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Inappropriate Practices in Physical Education: The Top Eight Repeat Offenders

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2 **Abstract**

3 The National Association of Sport and Physical Education (NASPE) have
4 created three documents (elementary, middle school and high school) to guide
5 physical educators in appropriate instructional practices (AIP) in physical
6 education. The purpose of these documents is to aid physical educators in exposing
7 their students to lessons and activities that will enable them to be successful in
8 physical education classes and physical activity. Unfortunately, many students have
9 been exposed to such activities as dodge ball, having captains picking teams in front
10 of the whole class, and many others. This paper is a review of research dealing with
11 appropriate instructional practices in physical education with a multitude of
12 different populations. From these different populations, eight instructional
13 practices have been repeatedly misidentified. These eight repeat offenders will be
14 discussed.

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Introduction

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Consider the following conversation that occurred at a local supermarket between a middle school physical educator and a parent, whose son is a student in the physical educator's class. The parent says to the physical educator, "I loved physical education class when I was a young boy". The physical educator is happy to hear this; and asks the parent, "Why was your physical education experience so enjoyable?" The parent proceeds by saying, "I enjoyed participation in dodge ball. I remember the fun I had in throwing the ball and hitting classmates in certain parts of their body that caused pain or discomfort." And then in the same breath the parent continues, "when teams were created during classes I was often selected to serve as a team captain." As the parent discusses the merits of these instructional practices as he remembers them, the physical educator feels uncomfortable.

This parent has just described two inappropriate instructional practices in physical education, playing dodge ball and having captains pick teams. The National Association of Sport and Physical Education (NASPE) created three documents (one for elementary school (NASPE, 2009a), middle school (NASPE, 2009b), and high school (NASPE, 2009c) physical education) to guide physical educators in appropriate instructional practices (AIP). These documents "offer specific guidelines for recognizing and implementing developmentally appropriate practices in (elementary, middle school & high school) physical education" (Barney & Strand, 2008, p. 34).

The purpose of these documents is to aid physical educators in exposing students to AIP's in physical education, thus enabling students to be successful in

47 physical activity throughout their lives (Barney, Strand & Prusak, 2013). Each of
48 these documents is organized into five sections: Learning Environment,
49 Instructional Strategies, Curriculum, Assessment and Professionalism. Each of the
50 five sections give specific appropriate and inappropriate practices found in the
51 physical education setting.

52 **Theoretical Framework**

53 With continued study of the AIP documents, it becomes clear that the
54 physical educator is the person who will implement these instructional practices
55 during class lessons and activities. With the implementation of AIP in physical
56 education there is a link that may facilitate a task/mastery class environment, thus
57 motivating student learning.

58 Task-involved climates are highly associated with adaptive learning
59 strategies and behaviors, such as self-referenced learning, persistence in the
60 activity, effort, good behavior and motivation (Duda, 1996). Conversely, ego-
61 involved class climates are associated with maladaptive learning strategies and
62 behaviors, such as normative comparisons, task avoidance, deception and cheating,
63 discounting, bad attitudes, amotivation and withdrawal (Ames & Archer, 1988).
64 Research has demonstrated that the teacher can create a task-oriented class climate
65 that can override a students' ego oriented disposition (Prusak, Treasure, & McGee,
66 1998).

67 The TARGET approach (Ames & Archer, 1988) offers a structure for physical
68 educators to create a task-oriented climate in the class. The "T" represents the Tasks
69 students participate in class, e.g., assignments, homework, and design of tasks. The

70 'A' represents Authority of student participation in the instructional process. More
71 specifically, students "buying in" to activities that may not necessarily be their
72 favorite, but student's believe they are "worth it." The 'R' represents Recognition of
73 student accomplishments. This can be in the form of positive praise or
74 reinforcement, limiting peer comparisons and recognizing the value of and reward
75 process outcomes not just the end product. The 'G' represents Grouping of students,
76 e.g., students working with other students or groups of students. The 'E' represents
77 Evaluation or assessment in class activities. And the 'T' represents Time, the pacing
78 of learning and management of the class (Ames, 1992). The AIP statements link to
79 the achievement goal theory by providing instructional practices that can create a
80 task-involved climate for students in physical education. Thus positively affecting a
81 student's motivation.

82 **Overview of AIP Research**

83 What follows is a small sampling of research related to the AIP topics of
84 learning environment, instructional strategies, curriculum, and assessment in
85 physical education.

86 **Learning Environment**

87 Burak, Rosenthal, & Richardson (2013) examined the experience, the
88 attitudes, the beliefs, and the intentions of college physical education majors and
89 non-physical education majors regarding the use of exercise as a form of behavior
90 management or punishment. Results showed evidence of the pervasiveness of the
91 practice of exercise as punishment as more than 91% of the participants indicated
92 that their coaches/teachers had used exercise as a form of punishment or behavior

93 management, and 43% reported that their physical education teachers had used
94 exercise as punishment or behavior management. Disturbingly, many of the
95 participants indicated that they would use exercise as punishment when they
96 become teachers and/or coaches.

97 The fact that many future physical educators and coaches support the use of
98 exercise as punishment, despite the negative effects it can have on students and
99 athletes, and despite the opposition to the practice by national sport, health, and
100 educational organizations, should give physical education teaching and coaching
101 educators concern. The literature concludes that the influence physical educators
102 and coaches could have over their students and athletes, and the effects that
103 influence have on attitudes, may impact participation in physical activity throughout
104 one's lifetime.

105 **Instructional Strategies**

106 Pantanowitz, Lidor, Nemet, & Eliakim (2011) examined the attitudes and
107 compliance towards homework assignments in physical education among high
108 school students in Israel. They surveyed 95 students in grades 11 and 12 along with
109 their parents. Students were asked about their physical activity habits, and both
110 students and the parents were asked how they perceived the provision of
111 homework assignments in physical education. It was found that over 90% of the
112 parents and more than half of the students supported homework assignments in
113 physical education. Despite this support, very few (4%) of the students complied
114 with all homework assignments, and less than half complied with even some of the
115 given assignments. With the low percentages of students that complied with their

116 homework assignments, the researchers concluded that homework in physical
117 education has the potential for increasing regular physical activity, thus improving
118 fitness, and promoting a healthier lifestyle in high school students.

119 **Curriculum**

120 Scantling, Strand, Lackey, & McAlesse (1995) studied the determinants of
121 why high school students in the United States (Nebraska, Idaho and Utah), choose
122 not to take elective physical education classes once they had completed their
123 graduation requirements. From the 1,438 surveyed high school students it was
124 found that a majority of students avoided taking elective physical education classes
125 because there was little or no curricular time to take both elective physical
126 education and additional college prep coursework. Further analysis of the data
127 found that over 30% of the students indicated that physical educators provide the
128 same curriculum over and over again, meaning little variety. The researchers
129 suggested that physical educators need to be flexible or creative in the course
130 offerings and that a variety of activities should be offered to encourage students to
131 enroll in elective physical education classes.

132 **Assessment**

133 Bryan and Solmon (2007) examined motivational constructs to help identify
134 strategies that can be used in physical education classes to promote engagement in
135 physical activity. One aspect of the research dealt with physical educators assessing
136 students' fitness and skill levels. The researchers suggested that physical educators
137 should emphasize self-improvement rather than social comparison. Physical
138 educators are responsible for creating an environment that challenges students to

139 do their best, and does not leave them feeling like they have been eliminated
140 because their fitness or skill levels are different from other students. Additionally,
141 students must perceive that their physical education classes provide some form of
142 autonomy. Providing choices in physical education is relatively easy to do and
143 choices should be fixed so that the options are acceptable to the teacher and always
144 safe for the students. When teachers can provide different, yet challenging, levels of
145 fitness and skill levels, student assessment will provide a positive experience for
146 students (Prusak, 2005).

147 **AIP Research**

148 Table 1 details a number of research studies that specifically address the AIP
149 documents. These studies surveyed parents (Barney & Pleban, 2010), elementary
150 aged students (Barney & Christenson, 2014), middle school students (Barney,
151 Prusak & Strand, 2013), high school students (Barney & Strand, 2008), elementary
152 education majors (Strand, Barney & DeFries-Evans, 2008; Barney & Strand, 2006),
153 physical education teacher education majors (PETE) (Barney & Christenson, 2013;
154 Barney, Christenson & Pleban, 2012; Barney, Christenson & Pleban, in press), school
155 administrators (Barney & Prusak, in press), and K-12 physical educators (Strand &
156 Bender, 2011).

157

158 Insert Table 1 About Here

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160 For all of the surveys in these studies, statements were drafted from the AIP
161 documents and participants were asked to identify if they believed the instructional

162 practice described in the statement was appropriate or inappropriate in physical
163 education. In most instances the same statements were included in the surveys for
164 the various groups.

165 **Repeat Offenders**

166 From the above-mentioned studies, it should be noted that participants
167 within each group correctly identified a majority (80%) of the AIP questionnaire
168 statements as appropriate or inappropriate over the previously mentioned studies.
169 However, it was found that eight survey statements were repeatedly incorrectly
170 identified. These eight instructional practices are being labeled as 'repeat offenders'.
171 What follows is a discussion of the repeat offenders statements.

172 **1. The curriculum should consist of large group & competitive team games.**

173 For this statement, a majority of participants (85%) in each of five groups
174 (PETE majors; middle grade students, parents, school administrators and K-12 PE
175 teachers) incorrectly identified it as an appropriate instructional practice. When
176 physical educators implement this practice they are inviting off-task student
177 behaviors during the activity. As large groups and competitive team games are
178 played in class, students tend to get bored with not being involved in the activity,
179 thus having a negative effect on the students' learning. Physical educators can
180 address these concerns by shortening or widening the playing space, using a bigger
181 ball, changing game rules and by having students focus on certain skills within the
182 context of multiple small-sided games (Barney & Pleban, 2010; Prusak & Barney,
183 2014).

184 **2. Teachers should administer physical fitness tests once or twice each year**
185 **for the purpose of identifying students to receive awards that meet a**
186 **requirement of the school district or state department.**

187 A majority of participants (70%) in four groups (PETE majors, parents,
188 elementary-aged students and school administrators) incorrectly identified this
189 statement as being an appropriate instructional practice. This might suggest that
190 these groups believe that students should receive some type of recognition for
191 reaching some level of physical fitness. The form of recognition might be a trophy, a
192 certificate, or simply a ribbon.

193 One might argue that awards send the wrong message to students in that the
194 students who do not receive an award may be turned off to physical activity.
195 Obviously, this has the possibility of affecting the students' motivation to exercise
196 later in life. Those students who receive recognition may be extrinsically motivated
197 when it comes to being physically active. However, as students get older and do not
198 receive awards or recognition for participation, they may lose interest in being
199 physically active (Nicholls, 1984).

200 It is important that physical educators promote the process of testing rather
201 than just the product, and those students should work to improve on their results
202 from previous fitness tests. The process orientation allows teachers the flexibility to
203 help and encourage students while making fitness testing a positive experience
204 (Barney & Pleban, 2010). Prusak's (2005) program practice sheets are a good
205 example of the process orientation, allowing student flexibility in assessing student
206 learning and at the same time encouraging students during the assessment process.

207 The program practice sheets simultaneously provide skill building with repetitions
208 and assessment within a learning process.

209 **3. Calisthenics/mass exercise should be the arena for fitness development.**

210 A majority of participants (75%) in two groups (PETE majors and school
211 administrators) incorrectly identified this statement as appropriate. When physical
212 educators use mass exercise experience in their classes, they are promoting the “one
213 size fits all” fitness and exercise concepts. Pangrazi and Beighle (2013) stated that
214 every student is different and therefore, physical educators must create
215 opportunities and activities that benefit all students. This also applies to students’
216 fitness activities and goals. Through proper planning and preparation a physical
217 educator can provide all students with fitness activities to help them reach their
218 individual goals. (Barney & Prusak, in press).

219 **4. Grading students on dress, attendance and effort as part of a student’s**
220 **grade.**

221 A majority of participants (85%) in four groups (PETE majors, middle school
222 students, parents, and school administrators) incorrectly identified this
223 instructional practice as appropriate. For many years students have passed their
224 physical education class because they “showed up” to class. Grading students on
225 dress, attendance, and effort as a part the of a student’s grade points to a mindset
226 that has been established by many (Barney & Prusak, in press).

227 Miller (2002) stated that basing grades on dress, attendance, and effort
228 undermines physical education and the true purpose of a physical education class.
229 The purpose of assessment is to access student learning. These categories of

230 assessment are certainly not relevant assessments of students' affective skills
231 related to physical education. Effort is a subjective measure and difficult for
232 teachers to assess. In fact, a teacher might interpret one student's effort as casual or
233 lackadaisical, but in the students' mind he/she is giving his/her best effort in the
234 activity, thus creating problems with a student's assessment. Because effort is such
235 a subjective assessment, parents and administrators may call into question the
236 validity of the student's grade. If this practice of subjective assessment continues,
237 physical educators will continue to demonstrate to parents and administrators that
238 physical education is a glorified playtime during the school day. Teachers must
239 explore a variety of alternative assessment techniques to analyze a student's
240 understanding of his/her learning in physical education class (Barney & Strand,
241 2006).

242 **5. Having captains pick teams in front of the whole class.**

243 This statement is probably one of the most commonly experienced
244 inappropriate instructional practices with the groups that were studied. A majority
245 of participants in five groups (middle grade students, high school students, parents,
246 PETE majors, and elementary-aged students) incorrectly identified this statement as
247 appropriate.

248 The practice of picking teams has caused many students in physical
249 education classes to experience feelings of humiliation, embarrassment, and
250 emotional scarring, has been painful, and damaging to those students who
251 experienced being picked in front of classmates (Williams, 1996). Of the five groups
252 that were studied, three of the groups that found picking teams to be an acceptable

253 instructional practice were the students themselves. It could be concluded that they
254 have been exposed to this practice since such a young age and that it is done
255 frequently. Barney and Strand (2008) found that those students who were captains
256 or those students who were picked first saw nothing wrong with this practice;
257 however, those students who are picked last or toward the end may experience
258 embarrassment or feelings of inferiority.

259 **6. Outside Class Assignments are not good.**

260 A majority of participants (65%) in only three groups incorrectly identified
261 this instructional practice, and not surprisingly it was middle grade students, high
262 school students, and K-12 physical education teachers who agreed with the
263 statement. There has been a culture that physical educators have not taken
264 advantage of giving homework to their students (Barney, 2010). Simply put, the
265 mind-set is that homework is not assigned in physical education class.

266 With this said, there is a great opportunity for physical educators to
267 implement homework. Giving students homework or outside-of-class assignments
268 presents an opportunity for students to be active and learn while in activity. For
269 example, a teacher can distribute pedometers and assign students to go on a walk
270 with a family member or take the dog for a walk and then have the student report
271 on how far they walked, what they saw, or whom they saw while on their walk
272 (Pangrazi & Beighle, 2013; Strand & Bender, 2011).

273 **7. Dodge ball is good to play in PE.**

274 Dodge ball is an instructional practice that many students in physical
275 education have been exposed to. For this statement, a majority of parents (84%),

276 PETE majors (67%), middle grade students (64%), elementary-aged students
277 (87%), school administrators (75%), and k-12 physical education teachers (72%)
278 incorrectly identified this game as appropriate.

279 For many people dodge ball was probably the one activity or game that
280 stands out in their mind regarding their physical education experience (Barney &
281 Pleban, 2010). Dodge ball has been in the media in all forms. Movies have
282 glamorized dodge ball (Cooper, Dobkins & Gillespie, 2007) while printed media has
283 defended dodge ball in physical education class as a right of passage for young men
284 (Reilly, 2001). Whether dodge ball is considered a positive or negative experience,
285 it is an experience that many people remember from physical education.

286 The National Association for Sport and Physical Education (NASPE) (2006)
287 position statement on dodge ball states, “dodge ball is not an appropriate activity for
288 K-12 school physical education programs.” The statement continues, “In quality
289 physical education class teachers involve all children in activities. Students who are
290 eliminated first in dodge ball are typically the ones who most need to be active and
291 practice skills. Many times these students are also the ones with the least amount of
292 confidence in their physical abilities” (p. 2). Being targeted because they are the
293 “weaker” players, and being hit by a hard-thrown ball, does not help children
294 develop skills such as running, dodging, throwing and catching. As always, physical
295 educators must ask themselves, “What is best for the students?” If physical
296 educators are honest with themselves, they will know that dodge ball is not
297 appropriate and not in the students’ best interest (Barney & Christenson, 2014).

298 **8. Assessing items that should focus on isolated skills in an artificial context,**
299 **such as dribbling a basketball through cones.**

300 A majority of participants in two groups (PETE majors and elementary-aged
301 students) incorrectly identified this statement as appropriate. A goal of physical
302 educators should be to teach skills that students are able to use their entire lives.
303 One method of supporting this idea is to put students in game-like or authentic
304 situations. When was the last time a favorite basketball player dribbled through
305 cones during a game? It doesn't happen. The same applies for assessing students.
306 The assessment needs to be in a game-like or in a authentic setting.

307 Graham, Holt-Hale and Parker (2004) said that assessment should be
308 meaningful and worthwhile. Authentic or alternative assessments have become
309 popular methods for evaluating student learning and include rubrics, peer
310 observations, student journals, and checklists. Such assessments are also a more
311 efficient use of time since they can be conducted as all students are active or can be
312 completed among and between the students themselves (Barney & Strand, 2006;
313 Prusak, 2005).

314 **Why is knowing and understanding AIP so important?**

315 This section will discuss the impact and benefits AIP can have for each of the
316 groups in the research studies (see Table 1).

317 **PETE Majors & Faculty**

318 With the possibility of PETE majors teaching their physical education classes
319 in the same manner they were taught in k-12 settings (Doolittle, et al., 1983), PETE
320 faculties have a tremendous responsibility in the preparation of their PETE majors.

321 Many PETE majors have been exposed to a number of inappropriate instructional
322 practices in physical education as students. There is the possibility these PETE
323 majors have been exposed to inappropriate instructional practices for roughly 12
324 years of their K-12 educational experience. When these PETE majors begin their
325 teacher education classes, PETE faculties have 18 months to two years to retrain, or
326 in some cases reprogram them (the students) to think and implement AIP in the
327 classes they will be teaching.

328 Failure to implement AIP in lessons, activities, and games, may negatively
329 impact student's attitudes towards physical education and physical activity. What
330 benefits result when students have to stand around during class while captains pick
331 teams, or from putting students in large groups to play a game or activity with one
332 ball? Importantly, when PETE majors fail to implement AIP in physical education, it
333 is looked upon as an inferior academic component to a student's education (Barney
334 & Christenson, 2013). Physical education has the potential to educate the whole
335 student in the three domains: psychomotor, cognitive and affective. It is hoped that
336 when students have a positive experience in physical education, the ramifications
337 will be positive, throughout a person's lifetime.

338 **Parents**

339 One of the audiences that the AIP documents are directed to is a parent.
340 Parents can be a very influential group when dealing with their child's education.
341 Sheehy (2006) stated that parental dispositions towards education are immediate
342 and of obvious importance. If physical education at all levels fails to meet the needs
343 of students, the students' conversation with their parents and other teachers may

344 get enough of a voice to eliminate physical education from the schools. Conversely,
345 as AIP are being implemented in physical education classes, the child's experiences
346 will filter back to the parents through their child, thus exposing parents to quality
347 physical education. This will serve as a method of educating parents on the
348 importance of physical education for their child and their education. As parents
349 become more educated about AIP in physical education, it is hoped that they will
350 support it in all possible ways, either by vote, financially, or verbally.

351 For many parent's, playing dodge ball, having captains pick teams in front of
352 the whole class, and being graded on dressing out for class were all part of their
353 physical education experience. And unfortunately, these experiences stand out in
354 their memories as the activities that defined their physical education experience.
355 Thus, they likely believe these activities are commonplace and expect that their
356 children are participating in the same activities. Because of this, when physical
357 educators implement AIP into their lessons, activities, and games, students then
358 inform parents of what they are doing, and hopefully parent attitudes and
359 perceptions are favorably transformed.

360 **Students in the Physical Education class**

361 Of all the groups that have been studied, the students in physical education
362 classes are affected the most, both negatively and positively, by AIP. Strean (2009)
363 studied negative experiences of adults when they were students in physical
364 education classes. The following are statements adults made regarding their
365 physical education experience. One adult stated, "it [PE] robbed me of the joy of
366 physical activity for many years...it destroyed my physical confidence." Another

367 stated, "To this day I feel totally inadequate... and have a natural reflex to avoid
368 them [physical activities] at all costs... largely because of humiliating experiences in
369 childhood."

370 Barney and Deutsch (2009) studied elementary classroom teacher's
371 perceptions of elementary physical education. The researchers inquired if the
372 elementary classroom teachers had a positive elementary physical education
373 experience when they were children. The following are examples of both negative
374 and positive experiences, "All I remember was running and dodge ball," "My teacher
375 berated rather than encouraged, no variety of activities." Some of the positive
376 statements were, "I'm 50 years old and Mr. Brown taught the joy and fun of
377 exercise," "I loved PE and continue to stay active," and "I loved the games and having
378 the opportunity to get out of my desk and move." These types of statements
379 illustrate the impact both negatively and positively physical education class can
380 have on a person's attitudes towards physical education class and being physically
381 activity throughout life.

382 The students in physical education classes really do not know what practices
383 are appropriate or inappropriate, often until it is too late and negative outcomes
384 have happened and attitudes established. Thus it is the physical educators
385 responsibility to help students understand why practices are inappropriate or not in
386 the students best interests (Barney, Strand & Prusak, 2013). It is hoped that when
387 physical educators implement AIP in their class activities, that positive attitudes will
388 increase towards physical education class and physical activity, thus creating an
389 attitude of being physically active throughout life (Barney & Christenson, 2014).

390 The effects of AIP can impact physical education as the students are in the class, but
391 impact can and will be felt in the future. Aicinena (1991) succinctly stated that
392 when students mature they will assume the role of voter, parent, school board
393 member and politician, and will make important decisions that could affect the
394 future of physical education.

395

Final Thoughts

396 The AIP research suggests that all of the studied groups have general
397 knowledge of what are appropriate and inappropriate instructional practices in
398 physical education classes. Yet, the results from the groups also show that many of
399 the same instructional practices were repeatedly identified as appropriate when
400 they were clearly inappropriate. The continued use and acceptance of the
401 inappropriate instructional practices by teachers, students, and parents can
402 seriously affect attitudes and desires to participate in physical activity. Along with
403 affecting student attitudes, it also can affect a students' motivation. From previous
404 research, student comments were such that when they participated in dodgeball
405 and/or having captains pick teams in front of the whole class that an ego-involved
406 climate had been established. Once again, when physical educators implement AIP
407 in their teaching, there is a greater chance of creating a task-involved class climate,
408 with greater opportunities of students persisting in activity, exhibiting positive
409 behavior and increased learning opportunities. Rather than pointing fingers and
410 saying "It's your fault", the hope is that all who have a stake in a student's physical
411 education experience will seriously consider what is the best for students in

412 physical education class. The results from these studies only encourage continued
413 work with appropriate instructional practices in physical education.

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550 Table 1 Overview of Appropriate Instructional Practices Research

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Author	Purpose of Study	Participants	Results
Barney & Christenson (2014)	To investigate elementary-aged students knowledge of AIP in elementary PE	2479 elementary aged students from 14 schools from the southern plains	<p>PE class should have 'winner and losers'</p> <p>Students should all do the same fitness activities</p> <p>Playing dodge ball is appropriate</p> <p>Exercise as punishment</p> <p>Captains pick teams in front of the whole class</p> <p>Student getting an award for reaching a certain level of fitness</p> <p>Boys against girls is appropriate</p> <p>Students graded on dribbling a basketball through cones</p> <p>Play games with adult rules, equipment and playing area</p>
Barney & Christenson (2013)	To gain knowledge what PETE majors know about AIP in elementary PE	313 PETE majors from seven universities in the United States	<p>Curriculum should consist of large groups and competitive team games</p> <p>Fitness tests should administered for the purpose of awarding students fitness levels</p> <p>Dress, attendance and effort should be graded as an affective portion of a students grade</p> <p>Dodge ball is appropriate</p>

<p>Barney, Strand, Prusak (2013)</p>	<p>To investigate middle grade (6-9) students knowledge of AIP in middle grade PE</p>	<p>868 middle grade students in the Midwest</p>	<p>Teacher organizes large-sided games</p> <p>Captains pick teams in front of the whole class</p> <p>Having homework in PE is inappropriate</p> <p>Students in PE should be graded on dress and attendance in class</p>
<p>Barney & Christenson (2012)</p>	<p>To gain knowledge of PETE majors knowledge regarding AIP</p>	<p>313 PETE majors from seven universities in the United States</p>	<p>Mass exercise with a group leader</p> <p>Captains pick teams in front of the whole class</p> <p>Student grades based on dress and attendance</p> <p>General feedback is all that is needed to help with student learning</p>
<p>Strand & Bender (2011)</p>	<p>Gain insights from current PE teachers about their knowledge of AIP strategies</p>	<p>308 K-12 PE teachers from two Midwestern states</p>	<p>Teachers use teaching styles they are familiar with not to benefit the students</p> <p>Teachers use large groups for student participation</p> <p>Dodgeball and elimination tag are appropriate to play in class</p> <p>Games that keep students “busy, happy, and good”</p>

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562 Table 1 Overview of Appropriate Instructional Practices Research cont.

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Author	Purpose of Study	Participants	Results
Barney & Pleban (2010)	To investigate parent's knowledge of AIP in their child's PE classes	311 parents with a child enrolled in elementary school in the Midwest	<p>Fitness tests should be administered to identify students to receive an award</p> <p>Students should receive a grade for dress, attendance and effort</p> <p>Dodge ball and elimination tag games are appropriate</p> <p>Full-sided or large-sided games are appropriate</p>
Senne & Strand (2009)	PETE students' knowledge and perceptions of their K-12 PE teachers' teaching strategies dealing with AIP	258 PETE majors from five Midwestern universities	<p>PE Teachers' teaching styles should be familiar with the teacher, not the students</p> <p>Dodgeball is appropriate</p> <p>Elementary PE should have students "busy, happy and good"</p>
Barney & Strand (2008)	To investigate high school students' knowledge of AIP in high school PE	369 high school students from the upper Midwest	<p>Students should participate in mass exercise with a class leader for the purpose of a student's fitness</p> <p>Captains pick teams in front of the whole class</p> <p>Out of class assignments are inappropriate</p> <p>Student grades are determined by dress and attendance to class</p>

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569 Table 1 Overview of Appropriate Instructional Practices Research cont.

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Author	Purpose of Study	Participants	Results
Strand, Barney & DeFries-Evans (2008)	Compare various populations knowledge regarding AIP: a) elementary ed. majors, b) PETE majors, c) college students	99 PETE majors, 138 elementary ed. majors, 360 college students	Elementary ed. Majors correctly answered a higher majority of survey statements then PETE majors and college students
Barney & Prusak (In press)	To investigate school administrators (k-12) knowledge of AIP	130 school administrators from two states	<p>Attendance and effort should be graded</p> <p>Large group militaristic calisthenics are appropriate</p> <p>Students getting awards for participating in fitness testing</p> <p>Dodge ball and elimination tag is appropriate</p> <p>Full-sided or large-sided games are appropriate</p>

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