

# TEXAS ASSOCIATION HPERD JOURNAL

VOLUME 86, NO. 1



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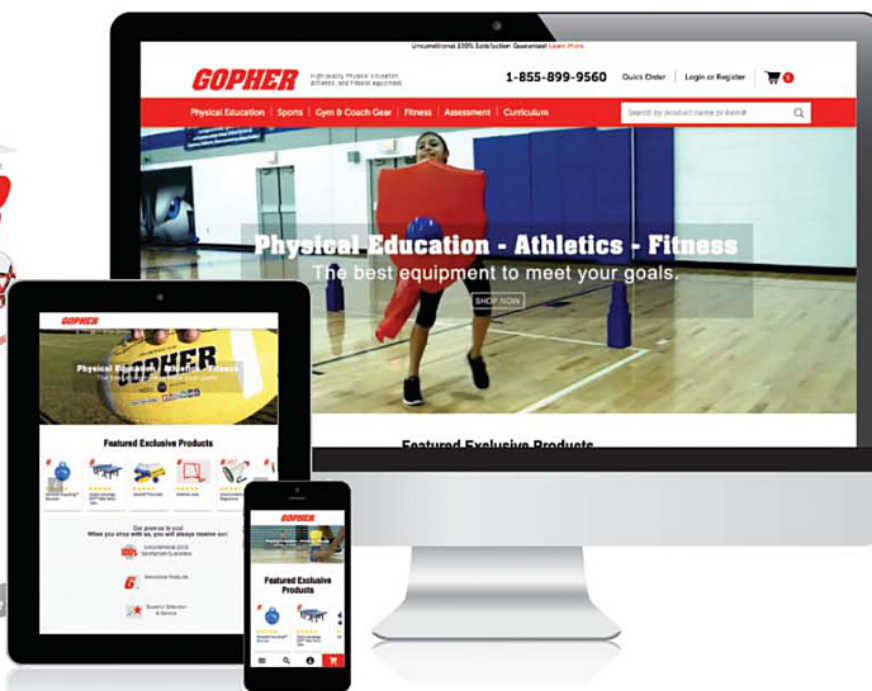
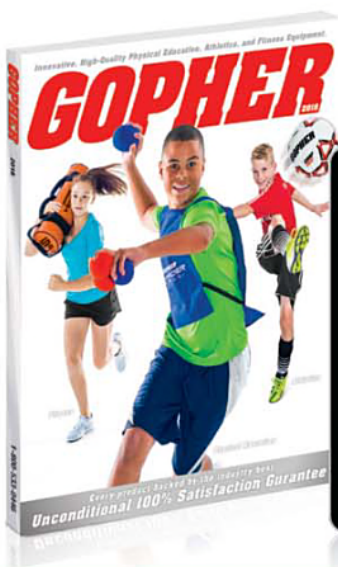
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# TEXAS ASSOCIATION H P E R D JOURNAL

SPRING ISSUE 2018

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**DEADLINE:** Annual Convention Call for Presentation Forms

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#### POLICY STATEMENT

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TAHPERD is a member-driven association which means the members establish and implement the mission, goals, and strategies for the association. This requires over 500 volunteers to serve as officers and committee members. If you would like to become involved in a leadership position, please email your name and interest area to:

[rose@tahperd.org](mailto:rose@tahperd.org)

# PRESIDENT'S MESSAGE



**Pete Silvius**  
TAHPERD President

Happy New Year! What a year 2017 has been. This has been a year of many changes, many challenges, and many opportunities. TAHPERD has been saddened with the retirement of Diana Everett, yet we are so thankful for her many years of service and dedication to TAHPERD. We are excited for her as she enters into retirement and the new *Adventures* that await her. We are thrilled to begin our work with Rose Haggerty as she takes charge of TAHPERD as our new Executive Director. Under Rose's skilled guidance and support, TAHPERD now too starts a new *Adventure* as we build on the strong history and successes we have enjoyed for the last 95 years.

A new year brings an opportunity to reflect and challenge our routines as we look with excitement toward the possibilities of a new start. This feeling of excitement, mixed with a little anxiousness, is good for us. We need the nudge to step out of the comfort of our familiar past and reach toward the challenges of the future.

This year, 2018, I call on TAHPERD to *Embrace Adventure*. Merriam-Webster defines Adventure, as *an undertaking involving unknown risks; an exciting or remarkable experience; a bold undertaking*.

I often think about the charge, or purpose, of our field (Health, Physical Education, Recreation, and Dance). We certainly have several moving targets among our divisions, yet we share the common focus of "wellness." I challenge us individually, and as an organization, to *Embrace Adventure* and be bold and energetic as we seek wellness for our students, our communities, and ourselves.

Each of us has a need to find meaning and challenge every day. We must wake up every morning with a sense of excitement and a goal to achieve a remarkable experience for ourselves. We must live to *Embrace Adventure* everyday. In the words of Helen Keller, "Life is either a daring adventure or nothing."

We are life-long learners. We must *Embrace Adventure* in the ways we learn. We must challenge ourselves to seek knowledge and strive to better understand the world around us. We need to recognize that our resistance to the

unknown and new is often shaped by our cultural bias and fear. Author Alan Cohan writes, "It takes a lot of courage to release the familiar and seemingly secure, to embrace the new. But there is no real security in what is no longer meaningful. There is more security in the adventurous and exciting, for in movement there is life, and in change there is power."

We have a huge responsibility working to support wellness for our families, our schools, our communities, and ourselves. As we recognize the depth of this role and the vast challenges we face, we too must *Embrace Adventure*. We need to accept that often we not only need to take the lead in our schools, but we also need to take the lead in our communities. Our students need all teachers, instructors and coaches to be leaders who recognize that wellness is foundational to all achievement. As we boldly advocate for wellness, we must also recognize the impact and significance that racism, sexism, and intolerance of differences play in the social-emotional lives of our students and on the climate of our schools and institutions. We have a moral and ethical obligation to support **all** students in our schools and to make our communities a more equitable, healthy, and happy place for them to live.

I challenge each of you to *Embrace Adventure* and submit a presentation for the Summer Conference in Frisco July 15 – 17 or the Annual Convention in Galveston November 29 – December 1. You will be supporting our profession, our teachers, and our students by sharing a presentation that is a new concept, out of the box, bold and daring. Presentation proposals are due February 15, 2018, for the Summer Conference in Frisco, and March 15, 2018, for the Annual Convention in Galveston.

TAHPERD, I recognize the path I'm asking us to take is a *bold undertaking, involving unknown risks*, but it also can be an *exciting and remarkable experience*. I challenge all members in 2018 to *Embrace Adventure* in how you *Live, Learn and Lead*.







**Rose Haggerty**  
Executive Director

### Convention 2017

The 94th Annual TAHPERD Convention at the Fort Worth Convention Center, November 30 - December 2, 2017 was a great success. There were a total of 2,212 attendees, 118 exhibit booths, and 250 local volunteers participating in the convention. This convention was very special, in that, TAHPERD said goodbye to Executive Director Diana Everett. After 18 years of service, Diana is joining the ranks of the RETIRED! TAHPERD will miss her guidance and leadership.

TAHPERD's Board of Directors and the Representative Assembly held their annual meetings during the convention. The following actions were taken by the Board of Directors:

- Approved the 2018 elected officers, see the complete list on page 23
- Approved the 2018 list of committee members, see the complete list is on page 27
- Recognized individuals, who completed their term as an officer and/or committee member, see the complete list on page 30.

The Representative Assembly also voted to approve the following committee changes: (1) General Committee will be changed to the K-12 Administrators Committee; (2) General Division will add a new section to be called the Retired Professionals Section.

### Embracing the 2018 Adventure began with the Annual Leadership Conference

On January 12-14, 2018, 108 TAHPERD officers, committee members, and interested members met in Granbury to plan 2018 goals for their particular area of responsibility. This year to assist with outlining the direction of the organization, each division was asked to complete a Strengths, Weaknesses, Opportunities and Threats Analysis (SWOT) for an in-depth look at TAHPERD. A SWOT analysis provides a glance of the internal and external environment of the organization. It was used to identify internal strengths and weaknesses; external opportunities and threats that impact each division within the environment of the organizational structure. The results of the SWOT analysis will be used by the office staff, Executive Committee and Board of Directors to chart the adventure for our members and organization.

During the planning process, it was great to see members demonstrating the qualities and benefits of a **Member Driven Organization**. Member engagement showed: participation and leadership at all levels to support TAHPERD's strategic plan and goals, participants actively working to define the profession and set a direction for the future of TAHPERD and a strong willingness to help each other learn, ready to share their knowledge and collectively determine the best way to grow the profession and organization.

The energy and passion among TAHPERD members revealed (1) a strong dedication to advancing the profession through education, networking and knowledge exchange and (2) provided diverse means to give back to the profession, whether it is presenting at conferences, writing articles or volunteering as leaders at various levels of the organization.

As TAHPERD moves through 2018 Embracing the Adventure, we are reminded that our members are dedicated to "**promoting healthy lifestyles.**"

*"Adventure isn't hanging on a rope off the side of a mountain. Adventure is an attitude that we must apply to the day to day obstacles of life."*

*—John Amatt*

## Determinants of Fan Attendance to Collegiate Sporting Events: Practical Applications for Small Colleges

Anthony C. Rosselli, Dean Culpepper, Samantha Roberts, Lorraine Killion,  
and Clay Bolton

### Introduction

It is commonly accepted that sport has a very large and loyal following around the world. At least that is the perception one can take when it is the opening week of college football in America or the opening ceremony of the Summer Olympics. Rowdy passionate fans cheering for their beloved universities or home countries can lead one to believe that sport, in general, is truly a passion of all. However, a more detailed investigation shows a slightly different picture. For example, attendance at college football, one of the most popular North American sports, demonstrates a decline in average attendance over the past few years. Average Football Bowl Subdivision (FBS) home game attendance peaked in 2008 at 46,456 and has been under this mark every year since then, with a consistent decline from 2010-2015 (Solomon, 2015). Furthermore, while larger DI colleges and universities still have high rates of attendance for football games (e.g., average football attendance for DI-FBS schools in 2015 was 43,496; "NCAA football attendance," 2016), other sports are historically attended at much lower levels (e.g., men's and women's tennis, etc.). While the size of the sporting venue, student body, and alumni base all factor into these attendance trends, one thing is consistent across all sports: increasing attendance at sporting events is desirable. As the majority of college athletic programs operate at a financial deficit (Howard & Crompton, 2014; Shaprio & Dwyer, 2015), and high school athletic programs continue to face reduced budgets (Forsyth & Olson, 2013; Fried, DeSchraver, & Mondello, 2013), every dollar of revenue gained through ticket sales is beneficial.

To understand why fans choose to follow a sports team or attend live events, we turn to research on fan loyalty and fan identification, where "fans highly involved with a team can be extremely loyal, holding a particular team as central to their identity where team success and failure is interpreted as personal success or failure" (Gwinner & Swanson, 2003, p. 277). This suggests that the greater the personal commitment an individual has to a team or athlete, the greater the emotional connection the individual has with that team or athlete. This increased emotional connection then increases the likelihood of attendance at games and the purchasing of team merchandise. Much of this research has examined large-scale sports (e.g., DI sports, professional sport, etc.). There has been little attention

given to smaller-scale sports (e.g., DIII sports, high school sport, etc.). As such, the purpose of this study was to examine the determinants of fan attendance at a small NAIA school in a southern state with the intention that findings would lead to practical recommendations that would benefit small colleges and universities.

### Literature Review

The literature on fan involvement in sporting event attendance has primarily focused on two main streams – fan identification, defined by Gwinner and Swanson (2003) as "the spectators perceived connectedness to a team and the experience of the team's failings and achievements as one's own," (p. 276) and fan loyalty, based on a fan's degree of attachment to a team (Bauer et al., 2008). The extant literature highlights that a number of factors influence whether or not an individual will view or attend a sporting event, arguing that team identification "is a strong predictor of sport fan consumption behavior" (Fink et al., 2002, p. 195). For example, James and Ross (2004) examined the sport consumer motivations at a large mid-western university on three non-revenue generating sports. Specifically, motivations to consume men's baseball, women's softball, and men's wrestling were examined in this study. The results demonstrated that overall interest in the sport itself was rated higher than motives related to self-definition (e.g., team affiliation). Namely, the more interested in the sport you are, the more likely you will be to attend an event (Gwinner & Swanson, 2003). Moreover, according to Funk et al. (2009), the motives for attending sport events are described as both dynamic and multifaceted and, therefore, present significant challenges in effectively assessing these motives. Funk et al. (2009) devised the SPEED Model, which measures facets of motivation – socialization, performance, excitement, esteem and diversion – to investigate the drivers of a person's motivation to consume sport to provide a "parsimonious conceptualization of the multi-faceted nature of sport consumer motivation" (p. 130).

Kim and Trail (2010) sought to create a model that explained the relationships among constraints, motivators, and attendance within spectators sport. Significantly, they found that fans were motivated to attend games due to being identified with the team. Furthermore, they suggest that sport managers identify points of emphasis that their fans most closely identify with and market them (e.g., the



12th man concept at Texas A&M University). Others have also demonstrated a link between fan identification with the sports team as a predictor of attendance (Wann & Branscombe, 1993; Wann & Dolan, 1994; Wann & Schrader, 1997).

In the North American college sport setting, it is argued that, not only does being highly identified with a team contribute to fan attendance, but overall identification with a school/university as an institution can translate to support for an institution's team(s) (Murrell & Dietz, 1992). Namely, the more pride or affiliation one has with their educational institution, the more likely they will be to support and/or attend that school's sports teams' games. This is particularly important in the context of this research, given that colleges foster much stronger relationships with their students through their athletics programs than they do anywhere else in the world. These students become loyal alumni and potential financial donors, thus transitioning from a more situational involvement (SI) with their team to a more enduring involvement (EI) (Laverie & Arnett, 2000). Furthermore, highly identified fans are more intrinsically motivated to attend sporting events and support sports teams (Wann, Ensor, & Bilyeu, 2001).

As identified in the SPEED Model (Funk et al., 2009), performance of a team is a strong motivator of attendance for fans. Indeed, Wann, Tucker, and Schrader (1996) conducted an exploratory study to examine the motivators for the origination, continuation, and cessation of identifying with a sports team and concluded that success of the team was a top-rated reason for both originally following and no longer following a team. The influence of performance, in conjunction with the increased globalization, commercialization and subsequent media coverage of sport has led to the arrival of a new-look sports fan – the “bandwagon fan” or “fair weather fan.” In addition to the three discernible levels of fan identification presented by Sutton et al. (1997) – low identification, or social, fans; medium identification, or focused, fans; and high identification, or vested, fans – there is growing evidence to support the importance of those ‘fans’ who jump on the proverbial bandwagon when a team is successful.

Cialdini et al. (1976) introduced the concepts of BIRGing (‘Basking In Reflected Glory’), where spectators are more likely to “increase their association with successful others” (Wann & Branscombe, 1990, p. 103), and CORFing (‘Cutting Off Reflected Failure’), which suggests that sports spectators will distance themselves from unsuccessful teams. Research studies found that “undergraduates at six universities were more likely to wear apparel that announced their university affiliation if the school football team had been victorious on the preceding Saturday” (Cialdini & Richardson, 1980, p. 406), thus adopting BIRG behavior. If a team fails to perform to this level on a sustained basis, it is therefore argued that these same

undergraduate students will not reach for university apparel and, thus, will be displaying more of a CORF behavior. In order for any team to be successful, it becomes imperative that a relationship is built with these ‘fans’ while they are BIRGing in order to establish a more long-term association, resulting in a more dedicated consumer.

Transitioning from theoretical work to more practitioner-based research, Guerra (2015) examined student attendance at the University of Oregon's football and Men's and Women's basketball games. Results indicate that social media played a role in the attendance of sporting events. For example, of students who used Twitter to follow the sports team, 74% attended three or more football games. Similarly, of those who use Facebook to follow the team, 72% attended three or more football games. Also worthy of note, were the motivators that contributed most to attendance. The opportunity to meet and greet with the team/coaches was the most influential (same for Men's basketball).

Given the previous review of literature, the following research questions guided this study:

- 1) Does fan involvement/interaction during the game increase attendance at sporting events?
- 2) Does increasingly identifying as a fan of the school lead to increased attendance at sporting events?

### Methods

Prior to data collection, a sample size analysis was conducted (Cohen, 1988 & Cohen, J.; Cohen, P.; West, S.; & Aiken, L.; 2003). The analysis, with a minimum effect size of .15 ( $f^2$ ), determined that eighty-three subjects were needed for appropriate power. A survey was distributed to ninety ( $N = 90$ ) non-athlete students in a required university core course. The survey consisted of nineteen total questions, four demographic, three from Team Familiarity, seven from the Sport Spectator Identification Scale, and five from the Sport Fandom Questionnaire. Participants were briefed on the consent form and consent was then provided. Participants then completed a Qualtrics survey online during class and data was exported into SPSS version 20 for analysis.

The survey consisted of the following instruments: Demographic Form, Team Familiarity (Brokaw, Stone & Jones, 2006), Sport Fandom Questionnaire (SFQ) by Wann (2002), and The Sport Spectator Identification Scale (SSIS) by Wann & Branscombe (1993). The Team Familiarity questions were taken from the three questions developed and validated by Brokaw, Stone, and Jones (2006). The measure asks each participant to rate the items on a five-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). and the Cronbach Alpha for this study was .88. The SSIS is a seven-item measure where each participant rates the items on an eight-point Likert-type scale, from 1 (low identification) to 8 (high identification). The SSIS assesses the level of identification each participant

has with a team. The higher the total score, the higher the identification with the indicated team. The SSIS has a published internal consistency of .91 (Wann & Branscombe, 1993) and alpha for this study was .89.

The SFQ is a five-item measure that assesses the level of sport fandom, with a higher overall total score indicating a higher level of sport fandom. Participants rate each item on an eight-point Likert-type scale, from 1 (strongly disagree) to 8 (strongly agree). The SFQ has an internal consistency of .96 (Wann, 2002) and alpha for this study was .92. Non-athletic subjects were used since multiple times members of the athletic teams are required to attend athletic events and the study’s purpose was to identify non-coerced attendance. First year students were excluded since they were not on campus and the study was interested in subjects that had a choice to attend a game. Since classification (e.g., senior) was asked for on the demographic form, a student may self-identify as a freshman and not be a first-year student based on credit hours completed.

Attendance at sporting events was determined on the demographic form and examples of questions from the various instruments include: “How strongly do YOU see YOURSELF as a fan of (university name) Athletics?” “How important is being a fan of (university name) to YOU?” Participants were also asked to rate how familiar they were with players of each team (e.g., volleyball, men’s soccer, women’s soccer, etc.) and rank the order of each team from most to least favorite.)

**Results**

As mentioned earlier, a total of ninety non-athlete students in a required university core course completed the survey package. Table 1 provides descriptive statistics for the demographics and instruments used. A logistic regression was then conducted with demographic variables, SFQ, SSIS, and TFQ scores as determinants for attendance in the prior year (see Table 2). The model was statistically significant,  $X^2(6) = 77.68, p < .0001$ . The model explained 78% (Nagelkerke  $R^2$ ) of the variance for attendance and correctly classified 89% of the cases. The analysis indicated that if a student “was familiar” with the athletes on that team, they were 70% more likely to attend that sporting event. No other variable was significant.

**Table 1:** Descriptive Statistics of Subjects ( $N=90$ )

Gender	
Male	56%
Female	44%
Age	
18-19	64%
21-39	36%
Live on Campus	54%

Self-Classification of Status

Freshman†	9%
Sophomore	64%
Junior	20%
Senior	7%

	Mean	SD
SSIS	20.40	6.53
SPQ	18.31	9.48
TFQ	11.45	4.87

Note. †Self-selection of classification level where a non-first year student is freshman based on credit hours.

**Table 2.** Summary of Logistic Regression Analysis for Variables Predicting Fan Attendance

Predictor	B	S.E.	$\beta$	p
Gender	-0.699	0.856	0.497	0.414
Age	0.164	0.176	1.178	0.351
Major	-0.283	0.2	0.753	0.157
Live on Campus	1.817	1.059	6.156	0.086
Familiarity	-0.719	0.181	0.301	.000*
Team Identification	0.193	0.109	1.213	0.077
Sport Fan	-0.019	0.023	0.981	0.399

Note. \*Significant at  $p < .05$ ,

**Discussion and Conclusion**

Team Familiarity was the most important influence on attendance in the model. Fan identification with players of a particular sports team is an area in which personal commitment and emotional involvement by the fan often occurs. In other words, a fan attends athletic events when he/she knows/is familiar with someone on the athletic team. Social support of one’s friends or family members can lead to increase athletic attendance. It is not surprising for a smaller college that identification with players (Team Familiarity) results in being the most significant factor. For current students, the chances of personally knowing a player are likely to be greater at smaller colleges. Based on this sample, it is recommended that administration encourage creating connections to players (Team Familiarity) as a strategy to increase sporting event attendance.

These results are potentially applicable and useful to high school athletic programs as well. Such programs share many similarities to a smaller college or university in that the student athletes regularly engage with the general student body in classes, lunch, and other social gatherings. As such, the following practical applications for smaller college and high school athletic programs are provided: 1) promote lower-attended athletic events/sports’ athletes weekly; 2) engage in “meet and greets” so the student body can become familiar with the athletes; 3) release weekly team spotlights that highlight student athletes of under-attended sporting events; 4) highlight teams on social



media to further familiarize the student body with the athletes; 5) just as it is encouraged that faculty, staff, and fellow students get to know the student athletes, athletes should also take the initiative to introduce and build connections across campus and within their communities.

Sadly, NCAA rules sometimes limit opportunities to market student-athletes to the public; however, one key area for small college athletic departments to consider having student-athletes involved within the campus and especially the local communities through community service programs. These types of activities involve student-athletes actively engaged with organizations such as the YMCA, Boys and Girls Clubs, children's homes and even elementary schools. Student-athletes can get involved in reading programs, mentoring programs, camps, instructional clinics, and even afterschool tutoring endeavors. These hands on types of service opportunities give families a chance to see student-athletes off the field/court and to get to know them in a real life setting. It also provides an opportunity to create real life role models in that community versus a television hero from a major collegiate sport team or professional sport league.

High school and small college athletic department administrators would be wise to build close partnerships with area non-profits, especially with those that serve children. Non-profit administrators are constantly searching for ways to better engage and connect the children that they serve with meaningful citizens (in this case, college student-athletes) in their community. The small college student-athlete working closely with a young person in a community provides the two-way street of interaction and accomplishes multiple goals. If small college athletic administrators are interested in creating more excitement from local fans, service opportunities is a useful pursuit that may involve little to no financial costs to the athletic department budget.

#### Limitations and Future Research

There were several limitations to this research. First, as the data collection was limited to a convenience sample, generalizations to other settings is limited. Second, surveys that specifically address small college/schools may need to be developed to identify the nuance that is apparent in these settings. Future research should examine sport spectator motivations at the high school level specifically. Most of the research on the topic assesses college-aged and older individuals' perceptions of fan identification and loyalty (likely due to the convenience). As such, the ability to obtain a more accurate examination of the high school sport setting would be highly beneficial to high school athletic administrators in their marketing and promotional efforts.

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# IN MEMORY



**Dr. Janice  
LaPointe-  
Crump**

**1942 - 2017**

Dr. Janice LaPointe-Crump passed away Christmas morning after a two and one half year battle with ovarian cancer. Janice was 75.

In a career that spanned over five decades, Janice LaPointe-Crump had many stellar achievements. Early on in her life she studied and performed with Ruth Page's Dance Company in Chicago all the way to getting her doctorate degrees from Texas Woman's University. In addition to teaching at TWU, Janice has also taught and sometimes choreographed at her mother's dance studio in Chicago, University of Illinois, El Centro College, University of North Texas, Arts Magnet (Booker T. Washington School for the Performing and Visual Arts), and Texas Christian University.

Janice was a key member of many local and national organizations such as the National Dance Society, past president of the Dance Council of North Texas, board of directors for Denton Area Arts Council, board of directors for the World Jazz Dance Congress, Advisory board International Theatrical Arts Society, Alliance for Health Editorial Board, chairman research committee of the National Dance Association, Society for Dance History Scholars, Congress on Research in Dance, Denton Community Theatre winning numerous awards for her choreography in major musicals and numerous position with TAHPERD, who honored her with the Dance Educator of the Year award and the David K. Brace lifetime achievement award.

And most importantly, she was an amazing wife, mother, sister, aunt and friend to many. Janice will be fondly remembered by her husband Gail, sons Gibby and Geoffrey, step sons Jamison and Joseph, sister Suzanne, a niece, four nephews and four grandchildren. Memorial donations in memory of Janice may be made to her scholarship fund at <http://gofundme.com/Janice-Crump-Dance-Scholarship>

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## Assessment Instruments Used by Adapted Physical Educators in Texas

Geoben Johnson, M.S., Kyugin Kim, Ph.D., Melissa Bittner, Ph.D., & Lisa Silliman-French, Ph.D, CAPE  
Texas Woman's University, Denton

### Introduction

Assessment in adapted physical education (APE) is a complex, multi-faceted process that focuses on: (a) identifying whether or not a student qualifies for APE services; (b) developing appropriate goals; (c) implementing appropriate instructional activities; and (d) determining the most appropriate placement for students in physical education (PE) (Horvat, Block, & Kelly, 2007). PL108-446, Individuals with Disabilities Education Improvement Act (IDEIA) (2004) had a major impact (e.g., established guidelines for standardized assessments, alternative assessments, and reporting of students with disabilities) on the assessment procedures of students with disabilities. In the reauthorization of IDEIA, there were changes in reporting requirements on the progress made toward performance goals of students from every two years to every year. Furthermore, it is important to compare previous and current assessment practices used in APE settings to provide information about appropriate application for students with disabilities, and how it might affect student learning in APE (James, Griffin, & France, 2005; Redelius & Hay, 2010). Based on a review of previous literature, only one researcher has conducted a statewide investigation in Texas (Turney, 2000) to examine the most widely used assessment instruments by APE teachers before the federal updates to IDEIA in 2004.

### Purposes

There are two purposes of this investigation. The first purpose is to determine which assessment instruments are being used by APE teachers in Texas. The second purpose is to determine if there are any changes of assessments used by APE specialists by comparing previous research results in Texas (Turney, 2000) with the data collected in the current study. This study is significant as limited research has been conducted regarding what assessment instruments APE specialists are utilizing in the field. These results may determine the type of motor assessment instruments chosen and to what frequency they are administered.

### Method

#### Participants

Once the university institutional review board approved this investigation, purposive sampling was used to recruit 76 APE specialists who are currently assessing students with disabilities in Texas Independent School Districts. Participants were recruited from the following

sources: (a) North Texas APE Conference (56); (b) Texas APE Listserv Databank (16); and (c) Texas Association of Health, Physical Education, Recreation, and Dance e-newsletter (4). Of the 76 recruited participants, 79% were female and 21% were male. A bachelor's degree was held by 44%, a master's degree was held by 54%, and a doctorate degree by 3%. Twenty-nine respondents were APE coordinators in their districts. All participants were responsible for assessing students with disabilities in the motor domain.

#### The APE Assessment Questionnaire

The questionnaire was designed to determine which assessment instruments are being used by APE specialists in Texas. It consisted of two sections: (a) demographics and (b) assessment instruments. The questionnaire was developed and evaluated by three APE specialists who are currently APE teachers or faculty members at a university and have more than 10 years of experience related to APE to establish content validity. Demographic questions included participant characteristics (e.g., gender, educational level, and job description). Assessment instrument questions included which assessments are being used by APE specialists, frequency, and why/why not an APE specialist does/does not use an assessment instrument. Frequency of use for each assessment instrument was included to help determine the most commonly used instrument in Texas. The researchers chose to focus on the six assessments recommended by the *TAHPERD Adapted Physical Education Manual of Best Practices 2<sup>nd</sup> Edition* (2008; see table 1).

**Table 1.** Six Assessment Scales Recommended by TAHPERD Best Practices Manual (2008)

Instrument	Purpose
<i>Adapted Physical Education Assessment Scale (APEAS; The American Association for Physical Activity and Recreation, 2007)</i>	APEAS measures four areas of motor performance (i.e., perceptual motor function, object control, locomotor skills, physical fitness) and adaptive behaviors.
<i>Test of Gross Motor Development-2 (TGMD-2; Ulrich, 2000)</i>	TGMD-2 is designed to assess the gross motor functioning of children ages 3 to 10 years.
<i>Competency Test for Adapted Physical Education (CTAPE; Louisiana Board of Education, 2008)</i>	CTAPE discriminates between children who have average motor skills and children who have significantly below average motor skills.
<i>Motor Activities Training Program (MATP; Special Olympics, 2005)</i>	MATP is designed for persons with most severe disabilities who do not yet possess the physical and/or behavioral skills necessary to participant in official Special Olympics sports. The test is made of four parts: (a) manipulation, (b) posture, (c) mobility, and (d) sensory awareness.



*Project Movement Opportunities for Building Independence and Leisure Interests Through Training Educators and Exceptional Learners (MOBILITEE*; Hopewell Special Education Regional Resource Center, 1981)

MOBILITEE contains an assessment and curriculum guide specifically designed to assist educators in developing physical education programs for students who are moderately and severely disabled.

FITNESSGRAM (Cooper Institute, 2013)

FITNESSGRAM is a health related physical fitness assessment.

**Survey Administration**

The *APE Assessment Questionnaire* was distributed through a link to the PsychData online survey database, with a follow-up email sent two weeks later. Participants anonymously completed the online questionnaire at a location of their choice. The total time to complete the survey in one session was less than 15 min. Inclusion criteria were ensured through self-reported answers on the questionnaire consisting of the following: (a) currently assessing students with disabilities in Texas Independent School Districts; (b) 21 years or older; and (c) hold a Texas teaching certificate in PE. Inclusion criteria were chosen because Texas does not have a specific APE certification; therefore, these questions served to ensure an educational assessment background by participants.

**Data Analysis**

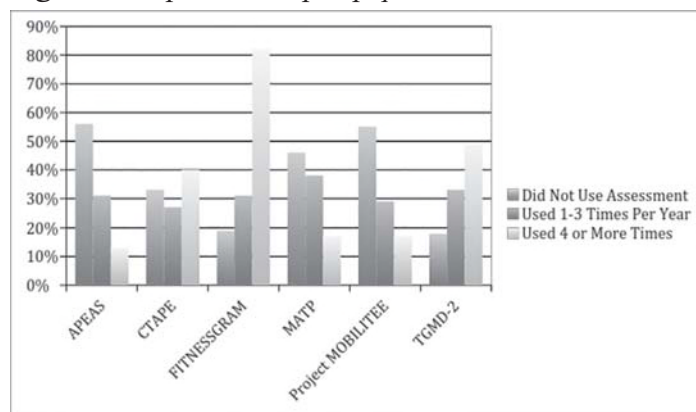
Frequency analysis was used to determine which assessment instruments are being used by APE specialists using SPSS 24.0. Further, the data were analyzed to determine the demographic characteristics of participants and any changes of assessments used by APE specialists by comparing previously reported research results.

**Results**

**Assessment Instruments**

In the current study, 18% of participants did not use the *Test of Gross Motor Development-2* (TGMD-2) (Ulrich, 2000) assessment, 33% used it 1 to 3 times per year, and 49% used it 4 or more times per year. For the *FITNESSGRAM/ACTIVITYGRAM* (Cooper Institute, 2007), 19% did not use this assessment, 31% used it 1 to 3 times per year, and 50% used it 4 or more times per year. For the *Competency Testing for Adapted Physical Education* (CTAPE; Louisiana Department of Education, 2008), 33% did not use this assessment, 27% used it 1 to 3 times per year, and 40% used it 4 or more times per year. For the *Motor Activities Training Program* (MATP; Special Olympics International, 1989), 46% did not use this assessment, 38% used it 1 to 3 times per year, and 16% used it 4 or more times per year. For *Project Movement Opportunities for Building Independence and Leisure Interests Through Training Educators and Exceptional Learners* (Project MOBILITEE; Gosset, 1981), 55% did not use this assessment, 28% used it 1 to 3 times per year, and 17% used it 4 or more times per year. For the *Adapted Physical Education Assessment Scale* (APEAS) (Unified School District, 1987), 56% did not use this assessment, 31% used it 1 to 3 times per year, and 13% used it 4 or more times per year. See Figure 1 for responses to APE assessment use.

**Figure 1.** Responses to adapted physical education assessment use.



Turney (2000) reported the *TGMD* as the most frequently used assessment (57%). The second and third most frequently used assessments were the *Bruininks-Oseretsky Test of Motor Proficiency (BOT)* (29%), and *Peabody Developmental Motor Scales* (18%). Results of the current investigation indicate that the *TGMD-2* (82%) was the most frequently used assessment. The second and third most frequently used assessments were the *FITNESSGRAM/ACTIVITYGRAM* (81%) and *CTAPE* (67%) (see Table 2). It should be noted that the high use of *FITNESSGRAM/ACTIVITYGRAM* could be due to the assessment requirement for the state of Texas.

**Table 2.** Most Frequently Used Assessments by Adapted Physical Education Specialists

	Most Frequently	Second	Third
Ulrich (1988)	<i>Bruininks-Oseretsky Test of Motor Proficiency</i>	<i>Special Fitness Test for the Mildly Retarded</i>	
Turney (2000)	<i>Test of Gross Motor Development</i> (57%)	<i>Bruininks-Oseretsky Test of Motor Proficiency</i> (29%)	<i>Peabody Developmental Motor Scales</i> (18%)
Johnson, Kim, Bittner, & Silliman-French (2016)	<i>Test of Gross Motor Development-2</i> (82%)	<i>FITNESSGRAM</i> (81%)	<i>Competency Test for Adapted Physical Education</i> (67%)

Of additional importance, Turney (2000) indicated that 36% of participants used teacher-made tests and checklists as a form of assessment. It was reported that within the current questionnaire, 29% used the *Texas Region 10 Educational Service Center's Functional Assessments*.

**Discussion and Conclusion**

APE specialists use assessments to determine the present level of academic achievement and functional performance, programing, setting goals/objectives, and placement for students with disabilities (Horvat et al., 2007). Accurate assessment is critical to determine appropriate placement and program development for students with special needs. Based on the results of this investigation, the *TGMD-2* and the *FITNESSGRAM/ACTIVITYGRAM* are the two most commonly used assessment tests. Similar to results reported by Turney (2000), *TGMD-2* continues to remain the most widely used assessment in Texas.

With the availability of various assessments tests for individuals with disabilities in physical education, it is interesting to note that the *TGMD-2* is still the most widely used assessment in Texas since its inception in 2000. Based on the results from this investigation, it is believed that the *TGMD-2* continues to be the test of choice because of: (a) short administration time; (b) limited equipment and space needs; (c) familiarity; and (d) standardization criteria (Horvat et al., 2007). Further, the *TGMD-2* includes specifically selected motor skills that can be generalized to many different activities and games in PE class. The *TGMD-2* is currently being updated to the *TGMD-3* (Ulrich, 2018) in part to ensure that skills being assessed are current and students are appropriately qualified for APE services. It may also be resulted from the previous experience of using the *TGMD-2* given that it was the most widely used one. Future research is needed to examine factors influencing APE specialists' use of assessment tests.

Limitations of this investigation include only using assessments from the *TAHPERD Adapted Physical Education Manual of Best Practices 2nd Edition* (2008). In addition, there are several other assessments that may also be used by APE specialists (e.g., *Brockport*, *BOT-2*, teacher-made tests, and checklists). Another limitation could be that specific survey questions could have been focused on the rationale for their assessment test selection (e.g., placement, programming, consistently monitoring performance); this may dictate assessment use and frequency. Finally, results of this investigation can only be generalized to APE specialists in Texas.

Further research is needed to determine which assessments are taught to future APE specialists at the university level. It is possible that assessments most used in the field by APE specialists are the assessments most frequently taught in university courses. Because of this possibility, it is suggested that more in-service training is needed in the area of assessment for APE specialists to increase assessment knowledge and awareness of other assessments tests that can be used for students with disabilities in physical education.

In conclusion, it is necessary for APE specialists to be exposed to a variety and the most appropriate assessments (i.e., age and developmentally appropriate) for students with disabilities in physical education environments to determine: (a) present level of performance, (b) appropriate placement decisions, (c) progress throughout activities, lessons, or units, (d) appropriate feedback, and (e) appropriate standards and individual student needs (Hodge, Lieberman, & Murata, 2012). Suggestions for future studies would include a national survey with more in-depth investigations related to why evaluators selected assessments, as well as, distinguishing between various fitness assessments for students with disabilities. There is also a

need to study APE teachers' perceptions on the effectiveness of these assessments.

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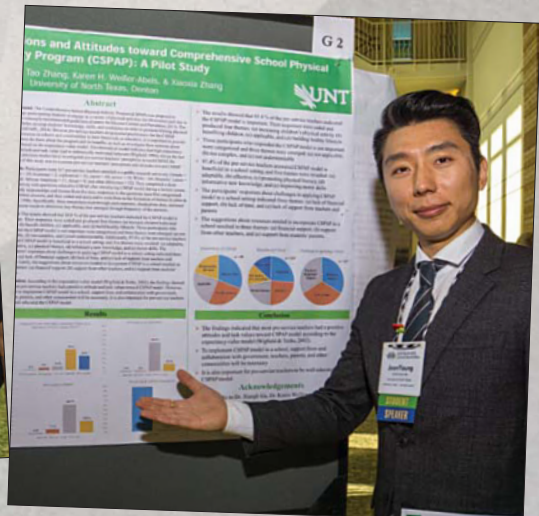
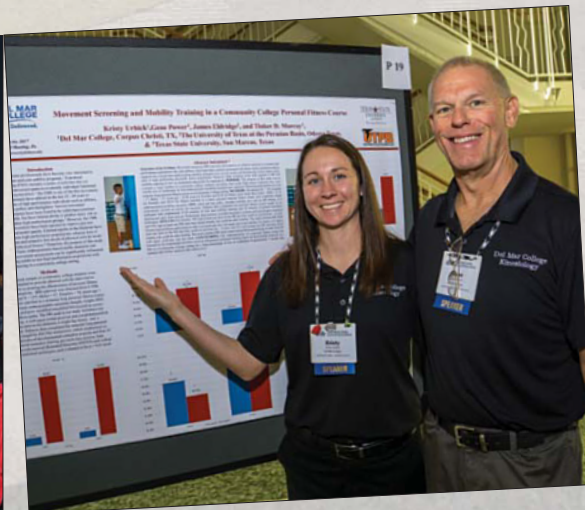








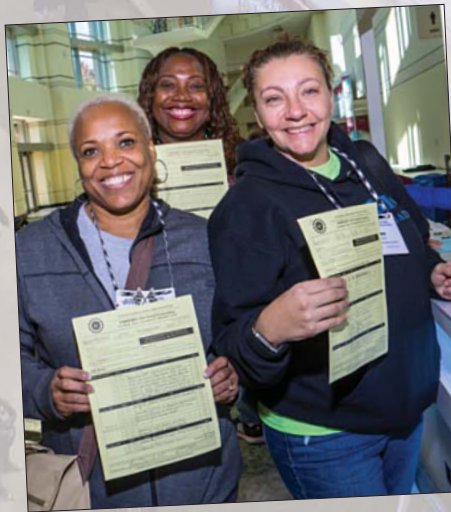
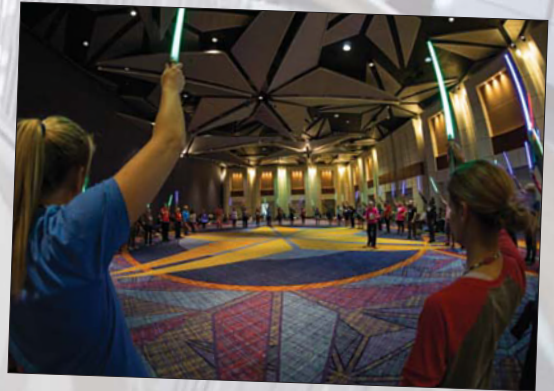


















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Austin ISD

### *Middle & High School Physical Education Section*

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Aldine ISD  
Chair-elect Mervin Pellerin  
Aldine ISD  
Past Chair Emily McGowen  
Aldine ISD

### *Sports Section*

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Aldine ISD  
Chair-elect Becky Nguyen  
Hays CISD  
Past Chair Janie Rodriguez  
Aldine ISD

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Vice President-elect Chris Peurifoy  
Spring Hill ISD  
Past Vice President Erik Silvius  
H.E.B. Family Foundation

### *Adventure Education Section*

Chair Cheryl Daugherty  
Sanger ISD  
Chair-elect Adam Rodriguez  
North East ISD  
Past Chair Russ Chavez  
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### *Leisure Activities and Sports Section*

Chair Leo Esquivel  
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Chair-elect Kristy Urbick  
Del Mar College  
Past Chair Javier Mireles  
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### *Outdoor Education Section*

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North East ISD  
Chair-elect Laurie Friesenhahn  
North East ISD  
Past Chair Ytszel Trinidad  
IDEA Public Schools - McAllen

### *Water Sports Section*

Chair Angie Heitman  
Pflugerville ISD  
Chair-elect Stephanie Faulkner  
North East ISD  
Past Chair Zasha Romero  
UT – Rio Grande Valley

Please note that the bolded individual indicates the chair of the committee.  
After Annual Convention of the year listed ends their term.

## **Adapted Physical Activity Committee**

1. **2018**     **Geoben Johnson | Allen ISD**
2. 2018     TBD (Appointment)
3. 2018     TBD (Appointment)
4. 2019     Sharon Hudson | Northside ISD
5. 2019     Sean Mills | Pasadena ISD
6. 2019     Kim King | Pasadena ISD
7. 2020     Heather Katz | Denton ISD
8. 2020     Nydia Fernandez Contreras | Del Rio ISD
9. 2020     William McGinnis | Harlandale ISD

## **Audit Committee**

1. **2018**     **Rachel Naylor | North East ISD**
2. 2019     Pete Silvius | Seguin ISD
3. 2019     Rich Almstedt | Lone Star College
4. 2020     Janice Longino | Rockwall ISD

## **Awards Committee**

1. **2018**     **Steve Furney | Texas State University**
2. 2018     Rich Almstedt | Lone Star College
3. 2018     Gay James | Texas Woman's University
4. 2019     Carisa Armstrong | Texas A&M University
5. 2019     David Vaughn | Montgomery ISD
6. 2019     TBD (Appointment)
7. 2020     Carolyn Mauck | Del Mar College
8. 2020     Darla Smith | University of Texas at El Paso
9. 2020     Tara Tietjen-Smith | TAMU Commerce  
Rose Haggerty | TAHPERD

## **College Committee**

1. **2018**     **José Santiago | Sam Houston State Univ.**
2. 2018     Henry Ross | TAMU Commerce
3. 2018     Will Walker | East Texas Baptist University
4. 2019     Melissa Evans | Tarrant County College SE
5. 2019     TBD (Appointment)
6. 2019     Stephanie Jevan | Texas Christian Univ.
7. 2020     Patty Donaldson | Angelina College
8. 2020     Jay Thornton | SFA State University
9. 2020     Sandy Kimbrough | TAMU Commerce

## **Dance Committee**

1. **2018**     **Carisa Armstrong | Texas A&M Univ.**
2. 2018     TBD (Appointment)
3. 2018     Alexandra Pooley | Texas A&M University
4. 2019     Juliana Williams | Dallas ISD
5. 2019     TBD (Appointment)
6. 2019     Stan Bobo | SFA State University
7. 2020     Kaysie Brown | Texas State University
8. 2020     Rae Collins | Wimberley ISD
9. 2020     Jimmie Morris | Livingston ISD

## **Editorial Board**

1. 2018     Xiaofen Keating | UT Austin
2. 2018     Kayla Peak | Tarleton State University
3. 2019     Henry Ross | TAMU Commerce
4. 2019     TBD (Appointment)
5. 2020     Xiangli Gu | University of North Texas  
**Rose Haggerty | TAHPERD**

## **Exemplary School Committee (5 Year Term)**

1. **2019**     **Barbara Waters | Livingston ISD**
2. 2019     TBD (Appointment)
3. 2019     Leigh Ann Timber | North East ISD
4. 2020     Lynn Bullard | Boerne ISD
5. 2020     Felicia Ceaser-White | Houston ISD
6. 2020     Laurin DeStefano | Rockwall ISD
7. 2021     Samuel Karns | Spring Branch ISD
8. 2021     Sandi Cravens | Irving ISD
9. 2021     Amber Macneish | Pasadena ISD
10. 2022     T.J. Hapshie | San Antonio ISD
11. 2022     Patti Russell | Plano ISD
12. 2022     Kash Aleem | Katy ISD  
Rose Haggerty | TAHPERD

## **Finance Committee (5 Year Term)**

1. 2018     Rachel Naylor | North East ISD
2. 2018     Darla Smith | University of Texas at El Paso
3. 2018     Patti Russell | Plano ISD
4. 2018     TBD (Appointment)
5. 2018     Steve Furney | Texas State University
6. 2019     Pete Silvius | Seguin ISD
7. 2019     David Vaughn | Montgomery ISD
8. 2020     Evelyn Tidwell | East Central ISD
9. **2020**     **Janice Longino | Rockwall ISD**
10. 2021     Anne Daily | Spring Branch ISD
11. 2022     H.C. Grimet | Katy ISD  
Rose Haggerty | TAHPERD

## **Future Directions Committee**

1. 2018     Patty Donaldson | Angelina College
2. 2018     TBD (Appointment)
3. **2019**     **H.C. Grimet | Katy ISD**
4. 2019     Lacreacia Sanders | Tarrant Cty. College-NW
5. 2019     Felicia Ceaser-White | Houston ISD
6. 2020     Janice Longino | Rockwall ISD
7. 2020     Micaeli Smith | Comal ISD
8. 2020     Linda Hilgenbrinck | Denton ISD
9. 2020     T.J. Hapshie | San Antonio ISD  
Rose Haggerty | TAHPERD

# COMMITTEES, EDITORIAL BOARD, FOUNDATION & TRUSTEES

## *Health Education Committee*

1. 2018 **H.C. Grimet | Katy ISD**
2. 2018 Paul Bland | La Marque ISD
3. 2018 Amber Macneish | Pasadena ISD
4. 2019 Delia Thibodeaux | Houston ISD
5. 2019 Steve Furney | Texas State University
6. 2019 Henry Ross | TAMU Commerce
7. 2020 Thomasina Gatson | Aldine ISD
8. 2020 Tara Tietjen-Smith | TAMU Commerce
9. 2020 Danielle Leon | Northside ISD

## *Nominating Committee – President-elect*

1. 2018 **Henry Ross | TAMU Commerce**
2. 2018 P. J. Miller | Texas A&M University
3. 2019 Melinda Foglesong | Dallas ISD
4. 2019 TBD (Appointment)
5. 2020 Shirl Walter | North East ISD
6. 2020 Diane Bedford | Texas A&M University

## *Nominating Committee – VP-elect for Area*

1. 2018 Lorraine Killian | TAMU Kingsville
2. 2019 Darlene Evans | Spring Branch ISD
3. 2020 **Anne Daily | Spring Branch ISD**

## *Nominating Committee – VP-elect for College*

1. 2018 Carlos Cervantes | Huston-Tillotson Univ.
2. 2019 **Melissa Evans | Tarrant Cty College SE**
3. 2020 José Santiago | Sam Houston State Univ.

## *Nominating Committee – VP-elect for Dance*

1. 2018 TBD (Appointment)
2. 2019 **Juliana Williams | Dallas ISD**
3. 2020 Carisa Armstrong | Texas A&M University

## *Nominating Committee – VP-elect for General*

1. 2018 Felicia Ceaser-White | Houston ISD
2. 2019 **Barbara Waters | Livingston ISD**
3. 2020 Patty Donaldson | Angelina College

## *Nominating Committee – VP-elect for Health*

1. 2018 Heather Katz | Denton ISD
2. 2019 Matt Rife | Pasadena ISD
3. 2020 **Darlene Evans | Spring Branch ISD**

## *Nominating Committee – VP-elect for Physical Education*

1. 2018 **Laurin DeStefano | Rockwall ISD**
2. 2019 Amanda Krejci | Sterling City ISD
3. 2020 Docia Craft | Pflugerville ISD

## *Nominating Committee – VP-elect for Recreation*

1. 2018 Ernest Celaya | North East ISD
2. 2019 **Pete Silvius | Seguin ISD**
3. 2020 Erik Silvius | HEB Family Foundation

## *Personnel Committee*

1. 2018 **Rachel Naylor | North East ISD**
2. 2018 Patti Russell | Plano ISD
3. 2019 Barbara Polansky | retired
4. 2019 Pete Silvius | Seguin ISD
5. 2019 Rich Almstedt | Lone Star College-Kingwood
6. 2020 Janice Longino | Rockwall ISD
7. 2020 Erik Silvius | HEB Family Foundation  
Rose Haggerty | TAHPERD

## *Jump and Hoops for Heart Committee*

1. 2018 Tracy Berg | Tyler ISD
2. 2018 Kate Talbot | North East ISD
3. 2018 Dixie Gaona | New Braunfels ISD
4. 2019 **Deidre Haines | Lamar CISD**
5. 2019 Terri Pitts | North East ISD
6. 2019 Wendy Rice-Hughes | Lamar CISD
7. 2020 John Libby | Harlandale ISD
8. 2020 Fernie Castro | Ysleta ISD
9. 2020 Elizabeth Moore | Seguin ISD
10. ——— Kris Brockhagen | Episcopal School Dallas
11. ——— Rose Haggerty | TAHPERD
12. ——— Kim Adams | AHA-South Central Affil.
13. ——— Amy Newman | AHA-South Central Affil.
14. ——— Tonya Bradford | AHA-South Central Affil.

## *K-12 Administrators Committee*

1. 2018 Rhonda Rutherford-Odom | Dallas ISD
2. 2018 **Melissa Munsell | North East ISD**
3. 2018 Patty Donaldson | Angelina College
4. 2019 Helen Wagner | Humble ISD
5. 2019 David Vaughn | Montgomery ISD
6. 2019 Bryan McCord | Plano ISD
7. 2020 Kendric Smith | Frisco ISD
8. 2020 Sandy Kimbrough | TAMU Commerce
9. 2020 Felicia Ceaser-White | Houston ISD

## *Legislative Affairs Committee*

1. 2018 Rachel Naylor | North East ISD
2. 2018 Sheree Clements | Lubbock ISD
3. 2018 José Santiago | Sam Houston State Univ.
4. 2019 Graeme Cox | Lee College
5. 2019 Alexandra Pooley | Texas A&M University
6. 2019 Pam Tevis | Pasadena ISD
7. 2020 **Felicia Ceaser-White | Houston ISD**
8. 2020 Docia Craft | Pflugerville ISD
9. 2020 Ski Noriega | El Paso ISD  
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# COMMITTEES, EDITORIAL BOARD, FOUNDATION & TRUSTEES

## *Physical Education Committee*

1. 2018 **Docia Craft | Pflugerville ISD**
2. 2018 Anne Daily | Spring Branch ISD
3. 2018 ReShawn Brown | Tomball ISD
4. 2019 Patti Russell | Plano ISD
5. 2019 TBD (Appointment)
6. 2019 Shannon Parengkuan | Imagine Schools
7. 2020 Amber Sladeczek | Georgetown ISD
8. 2020 Nickie Allen | Sheldon ISD
9. 2020 Jeff Stivors | Northside ISD

## *Recreation Committee*

1. 2018 **Erik Silvius | HEB Family Foundation**
2. 2018 Mary Lou Trinidad | UT Rio Grande Valley
3. 2018 Ytszel Trinidad | IDEA Schools - McAllen
4. 2019 Cindy Slagle | North East ISD
5. 2019 Ernest Celaya | North East ISD
6. 2019 TBD (Appointment)
7. 2020 Chris Peurifoy | Spring Hill ISD
8. 2020 Gene Power | Delmar College
9. 2020 Patty Donaldson | Angelina College

## *Rules Review Committee*

1. 2018 Mario Reyna | McAllen ISD
2. 2019 Carolyn Mauck | Del Mar College
3. 2020 Gay James | Texas Woman's University  
**Rose Haggerty | TAHPERD**

## *Scholar Committee*

1. 2018 **José Santiago | Sam Houston State Univ.**
2. 2018 Xiaofen Keating | University of Texas
3. 2018 Lisa Silliman-French | Texas Woman's Univ.
4. 2019 Melissa Evans | Tarrant County College SE
5. 2019 Lynn Luttrell | Abilene Christian University
6. 2019 Judi Phillips | Del Mar College
7. 2020 Patty Donaldson | Angelina College
8. 2020 Tao Zhang | University of North Texas
9. 2020 Tinker Murray | Texas State University  
Rose Haggerty | TAHPERD

## *Social Media Committee*

1. 2018 Tammy Gilstrap | Coppell ISD
2. 2018 Terri Pitts | North East ISD
3. 2018 Luis Castillo | UT Rio Grande Valley
4. 2019 Haleigh Blocker | Texas State University
5. 2019 Samuel Karns | Spring Branch ISD
6. 2019 Rebecca Lambdin-Abraham | Austin ISD
7. 2020 **Nicole Garza | Harlandale ISD**
8. 2020 Xiaofen Keating | University of Texas Austin
9. 2020 Yvonne De La Rosa | Seguin ISD  
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## *Sports Leadership Committee*

1. 2018 Janie Rodriguez | Aldine ISD
2. 2018 Paul Fikes | Wayland Baptist University
3. 2018 Bob Sanderson | McMurry University
4. 2019 Sheila Nava | Aldine ISD
5. 2019 Daniel Burt | TAMU Kingsville
6. 2019 **Mario Reyna | McAllen ISD**
7. 2020 Becky Nguyen | Hays County ISD
8. 2020 Mickey Kerr | Univ. of Mary Hardin-Baylor
9. 2020 Richard Almstedt | Lone Star College

## *Trustees*

1. 2018 **Steve Furney | Texas State University**
2. 2019 Barbara Polansky | Retired
3. 2020 Bob Sanderson | McMurry University
4. 2021 Carol Sanderson | Abilene ISD
5. 2022 Rachel Naylor | North East ISD  
Rose Haggerty | TAHPERD

## *Texas Foundation for Health, PE, and Recreation*

1. 2018 José Santiago | Sam Houston State Univ.
2. 2018 Luis Castillo | UT Rio Grande Valley
3. 2018 Steve Furney | Texas State University
4. 2018 Carol Sanderson | Abilene ISD
5. 2018 Kathie Shaffer | Arlington ISD
6. 2019 Michelle Beer | Katy ISD
7. 2019 Sheree Clements | Lubbock ISD
8. 2020 **Ana Cisneros | Univ. of Texas at El Paso**
9. 2020 Deidra Haines | Lamar CISD  
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## *ad hoc Past Presidents Interviews*

1. 2018 **Henry Ross | TAMU Commerce**
2. 2018 TBD (Appointment)
3. 2018 Nicole Garza | Harlandale ISD
4. 2018 Ski Noriega | El Paso ISD
5. 2018 Ben Pirillo | Plano ISD
6. 2018 TBD (appointment)

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 Sharon Sterchy - Chair - Recreation Division - Water Sports Section

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 Amanda Young - Adapted Physical Activity Committee  
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– Continued from page 12...

**Samantha Roberts** is a faculty member at Texas A&M University - Commerce. She specializes in International Sport Management and studies corruption in sport.

**Lorraine Killion** is an Associate Professor in the Department of Health and Kinesiology at Texas A&M University - Kingsville.

**Clay Bolton** is with the Department of Health and Human Performance at Texas A&M University - Commerce. He is the coordinator of the Sport and Recreation Undergraduate Program.

– Continued from page 15...

### About the Authors

**Geoben Johnson** is a certified adapted physical education specialist at Allen High School. He currently serves as the TAHPERD adapted physical education representative. He graduated from Texas Woman's University in spring 2016 with a master's degree in adapted physical education.

**Kyugin Kim** completed his doctorate in the Department of Kinesiology at Texas Woman's University in Denton in December 2016. He continues to conduct research related to adapted physical education/activity for individuals with disabilities.

**Melissa Bittner**, Ph.D., is an assistant professor of Adapted Physical Education in the Department of Kinesiology at California State University-Long Beach.

**Lisa Silliman-French**, Ph.D., is a professor of Adapted Physical Education at Texas Woman's University in the Department of Kinesiology.

**TAHPERD MEMBERS**

**IN THE NEWS**

**Lorraine Killion Honored with Southern District Award**



Dr. Lorraine Killion from Texas A&M University - Kingsville was honored by SHAPE Southern District with the College/University Physical Educator of the Year award.

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Hongxin Li  
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Xiaolu Liu  
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**Professional Level**

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1st Place – Professional Level

Kristy Urbick  
2nd Place – Professional Level

Dr. Judy R. Sandlin  
3rd Place – Professional Level



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#### 2nd Prize: Hotel Stay

David Bowman | Hemphill Elementary

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#### 2nd General Session \$200 Gift Card:

Pam (Pierce) Humphries | Lubbock ISD

#### 3rd General Session \$200 Gift Card:

Jeff Friedel | Choosing The Best Publishing

From the Heart of TAHPERD Winner  
Paul (Mike) Gillum | Fairview Elementary

### Area Division Drawings:

---

#### One-Year Membership:

Lizzie B. Hobbs | Iduma Elementary

#### 2018 Summer Conference/ Annual Convention Registration:

Tracie A. Hammond

Indian Springs Elementary

#### One-Year Membership & 2017 Summer Conference/ Annual Convention Registration:

Sonia I. Perez | Timberwood Park Elementary

## Guidelines for Authors

Authors who are professionals or pursuing study in the areas of health, physical education, recreation, and dance are encouraged to submit a manuscript for reviews. Authors need not be professional writers. Submissions are also accepted for teaching activities for the *Ideas that Make the Grade* section. This provides a less formal and less structured writing outlet.

Please follow the guidelines below to the extent that they apply to your manuscript. The TAHPERD Journal is published three times annually, in fall, spring, and summer, by the Texas Association for Health, Physical Education, Recreation, and Dance. Submissions are accepted throughout the year. A blind review process is used and manuscripts are reviewed on the basis of area of interest, expertise, and qualification in relation to the content of the manuscript. Graduate students are encouraged to submit. Email the manuscript saved in Microsoft Word to Rose Haggerty, Executive Director, TAHPERD, [rose@tahperd.org](mailto:rose@tahperd.org). Manuscripts **must** meet the following guidelines. There is a 90 day review process except during winter holidays when it is extended to 120 days.

**Manuscript:** Using APA 6th Edition, the manuscript must be emailed and saved in Microsoft Word. It should be written in third person, 2,500 words (eight pages) or less, double spaced, 1 inch margins, pages numbered, and lines numbered. A brief biography (two to three sentences) for **each** author **must** be provided at the end of the manuscript.

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**Abstract:** Using APA 6th Edition, provide a brief abstract of the manuscript.


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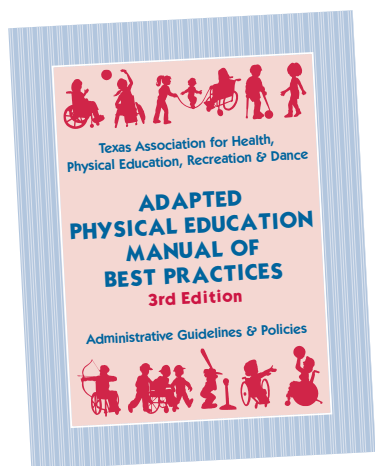


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**7910 Cameron Road | Austin, Texas 78754**

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Campus/School Name

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City/State/Zip

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Email

\_\_\_\_\_  
Signature





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“The students are so excited when they see the climbing wall mats are down – this means fun times ahead! We are already planning integration activities with our reading/math teachers and plan to expand our wall. GREAT product and GREAT service!”

– Roberta Sipe,  
Rosa Parks-Edison Elementary School  
Indianapolis, IN

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SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart program.

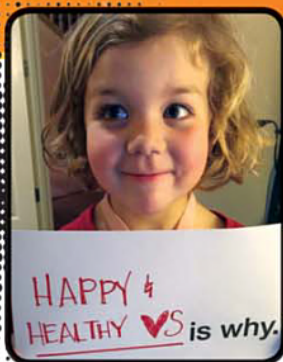
# It takes heart to be a hero

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

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

- Funding research to improve and save patients' lives
- Advocating at federal and state levels for physical education and healthy food in schools
- Teaching CPR to middle and high school students

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.



## HEART HERO

### Sina

Sina Anderson has an atrial septal defect, a hole in the heart wall that separates the upper chambers of her heart. Sina's congenital heart defect was discovered when she was only 6 months old.

Sina will soon have heart surgery at the young age of 2. Following surgery, she'll spend 1-2 days in the ICU, then 4-6 days in the hospital. As her cardiologist said, Sina will most likely run out of the hospital! Children recovering from this surgery are known to be resilient, and I'm quite confident our little Sina will be as well!



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