Florida during the college's 50th anniversary celebration.

Kathy has made numerous presentations at conventions and teacher in-service meetings and is known throughout the state and district as a staunch supporter for daily, quality health and physical education in the K-12 educational system. She serves on several statewide committees and as a reviewer for professional publications. She has also served on the Capitol Area American Heart Association Board of Directors and the Louisiana Council on Obesity Prevention and Management. Kathy has been a long-time volunteer for Louisiana Special Olympics, Unites States Sports Festival, and the Louisiana Senior Games

PRESIDENTIAL AWARD

Kathy Hill

Kathy Hill recently retired from her position as assistant chair and coordinator of the undergraduate program in the School of Kinesiology at Louisiana State University. Kathy has been widely recognized for her service in the state of Louisiana, within the Southern District of AAHPERD, and nationally at AAHPERD. Kathy was a founding member of the SAM (Society of Association Management) leadership group in AAHPERD. This distinguished group of professionals comprised the state and district executive directors from across AAHPERD. The SAM group is widely recognized as the "go to" grassroots organization within AAHPERD.

Kathy has received the Honor Award from LAHPERD and Southern District AAHPERD as well as the Presidential Award from AAPHERD. She has served as chairman and member of the Louisiana Governor's Council for Physical Fitness and Sports under the leadership of five different governors. She served as LAHPERD's president

SCHOLAR OF THE YEAR

Russell Carson

Dr. Russ Carson is currently an associate professor in the Department of Kinesiology at Louisiana State University. He received his Bachelor of Science degree from Springfield College in physical education, his Master of Science degree from Miami University, and his doctorate from Purdue University in sport pedagogy.

Russ has numerous publications including a book, 24 articles, and 6 edited book chapters. His work has been featured by the *Journal of School Psychology*, *Physical Education and Sport Psychology*, *American Education Research Association (AERA)*, and the *American Alliance for Physical Activity and Recreation*. He has had \$379,710 in grant money funded and has made over 60 presentations.

He holds memberships and roles in many organizations, including LAHPERD Research

chair-elect, AAHPERD, NASPE, and AERA. He is currently the Director of Physical Activity Task Force co-chair, on the Physical Education Teacher Education 2012 Conference Planning Committee, Professional Preparation and Research Steering Committee, and chair of the AERA SIG:

Stress and Coping in Education. Russ has received honors and awards such as the NASPE Helen M. Heitmann C & I Young Scholar Award, AAHPERD Mabel Lee College/University Award, Distinguished Lecturer at Yale University, LAHPERD Taylor Dodson Young Professional Award, and the Tiger Athletic Foundation Undergraduate Teacher Award.

TAYLOR DODSON YOUNG PROFESSIONAL AWARD

Emily Beasley

Emily Beasley received her Bachelor of Science degree from Mississippi State University in elementary education and her master's degree from Mississippi University for Women. She is currently working on a Ph.D. from Louisiana State University and scheduled to graduate May 2013. She is currently the coordinator for K-12 health and physical education at Louisiana State University.

Emily is active in LAHPERD as the General Division's vice president-elect and chair for Certified Health Education Specialist Continuing Education Contact Hours Committee. She holds

professional memberships in AAHPERD, American Educational Research Association,

Association for Applied Sport Psychology, and the National Commission for Health Education Credentialing. She is also a Certified Health Education Specialist.

She is involved at Louisiana State University serving as a Department of Kinesiology Scholarship Committee member; KIN 1600 General Education Proposal Committee member,

KIN 1600 Course Revision Committee member, sponsor of the Kinesiology Club, sponsor of the Health and Physical Education Club, committee member for the Honors College Thesis Defense, and coordinator for the health and physical education program's NCATE report.

Emily has co-authored articles appearing in the *Journal of Physical Activity and Health and Health Psychology*. She has made several presentations at AAHPERD and the Association for Applied Sport Psychology conferences.



2012 Award Recipients at 2012 Convention
Baton Rouge, Louisiana

CLINICIAN TIPS

BEST PRACTICES

Jiji Jonas, NBCT
Joanna Faerber, NBCT

Physical education teachers in many cases are limited to a 30-minute class period, so they want to include the best exercises possible. Some exercises work just the cardiovascular system, while others focus on strength. Some are simple, while others are complicated. The burpee is an

exercise that builds body strength and cardiovascular endurance and can be performed by elementary students and high school students alike.

It is simple, requiring no expertise or learning curve. It is an intense cardiovascular workout and also taxes the legs, arms, and core, making it a full body exercise.

To perform a single, standard burpee:

- Begin in a standing position.
- From there, bend your legs to a squatting position and place your hands beside your feet, shoulder-width apart.
- Thrust both your feet out behind you and land in the push-up position so that your body and arms are straight and so that your core is tight.
- Jump your feet forward to your hands, then straighten your body, finishing with an upright jump.

Here are several variations of the burpee to use with your students:

- Add a push-up.
- Add a tuck jump.
- Hold dumbbells, a medicine ball, or a weighted vest.

Burpees can be done in virtually any pattern as part of a workout, or they can make up an entire workout. Even professionals use burpees as elements of their workouts; boxing conditioning coach Ross Enamait recommends the “100 Burpee Challenge,” where 100 burpees are performed as fast as possible.

Burpees can constitute high intensity interval training, shown to increase VO₂ max in a study reported a 1996 *Medicine and Science in Sports and Exercise* feature by Izumi Tabata. To do this, perform 20 seconds of any burpee variation as fast as possible, then rest for 10 seconds. Repeat for eight sets.

Building endurance is important, and it is recommended that the “challenge” start with a low number and increase each week, perhaps to finish a workout or as a warm-up.

APP-ORTUNITIES IN THE GYM

Suggested apps, app information, and technology suggestions for iPads and other devices

Apps

Physical Education (PE) Apps for Teachers

<http://www.sparkpe.org/blog/physical-education-pe-apps-for-teachers/>

The New Clipboard for the Physical Education Teacher

http://www.pecentral.org/mediacenter/video_ipadspe.html

Music Workout

<https://itunes.apple.com/us/app/musicworkout-unique-interval/id498866442?mt=8>

Team Shake

<https://itunes.apple.com/us/app/team-shake/id390812953?mt=8>

CoinToss

<https://itunes.apple.com/us/app/cointoss/id287965865?mt=8>

iMuscle

<https://itunes.apple.com/us/app/imuscle-nova-series-ipad-edition/id430559374?mt=8>

Easy Assessment

<https://itunes.apple.com/us/app/easy-assessment/id489279817?mt=8>

I AM LOVE – Kids’ Yoga Journey

<https://itunes.apple.com/us/app/i-am-love-kids-yoga-journey/id409949659?mt=8&ign-mpt=uo%3D4>

MyFitnessPal

<https://itunes.apple.com/us/app/calorie-counter-diet-tracker/id341232718?mt=8>

Virtual Heart

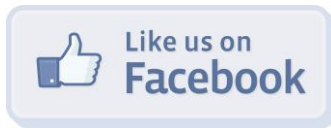
<https://itunes.apple.com/us/app/virtual-heart/id501539525?mt=8>

Equipment

Apple VGA Adapter

<http://www.youtube.com/watch?v=gf2qeXC6a0o>

iPads and similar products now have capabilities of connecting to data projectors so that the mobile device's display can be projected. Audio cables may be necessary to amplify sound from the mobile device.



Visit LAHERPD's Facebook page to share ideas you have.

students and adults alike (Coe, Pivarnik, Womack, Reeves, & Malina, 2006; Colcombe & Kramer, 2003; Stroth, Hille, Spitzer & Reinhardt, 2009; Everhart, Dimon, Stone, Desmond, & Casilio, 2012; Kantoma, Stamatakis, Kankaanpaa, Kaakinen, Rodriguez, Taanila, Ahonen, Tammelin, & Jarvelin, 2013). Some studies have even linked increased mental health, social and emotional benefits, for individuals of all ages that incorporate regular physical activity into their daily routine (Hashim, Golok, and Ali, 2011; Padilla-Moledo, Castro-Pinero, Ortega, Mora, Marquez, Sjostrom, & Ruiz, 2011). At least one study (Etnier, Salazar, Landers, Petruzzello, Han, & Nowell, 1997), found that subjects who increased their physical activity levels demonstrated higher levels of self-esteem and decreased levels of anxiety and stress. Researchers (Slemenda, Miller, Hui, Reister, & Johnston, 1991) have found that physical activity is necessary for proper bone and skeletal mass development in children.

Early studies of physical education and student achievement concluded that students who participated in school physical education programs did not experience any harmful effects on standardized test scores although less time was available for academic subjects (Sallios, McKenzie, Kolody, Lewis, Marshall, & Rosengard, 1999; Shepard, 1996; Dwyer, Coonan, Leitch, Hertzell, & Baghurst, 1983). Recently, investigators have begun to use more sophisticated assessments of standardized tests scores for both core academics and physical fitness. Most have concluded that positive relationships exist between physical activity and academic achievement. Additionally, more data have become available describing relationships between physical activity and cognition in adults. This paper describes the relationships between physical activity and academic achievement in children and cognition in adults.

Exercise, Physical Education, Athletics, and Student Academic Achievement

A study conducted by Singh and McMahan (2006) examined data of physical fitness and academic performance of 253 different

REFEREED PAPER

PHYSICAL ACTIVITY AND COGNITIVE FUNCTION: A LITERATURE REVIEW

Jody K. Newton and Dan R. Denson
McNeese State University

Introduction

There is a growing movement for schools to show improvements in core subjects: mathematics, English, social studies, and science. This is prompted by legislation aimed at keeping teachers and school personnel accountable for the students' educational experience. This national effort to improve students' academic test scores has school districts rescheduling their school day to utilize as much instructional time as possible to focus on the core subjects which has left less time for physical education and free-time exercise (Singh & McManhan, 2006).

Several studies have established the fact that physical fitness and exercise positively correlate to academic achievement and cognition for

elementary schools across Orange County, California, in order to evaluate the relationship between physical activity and academic performance. Each fifth grade student was given the California Standards Test (CST) for reading, mathematics, science, and physical fitness tests (PFT) during the 2004-2005 school year. The CST scores were significantly interconnected with the PFT scores, for each of the groups. The total PFT scores showed higher correlations with English and with math scores with science scores. The outcomes provided proof of a positive linear relationship between the CST scores of the grade 5 students and their PFT scores.

An investigation by Coe, Pivarnik, Womack, Reeves, and Malina (2006) was performed using middle school children to determine the effect of physical education, classroom size, and overall physical activity on academic achievement. The participants consisted of 214 sixth grade public school students from western Michigan. The students involved in the study, after parental consent was given, were placed into two different groups. One group of students was enrolled in physical education during the first semester (August to mid-January), and the other group was enrolled in physical education during the second semester (mid-January to June). While each group refrained from physical education during their off semester they were enrolled in an alternative enrichment; arts and computer classes. The students were assessed three times throughout the year: at the beginning, middle, and end of the school year. The data collected included the students' Body Mass Index (BMI), 3-D Physical Activity Recall (3DPAR), and academic achievement (GPA). GPA was not affected by the timing of the students' enrollment in physical education class, and the standardized test scores were also not affected by the timeline of the physical education class enrollment. An observed result was that students who performed vigorous physical activity achieved higher academic scores. It was also determined that the students who were given an extra 55 minutes of core academic

instruction in place of physical education did not improve test scores.

Fox, Barr-Anderson, Neumark-Sztainer, and Wall (2010) conducted research to determine the relationship between sports team participation (physical activity) and academic performance among a diverse student body of middle and high school-aged participants. Subjects were 4746 middle and high school students from 31 different schools from Minneapolis and St. Paul, Minnesota. Data for the study were collected from test scores during the 1998-1999 school year. The Project EAT (Eating Among Teens) survey was used for the large-scale assessment of middle and high school aged participants. Other factors measured were socio-demographic variables, sports team participation, physical activity level, and student grade-point average (GPA). A multiple regression analyses determined middle school aged boys who participated on a sports team had a higher GPA than boys their same age who did not participate. Girls who participated on sports teams in middle school did not show a significant difference in GPA over their non-participating counter parts. Both boys and girls, who participated on a high school team sports showed evidence of significantly higher GPA over the non-participating group of students. There was no sizeable relationship between hours of mild exercise (for example walking or bowling) performed per week and mean GPA for any category of students.

The positive effect of increased physical activity on academic progress has been studied on a population of students with intellectual disabilities (Everhart, Dimon, Stone, Desmond, & Casilio, 2012). The research subjects were 13 students, seven primary and six intermediate, with intellectual disabilities that participated in structured daily physical activity prior to their academic studies, in addition to their regularly scheduled physical education classes. Base line testing was conducted, appropriate consents were retained, and trend analysis graphs were used to display the students' results. The majority of the academic gains were seen in the intermediate students when academic class

work immediately preceded structured physical activity, whereas the primary aged students showed more of sporadic gains. All teachers involved remarked that each of their students showed a marked increase in focus following the physical activity sessions.

Stevenson, To, Stevenson, and Lochbaum (2008) used the Early Childhood Longitudinal Study-Kindergarten (ECLS-K) database to examine 22,000 kindergarteners who began public or private school during the 1998 school year and tracked their growth through fifth grade. Data were collected on school readiness, elementary school transitions, relationships between the kindergarten experience and subsequent school performance, and growth in cognitive and non-cognitive domains. Data were gathered from parents, teachers, school records and children. The final data set consisted of 6,482 participants who were divided by gender and assessed for mathematics and reading achievement. Goodness of fit indexes for the relationship of physical activity and mathematics achievement showed an adequate fit for both boys and girls. For both genders the strongest predictor of mathematics achievement was prior mathematics achievement, however for boys physical activity did contribute to the prediction of mathematics achievement. The data showed a positive relationship between physical activity and reading achievement for girls. Parent-reported physical activity of their female children did contribute to the reading achievement but the strongest predictor for both genders was their prior reading achievement scores. The final analysis of the structural models showed that parent reports of physical activity of their children, regardless of gender, was more strongly correlated with mathematics and reading achievement than structured physical education participation.

The purpose of a study by Chomitz, Slining, McGowan, Mitchell, Dawson, and Hacker (2009) was to determine if there was a relationship between physical fitness and academic achievement in public school children. School records that included standardized test scores, fitness level, and BMI were used in the study.

The research focused on 1,841 fourth-, sixth-, seventh-, and eighth-grade students enrolled in Cambridge, Massachusetts, public school system during 2004-2005 academic school year. The measures used to determine the results were their academic achievement; Massachusetts Comprehensive Assessment System (MCAS), and fitness achievement variable (Fitnessgram). The data that represented the students who passed all tests in mathematics and English were then controlled for demographics, health, fitness, and their associated level of statistical significance. The students' characteristics significantly associated with passing the mathematics and English tests included ethnicity, higher SES, and higher fitness achievement. Student weight status (like underweight, healthy weight, or overweight) was inversely associated with passing MCAS test, though this trend was not observed with the English achievement test. A significant correlation between MCAS tests existed for fitness test scores. The odds of passing the MCAS test increased by 38% for each unit increase in the number of fitness tests passed. A relationship existed between the English MCAS test and passing successive fitness tests. Logistical regression models estimated that the odds of passing the English MCAS test increased by 24% for each unit increase in the number of fitness tests passed.

Exercise and Cognition in Adults

The meta-analysis research conducted by Colcombe and Kramer (2003) examined a large number of studies to determine the influence that fitness interventions had on improving cognition in adults. The study focused on four areas; 1) the theoretical proposals that have been made with respect to cognition and increased fitness; 2) randomized fitness trials with control groups over varying time frames (months-years); 3) studies that were conducted over a time span of 35 years; and 4) adults aged 55-80 years of age. They used 18 studies used to determine the impact of physical activity on adults' cognitive performance. They coded four specific types of mental processing: executive function (scheduling, response inhibition,

planning and working memory); controlled processing (automatic response sequence); visuospatial processing (perceptual learning); and speeded processing (on-demand simple reaction time). Results showed that aerobic exercise resulted in a moderately to large effects on overall cognitive performance. The greatest gains were in tests of executive function, and control processing, visuospatial processing, and speed processing.

Stroth, Hille, Spitzer, and Reinhardt (2009) examined twenty-eight effects of fitness on cognitive functions and affects in a young and healthy population. The lactate threshold model was used for the training regimen and the assessed cognitive functions were: concentration, visuospatial ability, and verbal short-term memory. Participants were randomly assigned to either a running group or a control group. A six week window was employed to complete the intervention for experimental and control groups. At the summation of the study the participant's individual physical fitness was assessed by a maximal exercise test to determine the individual workload level of lactate threshold, testing of affect and cognition was done with the use of the Positive and Negative Affect Schedule (PANAS), Visual and Verbal Memory test (VVM), and the D2 test of attention. Analysis of the post hoc means showed a significant increase in aerobic fitness in the runners in contrast there was no change of aerobic fitness in the control group. Affective and cognitive measures showed no significant main effect for the control group. Changes were noted in positive mood of those who exercised by one standard deviation higher than those who did not exercise. The runner group significantly increased their performance in visuospatial memory over controls. The results of this study support the existence of a beneficial link between exercise and certain cognitive functions in healthy young subjects.

Hillman, Kramer, Belopolsky, and Smith (2006) used 66 participants (32 female), both young and old adults, who represented a broad spectrum of lifestyles, from sedentary to physically active, and had them participate in a

task switching paradigm in which they performed a task repeatedly (homogenous group) or switch between two different tasks (heterogeneous group), while measures of response speed, accuracy, and P3 amplitude and latency were recorded. Once participants were identified, through screening interviews, they provided informed consent and completed a number of baseline data gathering tests including: Beck Depression Inventory, general health history questionnaire, Mini Mental State Exam, and Yale Physical Activity Survey for Older Adults (YPAS). The physically active group scored significantly higher than their sedentary counterparts across all three subscales of the YPAS. These data suggests that physical activity influences both perceptual, central, and response-related processing for both younger and older adults.

Discussion/Conclusions

Early studies of physical education's impact on academic achievement of children (standardized test scores or GPA) concluded that no harm came from participation in structure physical education classes even though less time was allotted for academics. Replacing physical education with more classroom time on core subjects does not necessarily improve academic performance. While physical fitness in children has been strongly linked to improved academic achievement, physical education alone has yet to demonstrate such an effect. Adapted physical education may have more profound effects on students with cognitive disabilities. Some research indicated that overall physical activity is a stronger predictor of a child's academic achievement than physical education alone. These studies have relied on parental reports of the estimated physical activity of their children. It is possible that the additive effect of physical education may have been unconsciously factored into these estimated values. Physical fitness can be a cumulative function of physical education, athletics, and/or overall physical activity. Participation in high school athletics has a positive impact on GPA of high school boys and girls. Mild to moderate physical activity does not

seem to be related to academic achievement in children.

Most notably, the effects of physical activity on cognitive function in adults have been observed in several studies. Both longitudinal and cross-sectional studies link aerobic activities to improved cognition in middle aged and older adults. The impact of physical activity on visuospatial skills is of particular interest to researchers of adult cognitive functions. These are skills that allow for recognition of various shapes, sizes, objects, distance, navigation and depth perception. They are among the first skills impaired by dementia-type illnesses. Physical activity may play a role in both preventing and moderating dementias such as Alzheimer's disease (Bonner & Cousins, 1996). Defina and associates (2013) determined that higher midlife fitness levels seem to be associated with lower hazards of developing all-cause dementia later in life. The positive benefits of physical activity on visuospatial and other cognitive skills persist in both young and old adults.

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RESEARCH ABSTRACTS**COMPARISON OF AEROBIC FITNESS BETWEEN ACTIVE CROSSFIT COMPETITORS AND RECREATIONALLY ACTIVE COLLEGE STUDENTS**

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Objective

The present investigation is a pilot study assessing the relationship between laboratory measures of VO₂Max in CrossFit athletes to that of a randomly selected group of healthy college student controls.

Methods

The participants were 21 CrossFit athletes (age: 26.6667 ±4.27 yrs, height: 177.8±7.28 cm, weight: 83.81±11.78 kg., VO₂max: 52.46±4.57 mlO₂/kg*min.) compared with 11 healthy college students (age: 22.26±1.86 yrs, height: 179.27±5.57 cm, weight: 83.46±12.24 kg., VO₂max: 52.00±4.33 mlO₂/kg*min). The selection criteria for the CrossFit group included recent competition history and membership to a CrossFit affiliated gym. The recreationally active college students were selected from the population of students in the School of Kinesiology. The participants underwent a graded exercise test, and their expired gases were measured via a modern metabolic cart to determine maximum oxygen consumption. The data was analyzed via one-way Anova between the CrossFit athletes and college controls. All statistical calculations were done with a modern software package and alpha level for significance was set a priori at < 0.05.

Results

The comparison revealed that the variable of interest, VO₂ max, was not shown to be statistically difference between groups when compared to the a priori established criteria for significance.

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Conclusion

It appears, based upon the data collected from this pilot study, that CrossFit athletes do not have greater aerobic fitness than recreational active college students. Though further investigation is warranted, it appears that CrossFit exercise might not be advantageous for the development of aerobic fitness.

COMPARISON OF DIGIT RATIOS OF QUALIFIERS AND NON-QUALIFIERS IN TRACK AND FIELD JUMPING EVENTS

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McNeese State University

Objective

Varying lengths of fingers are not random; it has been found to be an indicator of testosterone in the body. Research suggests that the difference in the length of the index finger and ring finger can indicate the potential speed of mid-distance runners. The purpose of the study is to compare the digit ratios of qualifiers and non-qualifiers in track and field jumping events to determine whether the digit ratio is an indicator of performance in the jumping events.

Methods

The study included sixty-four subjects, all of whom competed in jumping events in collegiate track and field. The predominant hand of each subject was scanned via copier/scanner and printed. The digit ratio was computed by measuring the length of the index finger and ring finger. The digit ratio was calculated by dividing the length of the index finger by the length of the ring finger. Level of performance (qualifier vs. non-qualifier) was determined by personal best marks in each of the jumping events. Based on the performance mark, the subject was categorized as a qualifier or non-qualifier of the NCAA Division III Track & Field Championship Meet according to the qualifying standards of each event. The data was analyzed using SPSS Independent t-test.

Results

No significant difference ($p = 0.859$) was revealed between the digit ratios of the qualifiers and non-qualifiers. There was a significant difference ($p = 0.043$) found between the digit ratios of males ($x = 0.938$) and females ($x = 0.955$).

Conclusion

Qualifiers for the NCAA Track & Field Division III Championships compared to non-qualifiers had little difference in their digit ratios. The average digit ratio of the qualifiers was actually slightly greater than the average for non-qualifiers. There was difference in digit ratios of males versus females. Males had a lower average digit ratio compared to the females as expected because digit ratios can be a reflection of one's testosterone level during maturation.

COMPARISON OF GROUP EXERCISE VS. WORKING OUT ALONE FOR WEIGHT LOSS IN OBESE/OVERWEIGHT MALES AND FEMALES

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Borvon Sirikul
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Objective

Peer support may be an important factor in outcomes for overweight and obese individuals participating in exercise programs. This study investigated how exercise-induced weight-loss improves anthropometric measures, muscular endurance, flexibility, resting measurements, and mood in overweight and obese males participating in a group exercise setting. It was hypothesized that those participating in a group would have better outcomes than those who did not participate with a group.

Methods

Participants were 11 subjects (41.2 ± 10.2 yrs; 69.2 ± 3.3 in; baseline body weight 252.4 ± 70.0 lb) with BMI > 25.0. Eight were in the group exercise cohort (Group) and three did not participate in

group exercise (Control). Participants were given a standardized 12-week exercise program performed at a mean rating of perceived exertion ranging from 'Somewhat Hard' to 'Hard'. Measures taken at baseline at 12-weeks included body weight, BMI, 7-site skin fold percent body fat (%BF), push-ups, curl-ups, flexibility (sit-and-reach), resting blood pressure and heart rate, and mood using the General Wellbeing Scale. Physiological measures followed the guidelines of the American College of Sports Medicine. Data were analyzed using 2x2 repeated measures ANOVA with SPSS 18.0.

Results

No significant differences were observed for any of the measured outcomes. However, group training showed trends for larger decreases in body weight (Group: 10.3 ± 2.2 lb vs. Control: 0.67 ± 0.1 lb, $p=.064$) and %BF (Group: $1.2 \pm 0.1\%$ vs. Control: $0.7 \pm 0.5\%$, $p=.064$) from baseline to 12-weeks compared to controls. Average weekly exercise attendance over 12-weeks was greater on average in the group (3.5 days) vs. control (2.2 days) ($p=.076$).

Conclusion

The outcomes of the study were expected, though not significant. Exercising in a group setting appeared to have better overall outcomes than did exercising alone. Part of this is likely due to accountability and social support within the group setting. Future better controlled studies with larger sample sizes are necessary to better assess the relationship of group exercise upon weight loss.

EFFECT OF HUMPBACK WHALE SONG AND MUSIC ON SELECT BEHAVIORS OF A YOUTH WITH AUTISM SPECTRUM DISORDER: A CASE STUDY

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Objective

Children and youth with Autism Spectrum Disorders (ASD) may experience decreased participation in physical activity. Identifying problem behaviors and potential reinforcers that can be used in physical activity settings is an important step in developing programming for the individual with an ASD. The purpose of this study was to assess the behavioral responses of a youth with ASD to tracts of Humpback Whale Songs, Didgeridoo, Pink Floyd, tuba and piano, and "Old Man River".

Methods

The participant for this study was a fourth grade, Caucasian male, 11 years of age, who was enrolled in Special Education and receiving Adapted Physical Education (APE) services. Once in the room the participant was seated on the swing. The music to be played was selected before the study began and consisted of tracts of Humpback Whale Song, Didgeridoo music, tuba and piano, Pink Floyd, and "Old Man River". The music was selected because of the presence of low tones in the songs, with the exception of the Pink Floyd song, which was to act as a control. While the music played the participant sat on the swing and was digitally video recorded. The research design for this study consisted of alternating treatments with a control. The treatments in this study (the tracts of music) were presented in a random order to account for any bias associated with selecting or assigning the treatment. Each music segment lasted two minutes. There were a total of 24 trials. Student reactions were counted and categorized according to the 29 behaviors identified for the study. Data were collected from the electronically digitally video recorded sessions. Behavioral data was graphed for frequency of



*plan*ahead!

behavior by tract of music across the total music period and for each of the two-minute periods of time.

Results

Under the effect of the Whale Song, the participant demonstrated less “Not Swinging” behavior, more of the “Spinning Swing” behavior, and more of the “Swinging” behavior. The Whale Song condition also resulted in lower demonstration of the “Chewing or Pulling on Clothes” behavior and the “No Noise” behavior than three of the four other music conditions. The Didgeridoo music resulted in the greatest number of positive scores. Under the Didgeridoo music effect “Eyes Open” was highest, “Eyes Closed” was lowest, “Laughing/Moaning/Singing” was highest, “Smiling” was highest, and “Tapping Foot” was highest.

Conclusion

It appears that the lower the tones of the tract, the more the participant enjoyed the music. Higher tones and vocals seemed to be less tolerated. The study participant interacted with the whale songs more than with the other modes of music. The Didgeridoo music elicited laughter more than any other tract and resulted in the greatest swinging behavior.

EFFECTS OF FOOTBALL EQUIPMENT ON POWER IN HIGH SCHOOL FOOTBALL PLAYERS

Haley Baudoin, Lori Kay Credeur, and
Brian Campbell
University of Louisiana at Lafayette

Objective

Traditional speed testing of football players has normally been done in the absence of game equipment. Determining power from 40-yard dash times with the use and absence of football equipment can give coaches valuable insight on athletes’ potential. The purpose of the present investigation was to assess changes in functional

power (FP) during the 40-yard dash with football equipment (EQ) and no football equipment (NEQ).

Methods

Sixty-four high school football players (weight: 78.28 ± 15.45 kg) were timed in the 40-yard dash on a natural grass field using an automatic timing system with a video camera (30 frames/sec), starter pistol, receiver, and timing software. Players performed two trials with nylon shorts and a t-shirt then two trials with standard issued football game equipment. The fastest times of the two trials for each condition were used for analysis. A paired samples t-Test was utilized to assess the significance between EQ and NEQ at an alpha level of < 0.05 .

Results

There was a significant increase in power with EQ condition ($t = 11.040, p < .001$).

Conclusion

Previous research has focused on speed decrements with the addition of football equipment, but measuring and understanding changes in power can be beneficial to coaches and trainers. Poor FP with equipment can be identified in order for coaches to implement a specific conditioning program.

EFFECTS OF POWERLIFTING WRIST WRAPS ON GRIP STRENGTH: A PILOT STUDY

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Objective

The present investigation is a pilot study assessing grip strength with and without the use of a powerlifting style wrist wrap. Though this equipment is popular among both competitive and recreational weightlifters, its impact on grip strength has yet to be evaluated.

Methods

Study participants (male n=8, female n=12) were given verbal instructions to use a hand held dynamometer with their dominant hand to test grip strength. Grip was assessed with the elbow at approximately 90 degrees of flexion and the dynamometer adjusted for the size of the hand, and the subjects were instructed to squeeze the dynamometer maximally until instructed to relax. The order of treatment, wrist wrap or no wrist wrap, was randomized. After data was coded and analyzed for normality, subsequent variables of interest were assessed for differences via paired samples t-test. Statistical significance was established a priori at $\alpha < 0.05$.

Results

Paired sample t-test did not reveal a significant difference between grip strength with or without a wrist wrap ($t=0.884$, $p=0.388$).

Conclusion

It would appear that using a wrist strap does not impact grip strength. Future work in this area will need to be undertaken to understand if differences exist by gender.

IDENTIFYING THE COMMON CHARACTERISTICS OF COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAMS IN LOUISIANA

Kyrie' Deslatte and Russell Carson
Louisiana State University

Objective

The purpose of this project was twofold: (a) to determine the common characteristics of current comprehensive school physical activity programs (CSPAP) in Louisiana (LA) and (b) to identify CSPAP implementation strategies.

Methods

Four individuals (e.g. one PE teacher, one principal and two classroom teachers) were recruited from three public schools in Louisiana

and asked to do the following: (a) completed the national CSPAP Survey (b) completed a follow-up self-designed emailed question set, and (c) participate in individual, in-person interviews. The data was analyzed quantitatively and qualitatively.

Results

Results from the quantitative data showed that exceptional teachers and schools are already implementing many aspects of the CSPAP program. Three themes were generated from interview data: (a) PE teachers must garner support by having a good physical education program, (b) the CSPAP must start with the PE teachers and then the positive impact will spread to others within the school, and (c) there are many ways to implement activity into the classroom, which students need. Two overall themes emerged from the research: (a) There is a need for an overarching physical activity support and facilitation network within schools, and (b) the physical education teacher is an extremely valued component in the implementation of a CSPAP.

Conclusion

The conclusion to this study was for PE teachers to ensure they have at least their principal and a stakeholder, specifically a classroom teacher, supporting them because this will make for easier implementation and will allow for the program to be successful.

PREDICTION OF CROSSFIT WORKOUT PERFORMANCE USING PEAK POWER AND MAXIMUM AEROBIC CAPACITY: A MULTIPLE LINEAR REGRESSION APPROACH

Morgan Breaux and David Bellar
University of Louisiana at Lafayette

Objective

CrossFit is a newly emerging form of fitness development. At present it is unclear what components of fitness predict success in a

RELATIONSHIP OF MAXIMUM AEROBIC CAPACITY TO PERFORMANCE IN A CROSSFIT COMPETITION

Katie Chautin and David Bellar
University of Louisiana at Lafayette

CrossFit workout. The present investigation was undertaken to examine the predictive ability of peak power and maximum aerobic capacity for performance in one form of CrossFit workout.

Methods

The participants were 32 males (age: 25 ±4 yrs, height: 178.3 ±6.7 cm, weight: 83.7 ±11.7kg, VO₂ max: 52.3 ±4.4mlO₂/kg*min). The CrossFit workout consisted of a 21,15,9 repetition scheme of 34kg sumo deadlift highpulls and 20 inch box jumps with a 40m farmers walk carrying 20kg bumper plates following each round of repetitions. The performance on the workout was assessed by the total time needed by each participant to complete all the repetitions. Within two weeks of the workout, the participants reported to the local human performance laboratory and underwent a graded exercise test to determination maximum aerobic capacity (VO₂ max), and a Wingate assessment to determine peak power. Multiple linear regression analysis was used to develop a predictive model for performance on the workout using the laboratory measures. Statistical significance was set a priori at alpha < 0.05.

Results

The multiple linear regression model achieved the criteria for significance (F_{2,32}=9.083, r= 0.621, p=0.001). The predictors in the model were both significant, with VO₂ max having the largest effect in the model (Beta = 0.594, p=0.001) followed by peak power on the Wingate (Beta=0.539, p=0.002).

Conclusions

It appears, based upon the data from the present investigation, that performance in one form of CrossFit workouts is related to both peak power and maximum aerobic capacity.

Objective

CrossFit and functional training are rapidly gaining popularity across the nation as well as the world. With the onset of the CrossFit games, it is of great significance to understand the essential characteristics of a successful athlete associated with this sport. The present investigation was undertaken to develop a basic understanding of the relationship between laboratory measures of cardiovascular fitness to performance in a local CrossFit competition.

Methods

The participants were eleven male CrossFit athletes (age: 27 ±5 yrs, height: 179.8 ±6.5 cm, weight: 84.7 ±10.8kg, VO₂ max: 51.6 ±4.7mlO₂/kg*min). The CrossFit competition consisted of 4 separate efforts (WOD) that were scored by rank. The overall competition was scored by the sum of the ranks in the four WODs with the lowest total winning. Within two weeks of the competition, the competitors reported to the local human performance laboratory and underwent a graded exercise test to determination maximum aerobic capacity (VO₂ max). Spearman's rank order correlations were used to determine the relationship between the individuals placement in the competition based upon the sum of the ranks in each workout and variables of interest collected from laboratory measures.

Results

The analysis revealed that the maximum aerobic capacity of the athletes was not related to the overall place or rank of the athletes in the competition (Spearman's rho = -0.393, p=0.232).

Conclusions

It appears, based upon the data from the present investigation, that performance in CrossFit athletes is not related to maximum aerobic capacity.

THE RELATIONSHIP OF MAXIMUM AEROBIC CAPACITY TO PERFORMANCE IN CROSSFIT WORKOUTS

Bethany Buller and David Bellar
University of Louisiana at Lafayette

Objective

The following investigation was a pilot study that examined the relationship of performance in CrossFit workout of the day sessions (WOD) and VO₂max in CrossFit athletes and recreationally active college students controls.

Methods

The participants were 21 CrossFit athletes (age: 20-37, height: 168-193cm, weight: 64-103kg, VO₂max: 41-60 mlO₂/kg*min) compared to 11 healthy college students (age: 19-25, height: 168-188cm, weight: 63-107kg, VO₂max: 45-57 mlO₂/kg*min.). A certified CrossFit trainer prescribed the workouts for the study. Within two weeks all 32 participants were evaluated on the 2 prescribed WODs. Each subject's performance on the two workouts was recorded, and then their maximum aerobic capacity (VO₂max) was determined via a graded exercise test. Bivariate correlations (Pearson Product Moment Correlation) were then used to compare the data.

Results

Within the CrossFit athlete population the maximum aerobic capacity of the athletes was related to the time to perform the second WOD ($r=-0.453$, $p=0.039$) but was not related to the number of repetitions for the first WOD ($r=0.428$, $p=0.053$). The analysis revealed a significant correlation to the number of repetitions on the first WOD ($r=0.651$, $p=0.030$)

but not for the time on the second WOD ($r=-0.168$, $p=0.642$) in the control group.

Conclusion

Based on the present investigation, CrossFit workout of the day performance demonstrates variable relationship to maximum aerobic capacity that may be influenced by individual experience with CrossFit competition.

ANNOUNCEMENTS

INFOGRAPHICS: NASPE'S NEW ADVOCACY TOOL

"Infographics" is one of the most popular trends on the web these days. They generate hundreds, even thousands of "ah moments" from people each day, with an end goal to raise awareness on all types of important issues of our time. This first in NASPE's new infographic series, highlights the loopholes found in various state policies outlined in NASPE's 2012 Shape of the Nation Report. Follow these five steps to learn how to leverage NASPE's latest advocacy tool.

1. Share! Visit the Shape of the Nation page, <http://www.naspeinfo.org/shapeofthenation> to download and print a PDF version to include for an upcoming PTA meeting, one on one conversation with parents and other members of the community.
2. Print a handful to be a part of an advocacy toolkit to hand out when meeting with state legislators.
3. Use the statistics outlined as simple yet powerful talking points in upcoming discussions with school leaders and other physical educators surrounding the status of physical education in your local school district.
4. Help spread the word by going viral! Let the power of social media work for you. Every "like," every "share," and every

“retweet” resonates with your existing online community of followers. Download a jpeg file from the Shape of the Nation webpage,

<http://www.naspeinfo.org/shapeofthenation> to directly upload on your profile and various online group pages as a show of support and a signal for change.

5. Be inspired. They say a picture is worth a thousand words. Hang a copy outside your door, in your office or your department’s shared space to motivate colleagues and educate students and parents on the status of physical education.

Find this infographic by searching the National Association for Sport and Physical Education on Facebook and following @NASPE on Twitter. Look for the second in this series; on physical activity. Visit Shape of the Nation online to read the full report, state by state profiles, view supplemental data and more.

LAHPERD LEADERS LEARN THE ROPES

LAHPERD held its Leadership Retreat January 18-19, 2013, at the University of Louisiana at Lafayette.



The highlight of the Retreat was a Skype presentation presented by Andrew H. Lewis of Charleston, South Carolina.

Andrew H. Lewis is an associate professor in the School of Education, Health, and Human Performance’s (EHHP) Department of Health and Human Performance (HEHP). Andrew’s primary area of interest is sport pedagogy. He feels that fostering the growth of future professionals is one of his most important contributions to the profession. During his 32 year tenure at the College of Charleston, he has also served as director of professional development in education, interim assistant dean for

undergraduate studies, and department chair (HEHP), and he currently serves as associate dean of EHHP.

Andrew is past president of both South Carolina’s AAHPERD affiliate and Southern District AAHPERD.

CONVENTION PROGRAM PLANNING UNDERWAY

If you are interested in presenting, please complete a Program Request Form and return it to Susan Gremillion.

If you know someone who is interested, please forward the Program Request Form to him/her.

Questions? Contact Susan at sgremillion@lsdvi.org or 225.933.5690.

Download the Program Request Form at <http://tinyurl.com/lahperd2013proposal>.

PHYSICAL EDUCATION DIVISION NEWS

All members and potential members are called to take part in LAHPERD! LAHPERD’s aim is to improve the quality of life through health, fitness and recreational activities, so let’s stay involved and help keep health and physical education in our schools.

The Physical Education Division is accepting nominations for the offices of vice president-elect, chair-elect for adapted physical education, chair-elect for elementary physical education, and chair-elect for middle/secondary physical education. If you have any nominations or are interested in being nominated, please contact Mamie Hammock at mamie.hammock@yahoo.com.

Have ideas for Convention? Want to present? Know someone who would be a great presenter to feature? Contact Mamie today!



LAHPERD
Convention
Baton Rouge, Louisiana
2013

**Teach
Bowling!**



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.com



Bowler's Ed

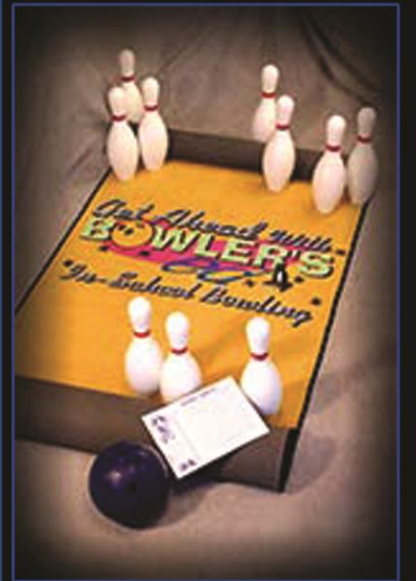
Are you Teaching Bowling?

Bowler's Ed is designed specifically for P.E. Teachers. The Bowling Proprietors Association of America has developed a multi-disciplinary curriculum, free to teachers, for P.E. teachers to teach bowling in their school gyms or other facilities. Geaux Beauxling Louisiana wants you to have access to everything you need to teach bowling in your school!



FREE IN-SERVICE TRAINING

We are offering teachers a Free In-service for up to 100 teachers at any school system in Louisiana. Call Melanie at (318) 464-9222 to sign up. (up to \$2500 value)



WHY TEACH BOWLING?

Bowling is an anaerobic type of exercise.

Excellent method of teaching the underhand toss, a vital PE skill.

Like walking with free weights, it works a lot of muscle groups not normally exercised. Bowling two games results in walking approximately half a mile!

Bowling two games exercises 184 muscles while swinging around 576 pounds.

Bowling helps with weight control and weight loss. Bowling two games can burn between 320 to 580 calories.

Bowling helps shape you up. It works tendons, joints and ligaments in your arms and legs, plus improves your balance, flexibility and posture.

Bowling helps build a healthy mind and body. Fun, friendships and stress reduction through bowling all supports good health.

Bowling is the sport where no one rides the bench. More activity each outing than many other recreations provide and no rain outs!

WHAT'S AVAILABLE?

FREE CURRICULUM:

Developed in conjunction with and compliant with NASPE Standards

- Hard copy available at LAHPERD
- Order hard copy at www.bpaa.com/youth
- Download at www.bpaa.com/youth
- For assistance, call Melanie 318-464-9222

FREE TRAINING:

In-service training available for your school district. Call Melanie 318-464-9222 or Cheryl 504-427-7885 for information on scheduling and requirements.

EQUIPMENT GRANTS FOR 6 LANE KITS:

Make sure to get your grant forms in on time, it's easy breezy.

- Pick up a form at LAHPERD or
- Download a form at www.bowlersed.com - click on "In-School Grant Application", fill it out and send it in. Two pages! Really, it's that easy. Due July 8, 2013. Winners (everyone) announced by July 15-20, 2013.

- For assistance or encouragement, call Melanie @ 318-464-9222

EQUIPMENT LENDING:

Bowlers Ed equipment kits (like you saw in our demonstration) are available in these cities to "check out" like a lending library

Baton Rouge	All Star Lanes 225-939-9214
	Circle Bowl 225-717-4551
Houma	Creole Lanes 985-885-2944
Lafayette	Acadiana Lanes 337-288-3911
Shreveport-Bossier	Holiday Lanes 504-427-7885
Anywhere in LA	Holiday Lanes 318-464-9222

PURCHASE EQUIPMENT:

We recommend Metro Sports for equipment that is both durable and cost-effective

- Order form available at LAHPERD
- Call to order 815-399-0655
- Order online at
- www.bowlersedsupply.com For assistance, call Melanie 318-464-9222



COLLEGE OF EDUCATION

DEPARTMENT OF KINESIOLOGY, SPORT AND LEISURE STUDIES (KSLS)



Mission. The Department of KSLS embraces the Mission of the College of Education and Grambling State University. The Department's mission entails a commitment to academic excellence, quality assurance and accreditation of degree programs, as well as preparation of competent, skilled professionals in kinesiology and leisure studies at the undergraduate level, and sports administration at the graduate level.

Philosophy. The Department of KSLS provides an environment that encourages, supports and nurtures student learning in the classroom, external settings and entry to professional arenas. The faculty are effective facilitators of learning who serve as role models, advisors and mentors; challenging majors *to be the best that they can be.*



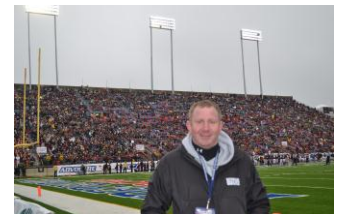
Undergraduate Programs

B.S., Kinesiology degree with Concentrations in:

- Pedagogy
- Health Promotion
- Sport Management

B. S., Leisure Studies degree with Concentrations in:

- General Recreation
- Therapeutic Recreation



Graduate Program

M.S., Sports Administration (SPA)



For More Information Contact:

Dr. Willie Daniel, Department Head, KSLS, P.O. Box 4244; Dr. Obadiah Simmons, Jr. and Dr. Christina Gipson, SPA
100 Facility Drive, FCHAC; Grambling, LA 71245; Office: (318) 274-2294; Fax: (318) 274-6053; Webpage: www.gram.edu

LSU

College of Education

Department of Kinesiology

The LSU Department of Kinesiology Graduate Program offers Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in four areas of specialization:

- Exercise physiology is focused on the genetic, biochemical, and clinical evaluation of physiological alterations to exercise training and detraining in both human and animal models. This focus is centered on modifications in the muscular, cardio respiratory, and immune systems from an aging, disease, or peak performance perspective.
 - Coordinator: Arnold Nelson anelso@lsu.edu
- Motor behavior research focuses on the learning and performance of coordinated movement, with particular interest in topics such as variables influencing effective and efficient skill learning, gait and balance control, sensorimotor integration for whole body and fine motor coordination, and musculoskeletal system rehabilitation.
 - Coordinator: Jan Hondzinski jhondz1@lsu.edu
- Pedagogy/psychological sciences research investigates factors that influence teaching, learning, and behavior choices in a broad range of physical activity settings, including physical education, health education, and exercise programs.
 - Coordinator: Melinda Solmon msolmo1@lsu.edu
- Sport Management research focuses on the social construction and organization of sport and sport organizations, centering on management, sociological, and organizational perspectives.
 - Coordinator: Chad Seifried cseifried@lsu.edu

LOVE PURPLE LIVE GOLD

Contact Information

Department of Kinesiology
112 Long Field House
Baton Rouge, LA 70803
Phone: 225-578-2036

www.lsu.edu/kinesiology

www.lsu.edu/coe

MCNEESE

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Department of Health and Human Performance Burton College of Education

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- 🔥 Teachers
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- 🔥 Exercise Specialists
- 🔥 Sport Managers
- 🔥 Wellness Practitioners
- 🔥 Program Directors
- 🔥 Health Educators
- 🔥 Physical Therapists

Undergraduate Programs (Bachelor of Science)

Teacher Education

Dr. Cheryl Northam, Coordinator
cnortham@mcneese.edu

Health Promotion

Dr. Dan Denson, Coordinator
ddenson@mcneese.edu

Exercise Science

Dr. Robert Voight, Coordinator
rvoight@mcneese.edu

Athletic Training

Mr. Chad Chaisson, Program Director
cchaisson@mcneese.edu

Sport Management

Ms. Roxanne Allen, Coordinator
rallen@mcneese.edu

Graduate Programs (Master of Science)

Dr. Dan Denson, Director

- 🔥 Exercise Physiology
- 🔥 Health Promotion
- 🔥 Nutrition and Wellness

For More Information:

Contact Dr. Mike Soileau, Department Head, Health & Human Performance

McNeese State University, Box 91855, Lake Charles, LA 70609 msoileau@mcneese.edu 337-475-5375



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Offering degrees in:

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- Health Promotion & Wellness (online program)
- Sports Management

Bachelor of Science: Athletic Training

Master of Science in Kinesiology

-Concentrations in:

- Exercise and Sport Science
- Health Promotion, Recreation and Sport Management

For more information contact:

University of Louisiana at Lafayette
School of Kinesiology
225 Cajundome Blvd.
Lafayette, LA 70506
(337) 482-6615
<http://kinesiology.louisiana.edu/>

Have Fun...Teach Healthy Habits... Benefit Your Community

Students love the excitement of Jump Rope For Heart and Hoops For Heart events, and schools love knowing that students are learning healthy habits and community values. The benefits of physical activity, healthy eating, and staying away from tobacco are just a few topics that these educational programs cover, all while raising funds to fight heart disease and stroke. Students learn about heart health while learning to jump rope or play basketball, satisfying the National Association for Sport and Physical Education (NASPE) Standards of Physical Education.



**Learn how your school can support
cardiovascular research and save lives.**

Call 1-800-AHA-USA1 or visit americanheart.org.



DID YOU KNOW?

- Obesity among our nation's youth has tripled in the last two decades.
- On average, American children and adolescents spend nearly 4 hours watching television every day.
- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- Some experts predict that, for the first time in history, because of inactivity and obesity-related illnesses, children's life spans will be shorter than their parents'.
- A number of studies have demonstrated that increased physical activity is linked to better school performance.



LAHPERD PROGRAM REQUEST FORM

Program Requests are Due by June 1, 2013

For programs to be considered, ALL information must be entered.

This request form is set-up to be completed and transmitted in Microsoft Word.

Thank you for taking advantage of this opportunity to share your ideas with your peers.

1. Proposed Program Title: _____

2. Program Description - Write 3 sentences, grammatically correct and descriptive, to highlight your program content. This will be used in the program booklet and sent to school principals to request in-service credit for your presentation.

If your program is accepted for the convention, the program materials used in your presentation **MUST BE** included in the Program CD that is for sale during LAHPERD. The materials **MUST BE** submitted via email (sgremillion@lsdvi.org) to the Convention Manager and the Vice-President of the Division that notifies you of your presentation acceptance by October 1, 2013 (this includes PowerPoint slides, handouts, etc.). If you do not submit your materials for publication, please prepare 25 sets of handouts for distribution at your presentation.

3. Division Area (You may check more than one area where the program may be submitted.)

<u>PHYSICAL EDUCATION</u>	<u>SPORT & LEISURE</u>	<u>DANCE</u>	<u>HEALTH</u>	<u>GENERAL</u>
<input type="checkbox"/> Adapted PE	<input type="checkbox"/> Athletic Training	<input type="checkbox"/> Dance Education	<input type="checkbox"/> Health Promotion & Wellness	<input type="checkbox"/> Ethnic Minority
<input type="checkbox"/> Elementary Phys Educ	<input type="checkbox"/> Coaching education	<input type="checkbox"/> Dance Performance	<input type="checkbox"/> Health Education	<input type="checkbox"/> Exercise Science
<input type="checkbox"/> Middle & Secondary Physical Education	<input type="checkbox"/> Community & Outdoor Rec			<input type="checkbox"/> Future Professional
	<input type="checkbox"/> Fitness, Leisure, & Aquatics			<input type="checkbox"/> Higher Education
	<input type="checkbox"/> Sport Management			<input type="checkbox"/> Research

4. Presentation type: (check one)

Lecture/Discussion/Panel - small meeting room, 25-40 theatre style seats, no activity area provided

Audience Participation/Activity - large room, perimeter seating, activity area in center of room

5. Audiovisuals needs:

LAHPERD will provide a screen, extension cord and power strip in the lecture rooms, and an extension cord with power strip in the activity rooms.

PLEASE NOTE - CD players, microphones, LCD Projectors and Laptops/Computers WILL NOT be supplied for any presentations and activity sessions.

6. Person presenting program (contact person):

Name: _____

Institution/Company/Parish _____

Mailing address: _____
Street Address City/State/Zip

Contact Information: (program presenter must be available for contact during the summer months)

Home Phone: _____

Work Phone: _____

Cell Phone: _____

E-Mail _____

ALL Additional Presenters must be submitted in order to be listed in program:

2. Name _____
Institution/Parish _____

3. Name _____
Institution/Parish _____

4. Name _____
Institution/Parish _____

Proposals are due by June 1, 2013.

Your program must be submitted by e-mail to the Convention Manager AND the Vice-President of the Division in which your presentation best fits: (Hand-written program submissions will not be accepted.)

<u>Division:</u>	<u>Vice-President:</u>	<u>E-mail address:</u>
Physical Education	Mamie Hammock	mamiehammock@yahoo.com
Health	Jan Dwyer	mjanydwyer@gmail.com
Sport & Leisure	Dee Jacobson	djacob6@lsu.edu
Dance	Bonnie Richardson	bakerrichardson@att.net
General	Emily Beasley	beasley@lsu.edu

Eligibility to Present: All Presenters (posters included) who are eligible for LAHPERD membership must be current members and must register as a conference participant.

Confirmation of Programs: Confirmation notices of programs accepted for the Convention will be sent following the June Board meeting. Confirmation notices detailing the day and time of presentation will be sent out after the program is completed. We are planning for the entire convention program to be online by the beginning of school; therefore we hope to complete all convention programming decisions by August 1, 2013.

LAHPERD 2013 CONVENTION

Poster Presentation Abstract Submission Form

Submission Deadline: Sept 1st, 2013

Submission form may be mailed or emailed (**preferred**) to David Bellar. You will receive email confirmation upon receipt. If you need any assistance with the submission process please contact David Bellar at dmb1527@louisiana.edu.

Required Information from Presenting Author:

First Name, Middle Int: [REDACTED] Last Name: [REDACTED]
Degree (highest completed): [REDACTED]
Organization, School or University: [REDACTED]
Address: [REDACTED] City: [REDACTED] State: [REDACTED]
Zip: [REDACTED] Primary Phone: [REDACTED] (xxx) xxx - xxxx
Email: [REDACTED]

Required Guidelines for Abstract:

Abstract should be submitted in 12pt font Times New Roman font, single spaces. The abstract should be limited to no more that 2000 characters (spaces not included) and should be the result of completed work that is not presently in press elsewhere at the time of submission.

Submitted abstracts will be blind **peer-reviewed** for scientific merit prior to acceptance. The corresponding author will be notified of acceptance no later than 1 month from the date of the convention, although every effort will be made to make notifications as soon as possible. Accepted abstracts should be presented by the corresponding author as either a standard research poster or via laptop computer as a slideshow (a slide show with timing must be set up and running).

The following sections should be included in the abstract:

TITLE

Authors

Affiliations

Objective:

Methods:

Results:

Conclusion:

Please submit both Abstract Submission form (required) and properly formatted Abstract to:

David Bellar, Ph.D.
University of Louisiana at Lafayette
Department of Kinesiology
225 Cajundome Blvd.
Lafayette, LA 70506
dmb1527@louisiana.edu | (216) 374-2590

Sample Abstract

THE RELATIONSHIP BETWEEN PERCENTAGE OF DIETARY CALORIES FROM FAT, ANXIETY, DEPRESSION AND VIGOROUS PHYSICAL ACTIVITY AMONG HEALTHY COLLEGE STUDENTS: A PILOT STUDY

David Bellar, Ph.D.

*Department of Kinesiology
University of Louisiana Lafayette
225 Cajundome Blvd.
Lafayette, La. 70504*

Objective: The present investigation is a pilot study assessing the use of the International Physical Activity Questionnaire (IPAQ), the Zung Anxiety (ZungAnx) and Depression (ZungDep) Self- Rated Scales and the National Cancer Institutes Quick Food Scan Questionnaire (QFC) within the population of healthy college student. It was hypothesized that increased percentage of calories from fat would positively correlate to anxiety and depression, and that increased levels of vigorous physical activity would negatively correlate to those same variables. **Methods:** Participants (male n=14, female n=10) for the following investigation were given verbal instructions regarding the four questionnaires (IPAQ, ZungAnx, ZungDep, QFC) and then were asked to answer the questionnaires as completely as possible. After data was coded and analyzed for normality, subsequently variables of interest were assessed for correlations. **Results:** Partial correlation analysis (controlled for gender) revealed a significant positive correlation between QFC and ZungAnx ($r=0.556$, $p=0.008$, $power=0.815$), suggesting a relationship between the percentage of calories from fat in the diet and anxiety. Similar partial correlations also revealed negative correlations between vigorous physical activity levels (sub score of IPAQ) and ZungAnx ($r=-0.471$, $p=0.024$, $power=0.650$) and ZungDep ($r=-0.418$, $p=0.042$, $power=0.542$). **Conclusion:** It would appear that relationships exist in healthy college students between the percentage of calories from fat and anxiety, and between vigorous levels of physical activity and anxiety and depression. Further work with a larger sample will be needed to assess the strength of these relationships.

2012-13 LAHPERD Membership Form

LAHPERD membership runs from June 1 through May 31 of the following year.
 You may enter your application online at the LAHPERD.org website and pay online;
 or you may use this form and mail your check. If using this form **PLEASE PRINT LEGIBLY**
 and send your check to the address below. Membership is activated when payment is received.
 Since the database is available online, membership cards are not issued. You may check your
 membership number and make changes online using your assigned username and password.

Date Received: _____
Amount of Payment: _____
Form of Payment: PayPal _____
Personal Check _____
School Check _____
School/Agency _____
LAHPERD Membership # _____

First Name: _____ Middle Name/Initial: _____ Last Name: _____

<u>Classification and Membership Dues (check one)</u>	<u>Fee</u>
Professional (includes liability insurance) _____	\$ 55.00
3-year Professional Membership _____	\$ 150.00
Student (full-time) _____	\$ 15.00
Student w/liability insurance _____	\$ 40.00
Collegial (non HPER, teacher/aide) _____	\$ 25.00
Retired (verify with Executive Director) _____	\$ 5.00
Honorary Life (verify with Exec Director) _____	\$ 0.00
Institutional (publications only) _____	\$ 30.00

_____ Renewal of Membership
 _____ New Member

Are you a member of AAHPERD?
 _____ Yes Membership Number: _____
 _____ No

If it is feasible, how would you prefer that your
 LAHPERD publications be made available to you?
LAHPERD Journal ___ Print ___ E-copy
Au Courant Newsletter ___ Print ___ E-copy

Preferred Address: _____ City: _____
 (year-round) _____ State: _____ Zip Code: _____

Telephone #: _____
 (circle preferred) Work Home Cell

E-Mail Address: _____
 (required) (preferred e-mail address; checked frequently) (alternate/summer e-mail address)

 (Professional: School Name or Work Site) (Student: School Attending) (Parish-work/school)

<u>LAHPERD Division</u> ___ Health ___ Physical Education ___ Sport/Leisure ___ Dance ___ General	<u>Employment Level</u> ___ Elementary School ___ Middle/Jr Hi School ___ High School ___ K-12 School ___ University/College ___ Agency (city, parish, hospital, etc) ___ Other - list site _____	<u>Major Teaching or Interest Area (choose one)</u> ___ Health Education ___ Physical Education ___ Both Health & PE ___ Adapted PE ___ Administration/Higher Education ___ Aquatics ___ Athletics/Coaching ___ Athletic Training/Sports Medicine ___ Dance ___ Exercise Science/Physiology/Kines ___ Fitness/Strength/Conditioning ___ Health Promotion ___ Recreation/Leisure ___ Sport Management ___ Other _____
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Make all payment to : **LAHPERD** Check, money order, cash, or online
 membership payments accepted. **NO PURCHASE ORDERS ACCEPTED.**
If check pays for multiple members, each member must submit an application.

Mail to: Bill Dickens, LAHPERD Executive Director c/o Health & Human Performance Northwestern State University Natchitoches, LA 71497
--



American Alliance for Health,
Physical Education, Recreation and Dance

Join Today and Put AAHPERD to Work for You!

YES, I want to join AAHPERD! Please send my Association credentials and begin my subscription to UpdatePlus and the professional journal(s) I've checked below.

(Mr.) (Ms.) (Mrs.) (Miss)

Name _____

Please fill out both addresses below and then tell us which one you'd like to use.

1. Business/School Address

Place of Employment

Address

City _____ State _____ Zip _____

Work Phone _____ Fax _____

E-mail

2. Home Address

Address

City _____ State _____ Zip _____

Home Phone

Preferred Membership Mailing Address

Business/School Home

AAHPERD makes its membership mailing list available for rental to companies that feel AAHPERD members would benefit from the products and services that they offer. If you don't want your name made available please check the box above.

Please send me information about my state association.

**Your satisfaction is 100%
guaranteed. Cancel any time and
you'll receive a full refund on all the
months remaining on your
membership. Join AAHPERD with
confidence!**

Customize your membership

Choose your Associations

AAHPERD membership includes membership in any two associations (one if you are a student). A portion of your dues goes to support the associations selected. Please prioritize your choices.

- 1 2 American Association for Health Education
- 1 2 American Association for Physical Activity and Recreation
- 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. (Select this in addition to your association affiliation(s) at no extra charge to you.)

Choose your Professional Journals

- Journal of Physical Education, Recreation & Dance*
 - American Journal of Health Education*
 - Research Quarterly for Exercise and Sport*
 - Strategies: A Journal for Physical and Sport Educators*
- You receive a subscription to one professional journal with your membership in AAHPERD. Subscriptions to additional journals are only \$25 each per year.

Calculate your dues

AAHPERD Professional Membership \$ 135

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Undergraduate Graduate

Additional Professional Journals (\$25 Each) \$ _____

Foreign Postage (Outside U.S. & Canada add \$12 per journal including Update.) \$ _____

TOTAL DUE \$ _____

Payment Options

- My check for membership is enclosed.
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MAIL TO:

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive, Reston, VA 20191-1598

Phone: 800-213-7193 • Fax: 703-476-9527 • membership@aahperd.org • http://www.aahperd.org

MNWWP

IMPORTANT INFORMATION - PLEASE COMPLETE: ASSOCIATION INTEREST AREAS

Below is a list of the five national associations within AAHPERD and the interest areas within each association. Each member is entitled to select two associations and three interest areas within each of those associations. If you select the same association twice you may select six interest areas under that association. (Students receive only one association choice and only three interest areas within that association.) A portion of your dues goes to support each association selected.

AMERICAN ASSOCIATION FOR PHYSICAL ACTIVITY AND RECREATION

- Adapted Physical Activity
- Administration & Leadership Development
- Aquatic Professionals
- Aging and Adult Development
- Adventure & Outdoor Education/Recreation
- Facilities & Equipment
- Children, Youth & Families
- Fitness & Wellness
- Lifelong Recreation Sports
- Measurement & Evaluation
- Safety & Risk Management

AMERICAN ASSOCIATION FOR HEALTH EDUCATION

- Administration/Health Planning
- Business & Industry
- College/University Students
- Early Childhood
- Elementary School Children
- Health Disparities
- Health Literacy
- Medical Care Services Programs
- Non-School Adult Programs
- Preservice/Inservice Professional Preparation
- Public/Community Health Education
- Research
- Secondary School Youth
- Technology Apps/Health Informatics

NATIONAL ASSOCIATION FOR GIRLS & WOMEN IN SPORT

- Advocacy/Equity
- Athletic Administration
- Coaching
- International Programs
- Officiating
- Professional Development
- Public Relations/Media
- Publications
- Research

NATIONAL ASSOCIATION FOR SPORT & PHYSICAL EDUCATION

- Athletic Administration - School and Youth Sports
- Biomechanics
- Coaching and/or Coaching Education
- Curriculum and Instruction
- College/University Physical Activity Instruction Programs
- Exercise Physiology
- Motor Development and Learning
- Physical Education Administration P-12
- Physical Education - Middle and High School
- Physical Education - Preschool and Elementary School
- Physical Education Teacher Education
- Sport and Exercise Psychology
- Sport Health Care/Athletic Training
- Sport History, Philosophy, and Sociology
- Sport Management Education
- Youth Sport Studies

NATIONAL DANCE ASSOCIATION

- Advocacy and Public Relations
- College/University
- Curriculum Development
- Dance Administration
- Dance for People with Disabilities
- Dance History
- Dance Medicine & Science
- Dance Performance
- Dance Research
- Dance Technology
- Early Childhood
- Elementary Education
- Ethnic & Social Dance
- Publications Development
- Private Studios/Schools
- Secondary Education
- Students

OPTIONAL DEMOGRAPHIC INFORMATION

Primary Responsibility

- Administrator
- Athletic Trainer/Sports Medicine
- Athletic Director
- Coach
- Consultant
- Exercise/Fitness Instructor
- Intramural Sports Director
- Program Director
- Self-Employed
- Sports Official
- Teacher/Professor
- Teacher/Coach

Employment Area

- Elementary School
- Middle School
- High School
- Early Childhood
- Business/Industry
- Community/Jr. College
- College/University
- Government
- Hospital/Clinic
- Recreation
- Consultant
- Non-Profit

Primary Interest

- Aging/Adult Development
- Adapted Physical Activity
- Coaching
- Dance
- Exercise/Sport Science
- Health Education
- Leisure/Recreation
- Physical Education
- Physical Fitness
- Research
- Safety
- Sport Management

LAHPERD AWARDS' CRITERIA

For more information, contact the Executive Director, Awards Committee Chairperson, or specific award chairpersons identified.

Honor Award

1. The candidate's contribution should have been made within the field of health education, physical education, recreation and dance.
2. The candidate should have rendered at least five years of meritorious service to the health education, physical education, recreation, or dance education professions in the state.
3. The candidate shall be one of high moral character whose contributions have most fully expressed the spirit of service which this award represents.
4. The candidate should have made a contribution to LAHPERD.
5. Any LAHPERD member who resides within the state may nominate a candidate by submitting the name and vita to the nomination chairperson.
6. To be considered for the current year, all nominations must be in the hands of the chairperson by August 1.
7. The committee member who sponsors a candidate shall be responsible for forwarding five copies of a complete, accurate biographical sketch to the chairperson.
8. The biographical sketch shall be topically organized, legible, and current.
9. To be considered for the current year, all biographical sketches must be submitted to the chairperson by August 1.
10. Insofar as possible, candidates shall not be advised that they are being considered for the award.
11. Submit nominations to Yvonne Calvin at calviny@gram.edu.

Outstanding University/College Senior Major Award

1. The candidate shall be a full-time student of the university/college from which the nomination is made.
2. The candidate shall have attended the nominating university a minimum of two years.
3. The candidate shall be a member of LAHPERD at the time of the nomination.
4. The candidate shall have an overall grade point average of 3.0 or greater.
5. Any university/college faculty member in health, physical education, recreation, or dance, or a supervising

teacher may nominate a candidate by sending the name and a biographical sketch to the chairperson. The supporting information should include date, grade point average, honors and awards, membership(s) in professional organization(s), and a statement from the nominator as to why the student is worthy of the award.

6. All nominations must be submitted to the chairperson by August 1.
7. The person sponsoring the candidate shall be responsible for submitting a copy of a complete, accurate biographical sketch to the chairperson.
8. The biographical sketch shall be topically organized, legible, and current.
9. To be considered for the current year, all biographical sketches must be submitted to the chairperson by August 1.
10. Submit nominations to Yvonne Calvin at calviny@gram.edu.

Service Award

1. Any LAHPERD member who resides in the state may nominate a candidate who is worthy of consideration. Supporting information should include name, address, specific contribution/service to LAHPERD, and a statement from the nominator giving other information considered pertinent to the selection of a recipient for the Service Award.
2. Any individual who meets the criteria outlined for each of the awards may apply personally for the award or be nominated by a colleague.
3. A state winner is not eligible for the same award again until after four years.
4. Former district and national winners of the award are not eligible to participate in the same category for an award.
5. Submit nominations by May 20 to the Executive Director or Awards Committee Chair.
6. Submit nominees and information for special awards to: Sonia Tinsley at tinsley@lacollege.edu.

Secondary Physical Education Teacher of the Year Award

1. For the purposes of this award, a secondary physical education teacher

is defined as an individual who has major responsibility for teaching physical education in grades 7-12.

2. The candidate must be a current secondary physical education teacher with a minimum of three years' experience.
3. The candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Utilizes various teaching methodologies and plans innovative learning experiences.
 - c. Conducts a balanced and sequential curriculum.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences professional commitment through membership and involvement in local, state, and national physical education organizations.

Elementary School Physical Education Teacher of the Year Award

1. For the purposes of this award, an elementary physical education teacher is defined as an individual who has major responsibility for teaching physical education in grades K-6.
2. The candidate must be a current elementary physical education teacher with a minimum of six years' experience.
3. The candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Utilizes various teaching methodologies and plans innovative learning experiences.
 - c. Conducts a balanced and sequential curriculum that reflects and understanding of child growth and development.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences commitment to the education profession by having served on state/regional/national committees and/or having presented workshops of programs at these levels.

4. Current members of the COPEC Executive Committee are not eligible.

Health Educator of the Year Award

1. For the purposes of this award, a school health educator is an individual who has major responsibility for teaching health education in grades K-12 or in a college/university setting.
2. The candidate must have a minimum of three years teaching experience.
3. In addition, the candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Utilizes various teaching methodologies and plans innovative learning experiences.
 - c. Presents a balanced and sequential curriculum based on the developmental, social, and psychological needs of the students.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences commitment through membership and involvement in local, state, and national health organizations.

Dance Educator of the Year Award

1. For the purposes of this award, a dance educator is defined as an individual who has major responsibility for teaching dance at any level including grades K-12 and/or in a college/university setting.
2. The candidate must have a minimum of three years teaching experience.
3. In addition, the candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Teaches creatively and produces creative work by utilizing various methodologies causing innovative problem-solving learning experiences.
 - c. Presents a balanced and sequential curriculum based on the developmental, social, and psychological needs of the students.
 - d. Assumes responsibility for his/her professional growth.

- e. Evidences commitment through membership and involvement in local, state, and national dance organizations.

Recreation Professional of the Year Award

1. For the purposes of this award, a recreation professional is defined as an individual who has major responsibility for teaching recreation pre-professionals/professionals or conducting recreation programming and/or administration in an educational, public, or private recreation setting.
2. In addition, the candidate must be a person who:
 - a. Serves as a positive role model, epitomizing the values and desired outcomes of recreation.
 - b. Demonstrates enthusiasm for the recreation professional and his/her role in it.
 - c. Shows interest in and sensitivity to the needs of students, clients, and fellow professionals.
 - d. Utilizes various methodologies and implements creative, innovative, safe, and effective courses/recreations programs based on:
 - i. the developmental, social, and psychological needs of students and clients; and
 - ii. the philosophies, purposes, needs, and resources of the sponsoring institution.
 - e. Assumes responsibility for his/her professional growth and evidences professional commitment through membership and involvement in local, state, and national recreation organizations.

Taylor Dodson Young Professional Award

1. Candidates should be less than 40 years of age.
2. Candidates' contributions should have been made within the fields of physical education, health education, recreation, research, and dance, or to the profession through such allied field as science, education, or community service.
3. Candidates should have rendered at least five years of meritorious service to the physical education, health education, recreation, or dance professions in the Southern District.

4. Candidates should have been members in good standing of AAHPERD for at least the five consecutive years prior to receiving the award.
5. Candidates for the award should have gained prominence in some of the following:
 - a. Excellence in teaching
 - b. Outstanding administrative achievement
 - c. Leadership in professional associations, including state and national
 - d. Contributions to professional literature
 - e. Outstanding community service
6. Deceased members or those who have moved out of the district should not receive the award nor should the award be given because a person holds a particular job.

Scholar Award

1. Criteria for selection of the Scholar shall include, but not be limited to the following:
 - a. The individual selected should have scholarly presentations.
 - b. The individual should be an active scholar in his/her discipline.
 - c. The individual selected must be a LAHPERD member.
 - d. The individual selected should be capable of communication to groups in the various disciplines.

Gilentine Award

1. Candidates must be adapted physical education teachers, where the majority of their teaching duties are in adapted physical education, in Louisiana and current LAHPERD members.
2. The following criteria are considered:
 - a. Teaching performance
 - b. Innovative abilities
 - c. Involvement with local and state organizations
 - d. Volunteer community work
 - e. Research and scholarly activities specific to adapted physical education

GUIDELINES FOR SUBMITTING ARTICLES TO THE *LAHPERD JOURNAL* Electronic Submissions Only

The *LAHPERD JOURNAL* is published twice a year, usually the fall and spring, by the Louisiana Association for Health, Physical Education, Recreation and Dance. Articles should be emailed to the editor, Dr. Dan Denson ddenson@mcneese.edu. Articles should be submitted by January 15 to be considered for the April issue and by August 15 for the October issue.

The Manuscript Manuscripts should follow the form and style of the current edition of *Publications Manual of the American Psychological Association* and must be double-spaced, 12-point Times New Roman font with standard margins. All of the authors' names, titles, and institutions should be listed on the cover sheet. **Electronic submissions are required.** Prepare the manuscript in Microsoft Word format and attach author's statement (see Author's Statement below). All correspondence should be addressed to the lead author unless otherwise specified. Limit manuscripts to eight pages or about 2,500 words.

Tables and Illustrations All tables and figures should be titled and embedded in the text at the appropriate place. Use tables for reporting extensive statistical information. Data in tables/figures should not be duplicated or extensively discussed in the text. Tables and figures may be edited for spacing purposes.

Author's Statement The author(s) must provide a statement certifying that the article has not been published or concurrently submitted for publication elsewhere.

Refereed Papers Only position papers and research manuscripts that meet submission criteria will be considered for blind external review. Each paper will be submitted to three members of the *LAHPERD JOURNAL* editorial board. Papers are reviewed for content and clarity. Specifically, each paper will be gleaned for 1) identification of the problem and purpose of the study, 2) description of methodology including statistical procedures used, 3) reporting of findings, 4) consistency of conclusions and findings, and 5) quality and appropriateness of references. Lead authors will be notified of the status of the manuscript. Papers may be accepted as is, accepted with minor revisions, conditionally accepted pending revisions, or rejected. Only papers that make a contribution to the profession will be accepted for publication.

Documentation References should be listed at the end of the article and should be arranged in alphabetical order. Each reference cited in the article must be listed and only those cited should be included in the reference page. Follow the form and style for citing and listing references in the current edition of the *Publications Manual of the American Psychological Association*

Announcements Any announcements and last minute news items may be submitted electronically prior to layout of the journal. Contributors are advised to use Microsoft Word format for all attachments. Be sure to title attachment for inclusion in the *LAHPERD JOURNAL*.

Non-Refereed Papers Submission of *program development papers* and *teaching methods* are welcome. Authors are encouraged to submit photographs, diagrams and tables as necessary with these papers. These papers will be reviewed by the in-house editorial staff, which consists of the managing editor and the copy editor. Some revisions may be necessary. The editorial staff reserves the right to edit these papers when necessary to maximize available space.

Abstracts All completed abstracts accepted for presentation at the fall LAHPERD conference will be published in the spring issue of the *LAHPERD JOURNAL*. Incomplete abstracts will be returned to the author(s) to be completed. Complete abstracts should contain: 1) a problem statement, 2) purpose of the study, 3) methods,

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