

PERSPECTIVES OF PHYSICAL EDUCATION FROM
TEACHERS, STAFF, AND STUDENTS IN A
JUVENILE JUSTICE SETTING

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ABSTRACT

There is a dearth of research on physical education in the juvenile justice system. This dissertation, comprised of three studies, examines that domain in the context of the SOAR program. The first study retrospectively used a teaching journal to examine the lived experience of teaching physical education in an all girls' juvenile detention center. The use of autoethnography guided this descriptive study through the lived experiences of the physical educator. The data indicated that physical education was often met with roadblocks and detours to implementing developmentally physical education practices. However, many breakthroughs occurred because of the number of bridges built and crossed for meaningful success in physical education.

The information provided by the first study affords insight to the succeeding two studies. Drawing on research from Carlson (1995) and Dyson (1995) on student voice, the second study examined student conceptions of physical education in traditional schools, detention centers, and in their current program. Through interviews, students described their physical education within the three settings and were able to discern the discourse between learning institutions. Additionally, through their description of physical education within SOAR, students disclosed ways in which physical education has been beneficial in their rehabilitation process.

Working through the difficulties as a physical educator in youth detention and listening to student voices on their conceptions of physical education led to the examination of staff and administration conceptions of physical education. Occupational socialization was the framework used to analyze conceptions of those working in the SOAR program. Understanding staff and administrator's personal experiences in physical education and how those experiences influenced their perceptions of physical education provided insight to how their socialization shaped their

negotiation of physical education through their role in the workplace. While many agreed that physical education was important in these types of institutions their understanding of value was misplaced.

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I would also like to dedicate this dissertation to my high school guidance counselor, Mr. Schmitt, who said I would be better off learning a trade as I would not make it at a four-year university. Your doubt in my abilities pushed me to prove you wrong. It also taught me that, as education professionals, we are fallible and that we must constantly both teach and learn from our students if we are to maximize their potential.

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CHAPTER I:
PHYSICAL EDUCATION BEYOND TRADITIONAL SCHOOLING: ROADBLOCKS,
DETOURS, AND DESTINATIONS: A TEACHER'S TALE

Abstract

Little is known about how physical education operates within the juvenile justice system. The purpose of study was to describe my experiences teaching physical education within a girls' juvenile justice detention center. Retrospectively using my teaching journal, this autoethnography guided the descriptive study through the lived experiences of the physical educator and a juxtaposition of physical education between traditional schooling and juvenile detention institutions. The data were categorized into emerging themes and patterns using thematic analysis. Findings revealed that, while there were similar difficulties shared between physical education in traditional school settings and juvenile detention centers, there were additional constraints to creating and implementing a developmentally appropriate physical education program in the juvenile justice system. Key reasons for these complexities were attributed to program/staff, student, and physical education issues. Results also indicated that successes were possible in spite of all the roadblocks and detours that transpired.

Keywords: autoethnography, juvenile justice system, incarcerated youth, physical education

Physical Education Beyond Traditional Schooling: Roadblocks, Detours, and Destinations:

A Teacher's Tale

Monday, 9:13am and it's already 82 degrees. It's going to be a really hot day meaning the gym will be miserable and the girls will surely use it as an excuse to get out of participating in physical education class. All the parking spots are taken; it must be the season and so I backtrack out of the full parking lot to find parking on the grass. I cross the parking lot and the air pressure has brought a pungent stench from the dump that would make even the strongest stomach gag. I continue to walk up the long sidewalk toward the faded red brick building with a view of the fenced in courtyard. At first, nothing looks to be unusual outside and all seems normal.

I get to the first school door and push the button. When I hear the mechanical lock slide, I grab the door handle and it nearly burns my hand from baking in the hot sun. Once through the door, I continue through the breezeway to the next door. The controller has anticipated my arrival and the lock has been released so I don't have to request to be buzzed in. Once inside, I empty my pockets, stashing my cell phone, wallet, keys, and sunglasses into a locker. Then I travel on through the final door and the sound of steel slamming against steel and the electronic lock closing behind me. This is one door that I thought would never experience. As I enter the multipurpose room and make my way to the control room, I scan over my right shoulder, first checking the living pods, then over my left shoulder peeking into the classrooms, all the while seeing my reflection in the control room one-way mirror windows. This quick scan gives me an idea of the dynamics for the group today.

I motion to the controller to let me through to where they pass me my keys, walkie-talkie, and handcuffs (if students are having a rough day) through what appears as an old style bank

deposit box. With my keys clanging in my pocket and my walkie on the hip, I motion to the controller to let me back out the door so that I can walk around the control room to the other side where another door leads to the staff boxes and workstation.

There, I sit down with the logbook and catch up on the events that occurred since Friday afternoon. The entries describe the recent behaviors that students have exhibited within a given day and give me a better indication of the student dynamics and the challenges I might encounter before class. About the time I finish reading the logbook, the students are starting their break. I always try to make an effort to be present and available and have casual, sometimes joking conversation with them prior to class. Also during this time, the students are changing into their PE clothes. Once students have gone back to class, I leave the multipurpose room traveling down a long hallway where I pass through four locked steel doors to reach the sallyport (where students are transitioned in and out of vehicles) and then through one more steel door to access the shed where all the physical education equipment is stored. I gather everything needed for class and pile it in the sallyport until it is time to transition to PE. Never in a hundred years would I have pictured myself teaching physical education in the juvenile justice system.

Autoethnography

Because many researchers and practitioners are unfamiliar with autoethnography as a research method, it is essential to provide a landscape of how this form of inquiry is positioned. The use of autoethnography gained footing among social scientists within the anthropology field, but has since taken root in several research communities especially in teacher education (Bochner & Ellis, 2000; Denzin, 2003; Reed-Danahay, 1997; Sparkes, 2000). One of the goals of the introduction was to grab the reader's attention with hopes that the reader could place themselves in the experience. Autoethnography as a form of qualitative research is also known

as “narrative of self” (Sparkes, 2000) where the writer may situate emphasis on the *auto* (i.e., self), *ethnos* (i.e., culture), and *graphy* (i.e., research process) (Reed-Danahay, 1997; Chen & Ellis, 2004). This qualitative research method acknowledges that human understanding takes a narrative form (Atkinson, 2004) as a means to introduce distinctive ways of thinking and feeling (Bochner, 2001, 2002) which then produces a thick description (Geertz, 1973) to help individuals make sense of themselves, others, and the situated culture. Self-introspection, or self-ethnography, finds itself at the center of study because of the manifestation of autoethnography as a practice of inquiry (Ellis, 1991) because scholars were seeking a new tactic grounded in personal experiences to produce meaningful research that sensitizes readers to various forms of representation (Ellis & Bochner, 2000).

Autoethnography is recognized as a “genre of writing and research that displays multiple layers of consciousness connecting the personal to the cultural” (Ellis & Brochner, 2000, p. 739). The goal is to give voice to an emotionally charged personal account of a particular lived experience. Autoethnography is a method allowing the author to share their stories and lived experiences in very personalized and revealing texts (Hopper, et al., 2008). The autoethnographer uses this descriptive study approach to position the self as the other within the text to provide a personal and emotional perspective of a given experience that they have encountered. The majority of autoethnographic studies are initiated with the researcher’s use of the subjective self. Sparkes (2002) stated that “to allow another person’s world of experience to inspire critical reflection on one’s own” produces an active text that causes the reader to make meaning of the story and to identify with the writer (p. 97). Each autoethnographers’ experience will have an influence on the research process. This meaning, who, what, when, where, and how are all decided and answered by the author.

While writing autoethnography appears to be easy research work by simply telling a personal story, one who assumes such an idea is mistaken. The criticism of autoethnography research is surrounded by the claim that it is self-indulgent (Atkinson, 1997), narcissistic (Sparkes 2000), introspective, and individualized (Ellis, 1991; Ellis & Brochner, 2000; Denzin & Lincoln, 2004). Similarly, Hopper et al. (2008) have suggested that researchers exaggerate or focus on self-pity for the sake of getting published. Conversely, Holt (2003) has described the difficulty in publishing autoethnography as many reviewers make claim that such research fails to meet the rigors of scientific research. However, these shortcomings of autoethnography can also be argued as its benefits, as those who support it suggest that autoethnography is more authentic because the use of the researcher's self and voice of the insider are seen as holding more truth than an outsider (Reed-Danahay, 1997). While there has been much debate and controversy (Adams & Bochner, 2011; Ellis, 1991; Hopper et al., 2008; Sparkes, 2002; Wall, 2006) regarding autoethnography as a research method, Hughes, Pennington, and Markis (2012) have argued in favor of this qualitative research technique as "empirical by translating information from its epistemological and methodological history... for reporting empirical social science research" (p. 209).

Purpose

This is a descriptive study using autoethnography to frame my experiences as a physical education teacher in an intensive educational and treatment facility for adjudicated girls with personal reflexive views of the self. Because there is a paucity of literature on physical education in the juvenile justice system, what I attempted to accomplish was to bring my experiences from the traditional school setting and juxtapose them with my teaching experiences in the juvenile justice system. In doing so, the hope was to shed light on how to improve or help

administrators, staff, PE teachers, and scholars understand how PE works for youth in these kinds of facilities and the difficulty teachers face in these types of institutions. In this narrative, I broached the various situations that I have encountered in the last two years teaching physical education in the juvenile justice system. The information gleaned from this study may provide an insight of what transpires in the name of physical education in the juvenile justice system and provide impetus for additional research.

Researcher Involvement and Bias

In the autoethnographic genre, it is essential to provide an explanation of the researcher's life as it pertains to the study in order for the reader to completely appreciate the context within which the researcher presents the data (Ellis & Bouchner, 2000). My interest in working in the juvenile justice system was never my own, but rather a graduate teaching assistant position assigned to me during my higher education graduate work. This position required someone with prior physical education teaching experience which suited my qualifications since I not only taught physical education during my master's program, but I had also taught in special education working with students with autism spectrum disorder and emotional/behavioral issues prior to entering graduate school. The combination of teaching experiences appeared to be beneficial as I would be responsible for designing and developing a physical education program in a highly secure, residential facility serving girls with a spectrum of mental health related issues.

Coming into this position, I did not hold any predisposition in conducting research on this program. I had aspirations of examining innovative curriculums at the elementary school level, but I later realized there is a paucity of knowledge and understanding of physical education within juvenile justice treatment facilities. The need to provide representation became more

relevant as my experience as a physical education teacher in an intensive education and treatment facility for adjudicated girls unfolded.

My interest in sharing this experience grew out of the difficulties and successes in creating and implementing a quality physical education program. It was self-evident that my own experiences in life and career would have a natural impact on this research to a degree. I accepted that my role as the teacher created the data, and as the researcher I would interpret these lived experiences and then construct a set of narratives to connect the “personal to the cultural” (Ellis & Brochner, 2000, p. 736).

I was conscious that my own demographic background as a white, educated, able-bodied, female physical education teacher with a middle class up-bringing could be a factor to my acceptance among staff and students in this facility. Furthermore, my position as teacher and researcher-as-author must be addressed as what I have come to know and how I have come to know it impacts what I write (Ellis, 1991). When working in a traditional school setting, the common denominator among teachers and administrators lies in having training and a background in education. The element of working in a juvenile treatment facility which is operated by clinical professionals can produce a lack of solidarity in points-of-view. Therefore, my voice must be made transparent as I speak from an educational standpoint. Therefore, I am aware that my ability to write about my own experience while working in a female youth facility was informed by my education training, teaching experience, and teaching philosophy.

My Teacher Training

My professional preparation did not start in physical education, but rather in experiential education. I left the field to work for a private school serving children with autism spectrum

disorder. After no longer finding fulfillment in that particular teaching environment, the lack of contentment led me to seek a master's in physical education.

My master's physical education teacher education program had a strong focus on teaching and placed great stock in field experience. This program highly favored multi-activity (Siedentop, 1998), sport education (Siedentop, 1994), adventure education (Sutherland & Stuhr, 2012), skill themes (Graham, Holt, & Parker, 1998), fitness concepts, and dance curriculum models using the National Association for Sport and Physical Education (NASPE) standards to guide the program's teaching practices. Continuing on into higher education, my doctoral program in sport pedagogy used coursework, laboratory, research, and practical experiences to expand my knowledge on teaching practices and research in physical education.

My Teaching Experience

During the first two years of my master's degree, I taught physical education at both the high and elementary school levels. Between the two experiences, teaching elementary physical education became my niche. The primary level offered less role conflict and the students were more enthusiastic about participating. This provided me the opportunity to exercise my teaching skills and implement innovative curricula. Each of my early teaching positions in the field of physical education were remarkable and positive experiences with little drawback.

Teaching Philosophy

Overall, I believe there is not one single curriculum model that is better than another and therefore try to incorporate a variety of curriculum models in my teaching practice. However, there are curriculum models that I lean on more so than others, such as adventure education, sport education, fitness, and lifetime activities. Furthermore, my teaching philosophy expands beyond the practice of busy, happy, and good attitude (Placek, 1984). The classroom

(gymnasium) should create an atmosphere where students can safely push beyond their comfort zone intellectually, physically, socially, and emotionally. This environment should challenge students to seek a deeper understanding of the world in which they live in by realizing they are not just learning a sport or having fun, but gaining a level of knowledge using physical activity and movement as a medium. It is also my belief that accountability should occur to hold not only teachers to a specific standard, but also the students.

Program Summary

To ground the readers' interpretations of this autoethnography, the following briefly describes one juvenile justice treatment program, its goals, facilities, inner workings, and physical education programming within which I was uniquely positioned as a member of the group.

Goal

SOAR (fictitious name of a real program) was a program designed as holistic treatment for female offenders who did not benefit from the traditional method of custody and control because they have exhibited complex problems and issues which need to be treated using alternative methods. The examples of such issues in this program included, but were not limited to, neglect and abuse, depression, suicidal gestures, self-harm, dysfunctional families, and substance abuse. Therefore, traditional correctional approaches were rarely successful for these youth dealing with such difficulties. This particular program aimed to provide a highly-structured educational and therapeutic environment with the goal of getting these girls equipped with tools and strategies to self manage their behavior and become re-socialized successfully within the outside community.

Facilities

In its duration, SOAR has served female offenders ranging in age from 12 - 19 years. Considered a residential lockdown facility that can house up to 16 girls, the overall facility is small in comparisons to other state facilities. The multipurpose room is central to the two dormitory wings called pods, two small classrooms, four tiny offices, and two bathrooms. The accommodations within the multipurpose room were designed to provide a college dormitory feel by having a carpeted area and heavy-duty couches and chairs with a matching color scheme. Along one side of the room near the offices are three (3) four-person stationary tables with attached chairs. There is a small kitchen; however, all meals are produced at another facility and delivered to the SOAR kitchen, which is not designed to mass-produce meals. SOAR has a medium (quarter of an acre) sloped grassed courtyard and a small concrete courtyard with a basketball goal. However, there is no shade or canopy in either venue to protect from the outdoor elements and the yard tundra is uneven. There is no gymnasium, but SOAR is given permission to use a neighboring facility's gymnasium three days a week. To access the gym, all staff and students pass through 15 locked doors. On days when being outside is not an option and the gym is inaccessible, the 18'x 18' area in the multipurpose room is utilized as a learning space.

Inner Workings

In order to manage a 24 hours a day, 7 days a week facility, there are three (3) eight-hour shifts (7:00am - 3:30pm, 3:00pm - 11:30pm, and 11:00pm - 7:30pm) established to consist of a specific number of staff in each shift to maintain a safe working environment. Management is a top down system consisting of two operational administrators including a program director and a clinical director (see Figure 1). Under their direction are the education coordinator, care

manager, direct care supervisor, case manager, and therapist. While everyone in the hierarchy has hands on and direct dealings with the students, the final level of the hierarchy consist of the teachers and all the other staff who are engaged with the students on a consistent basis.

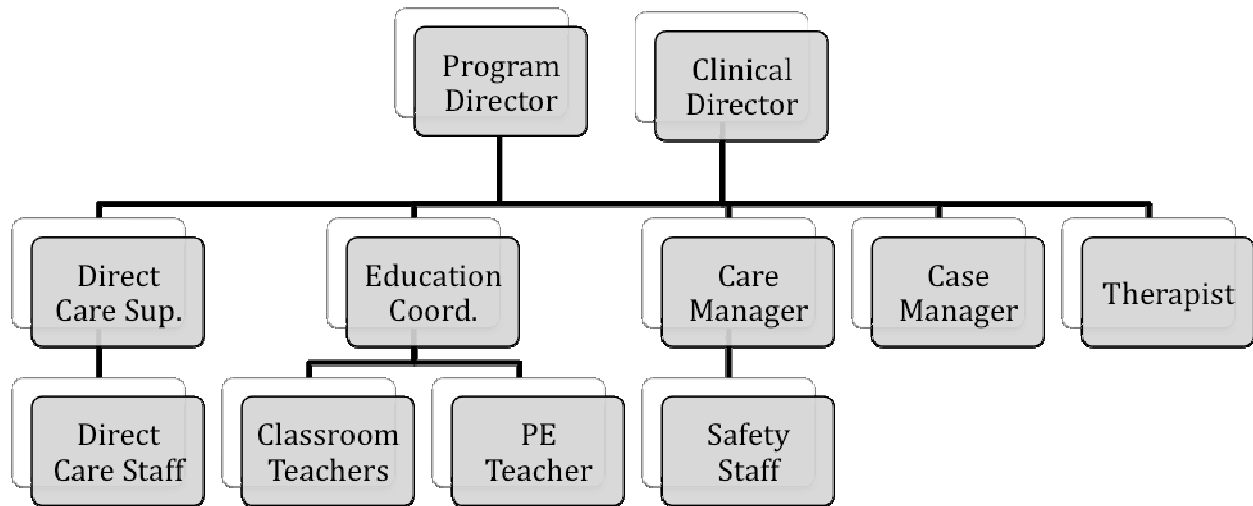


Figure 1. SOAR's Management Hierarchy

Schedule

SOAR's schedule is highly structured. Between Monday and Friday, the students attend school from 8:30am - 3:30pm. During the school day, they have a 12-minute break at 10:00am to eat a snack and to change into their PE clothes. At 11:00am, the girls have physical education or health class until 12:20pm. At 12:30pm, the students have lunch and are back in the classroom at 1:00pm. After school, the students participate in a number of groups and/or therapy sessions scheduled from 3:30pm - 5:30pm. Dinner is served at 6:00pm and then the students are allowed structured down time such as a movie, reading, crocheting, or doing personal hygiene to prepare for bed and lights are out by 8:30pm.

Physical Education

I taught physical education for one and a half hours on Mondays through Thursdays; Fridays were designated for health education. In addition to physical education on Wednesday

afternoons, I implemented an hour of physical activity that was less structured than physical education class. On three days of the week (Monday, Tuesday, and Thursday), class took place in the gymnasium located adjacent to the facility. This gymnasium consisted of a concrete pad, which was just a bit larger than a full-sized basketball court encased by a simple structure constructed of half cinderblock and metal siding. Four garage doors along the walls provided access to the facility as well as ventilation, since there was no air conditioning. Twice a week, physical education classes took place in the meager alternative space within the locked facility either in the multipurpose room or courtyard. In addition to physical education classes, I led weekly sessions of an organized physical activity from 3:30pm to 4:30pm. These sessions included activities chosen by students.

Organizing the Data

I chose to use autoethnography as a research method because it offered an approach that could best analyze my lived experiences teaching physical education in a female intensive education and treatment facility. Ellis and Boucher (2011) asserted that “autoethnographers use personal experience to illustrate facets of cultural experience, and, in doing so, make characteristics of a culture familiar for insiders and outsiders” (p. 9). Therein lies the justification of using autoethnography to shed light on how physical education operates in a residential lockdown facility and the challenges teachers face in these settings. Autoethnography as a research approach has the ability to connect the mundane day-to-day aspects of personal dealings within a set context with that of a broader political and intended organizational practice. The reader will be able to gain insight of the daily occurrences that the students and teacher face within a juvenile justice system context. Hughes, Pennington, and Markis (2012) have found that autoethnography as a viable qualitative research technique to clarify issues being addressed

utilizing the self as the foundation for inquiry. This is to say autoethnography acknowledges the multitude of ways personal experience influences the research process.

Autoethnographic narrative include documents comprise of journals, short stories, photographic essays, personal essays, interview notes, transcripts, field notes, and poetry (Hopper et al., 2008; Ellis, 1999; Wall, 2006, 2008). Similar to ethnographic research, where data is derived from interviews, observational field notes, and document analysis (Wall, 2008), autoethnography follows many of the same traditions as their data source. In Sparkes' (1996) autoethnography, he analyzed his own medical records, diary/journal entries, and newspaper articles about himself during his sporting career. Likewise, Holt (2001) used his reflective journal as a data source about his teaching practices. These data sources can then be used to strengthen the snapshots or epiphanies and provide thick description for the reader.

In the context of this autoethnography, after gaining IRB approval, I drew retrospectively on my journal entries and journal dictations (Denzin & Lincoln, 2003; Lincoln & Guba, 1985; Patton, 1990) from the past two years as methodological tools to analyze my experience teaching in the juvenile justice system. These entries were written as a general teaching practice to serve as a means of reflection and a manner to document critical incidents and not for research purposes. Maintaining a teaching journal provided a space to reflect on my successes and struggles in the classroom, work out problems, and generate teaching ideas. It also allowed me an avenue to unload my feelings and emotions. Both complemented each other by providing immediacy as well as reflection

Likewise, the use of an audio recorder became much easier to use in place of writing in my journal. By the time I was able to write in my journal, it was possible that some of my thoughts or details could have been left out or forgotten and my emotions were relaxed. With the

use of an audio recorder, I was immediately able to record my thoughts and feelings of my teaching for the day, whereas I was writing later in my journal. Audio recordings also allowed me to hear the emotion I was experiencing during that very moment.

For the purpose of this study, all recordings were transcribed verbatim and chronologically labeled. Journal entries averaged just over three times a week over a 20-month period. However, in several cases one journal entry may have encompassed reflections from several days of teaching and alternatively, in few cases, an entire journal entry was dedicated to a single event that happened at a particular lesson. To check for missing data, I read the transcripts of the audio recordings while listening to the playback as to ensure nothing was lost in transcription.

Data Analysis

Stage 1

Given that autoethnography uses real life people and places, I lessened the risk of recognizability and protected the identity of the program by using fictitious names. Once all of the recordings had been transcribed and any corrections made, I read and re-read through all the journal entries. I conducted a thematic analysis whereby I categorized the data into emerging themes and patterns (Denzin & Lincoln, 2003; Patton, 1990).

Stage 2

During the third reading, using different color highlighters, I coded reoccurring or frequent themes by listing all the codes on a white board and later grouped them into four categories using a concept map also known as a mental map (Denzin & Lincoln, 2003). Mental maps are visual displays of the similarities or dissimilarities among items or sets of objects. The

four initial categories on the mental maps included the SOAR program, staff, students, and PE program.

Stage 3

In reviewing the four categories, I decided to collapse two of the categories, the SOAR program and staff, into one category, as there was a direct link of how staff issues affect SOAR programming and vice versa. I then reviewed the three categories again and found commonalities among many of the codes. Within the categories, the codes were then divided into three subcategories. Each subcategory was written on the board with a designated color. Factors that prevented an activity to take place were called *roadblocks*, issues that presented a challenge, but did not prevent an activity were *detours*, and lastly, *bridges* were the successes within the program (see Table 1). Next, I re-read the transcripts and made notes about the feelings being experienced within the journal entries and aligned them with particular situations (themes) that were simultaneously taking place.

These stages of categorizing themes using a white board and different colors were helpful in terms of organizing the large amount of data. Each time I read and re-read the journals and reviewed the data, I gained a sense of the important issues and influences that took place. By becoming more and more familiar with the data, I was able to juxtapose these experiences teaching in the juvenile justice system to teaching in a traditional setting and to understand how physical education operates within these given institutions.

Table 1

Influencing Factors to Physical Education Programming as Related to the Source

	Roadblocks	Detours	Bridges
SOAR/Staff	Other Programs Staff Issues Safety No Consequences	Lack of Support Staff Issues Logistics Space Safety Disruptions	Staff Participation
Students	Restriction Violence Medical	Low Student #s Dynamics Lack Motivation Overweight/Obese Medical	Team Building Student Success Learning Weight Loss Happy Distraction
Physical Ed.	Equipment	90 min. Classes Space Equipment Plan Changes	Structure/Routine Good Competition Space Request More PA

Results

This narrative framed my experiences as a physical education teacher in an intensive educational and treatment facility for adjudicated girls with personal reflexive views of the self. When examining data, it was easy to get lost in the number of obstacles (roadblocks and detours) to implementing quality physical education. However, the interconnectedness and interrelatedness of many of the factors were clearly evident. One aspect of these relationships

can be best described as a spider web where there were many intersections to which produced the structure and the structure met the intersections. The overall program and policies heavily influenced not only how staff operated and managed the daily procedures, but in what manner those procedures were achieved. On the other hand, how staff members carried out policies has a direct effect on student rehabilitation and physical education programming. Consequently, the students then used the staff's actions and reactions to guide, shape, and alter their behavior. This, in turn, had an impact on the policies, program, and staff. Using personal journal entries, roadblocks, detours, and bridges became the map of how to manage within the emergent themes: 1) implication of SOAR programming; 2) students; and 3) physical education.

Implications of SOAR Programming

Roadblock and detours often came in the form of administration and programming issues. When there was disconnect between administrators as well as the levels of hierarchy on program objectives, the outcome led to a breakdown in implementation. Without strong program leadership, institutions which serve adjudicated youth run the risk of creating dysfunction that can eventually expand to the social climate and exert a negative influence on staff and youth (Roush, 1993). For example, many residential detention centers have goals of rehabilitation and punishment and this philosophy can take precedence over educational needs (Roush, 1993). This certainly was the case with SOAR, in which all the administrators had clinical backgrounds and little administrative or educational knowledge as most "facilities lack an academically trained professionals" to deal with programming beyond their scope of knowledge (Jewell, 1981, p. 121). Likewise, Kuntsler (1992) has suggested that those in charge of juvenile facilities do not fully grasp the role of physical education.

While they were charged with the operations of a state run facility, the administration's main focus was on the rehabilitation of the students. This often led to a dissonance between correctional and/or clinical staff and the educational staff.

The administration's leadership often set the tone among staff on the level of importance of specific programs (i.e., a hierarchy of programs). In the SOAR program, the administration's decisions and, consequently, the organizational climate effectively marginalized physical education. The marginalization of physical education in schools has been well documented (Sparkes, Templin, & Schempp, 1990; Stroot & Williamson, 1993; Sparkes, 2000); however, in the case of this juvenile justice program, such marginalization was exacerbated and amplified. It was not just the lack of support, but a number of other factors that were rarely seen in general education (i.e., violence, staff's immediate safety, and teacher's immediate safety) that negatively affected physical education program in this study. This marginalization led to a dialectic battle to contest such disruptions as well as not recognizing the physical education position as viable to the education program.

None of the directors seem to be on the same page with each other regarding anything, especially with policy and education. One week we are allowed to use physical escorts for aggressive behavior and the following week escorts are prohibited. The staff seems to be confused about how to proceed in these situations where they are getting conflicting messages or orders. Similar, students who are on restriction are allowed to either attend school or do school work while on the pod. When I asked all the students to get ready for PE the staff said that Brandy could not go because of restriction. I said, "She is allowed to go to school, right?" Their response was, "Yes, but not PE." I asked them if PE was not a part of school and they simply said, "I'm just telling you what I've been told." So the students are allowed to attend their core classes, but they are not allowed to attend my class? And being without an education coordinator I went to Jean (clinical director) to explain that my class is part of the education program and my class should be treated the same and that the students especially need this time to be physical active. We finally came to a consensus that students on restriction for things other than aggressive behavior could go to the gym. (Personal Journal, November 30, 2010)

Ok so earlier this week I talked with Jean about students on restriction attending PE and we came to an agreement. Today, the staff would not let Brandy go to PE because she

was on restriction. I said, “it’s been cleared with Jean for her to go” and Matt said, “I think they changed their mind because no one has cleared her to go.” And of course Jean was not in today. Come on people... talk to your staff. (Personal Journal, December, 2010)

During the educational meeting with the administrators today the clinical director made the statement, “Who fails PE? I mean really! Everyone should pass PE!” She said this not once, but six times. Each time she said it I became more and more upset. I tried a number of times to explain that PE was no longer about showing up, being dressed out and simply participating. She then said it again and I wanted to explode. Instead got up, walked and stood by the office door while the meeting continued. I have been seriously upset about this all day. (Personal Journal, September 21, 2010)

I didn’t sleep well last night due to yesterday’s meeting and this morning when I got to work I was called into the clinical director’s office and I asked the education coordinator to come with me. The director immediately started by saying that I was very unprofessional in the meeting when I stood up and walked out. I told her that I didn’t walk out, but to the doorway. I also told her I did this because I became very upset with the marginalization she was placing on PE and me. She looked confused and I reminded her of what she said and she then said, “That’s not true, I said no such thing.” I told her she said it six times and she replied, “That’s a lie.” What she didn’t know was that I had acquired a copy of the meeting recordings from the secretary. I actually played it back for my supervisor prior to our meeting. The director knew she was wrong because she started to turn red and blotchy around the neck and cheeks. However, I was further disappointed by the lack of support from my direct supervisor and she did not defend me at all. (Personal Journal, September 22, 2010)

During a staff training today, Judy (program director) interrupted the meeting...it was quite obvious she was upset as her neck and cheeks were flush and blotchy... she said anyone not following direct orders will find themselves looking for a new job. The tension in the room thickened and, after Judy left, the training lost momentum and everyone started mumbling about the recent interruption. (Personal Journal, October 2010)

Program dysfunction in juvenile detention can easily create a chaotic social environment that often leads to attrition and absenteeism among employees and increases disruptive behaviors by detained youth (Roush, 1993). Staff turnover rates of juvenile detention agencies range 20% to 25% and can sometimes exceed 40% annually (Wall, 2008). Of all those employed at SOAR, I have remained as one of the original seven left. The education coordinator position has changed hands three times in two years. According to Lambert (2006), matters of staff turnover rate can

lead to unstable and often volatile environments with staff that are overworked, overstressed, and/or inexperienced. Such staff attrition levels can sometimes lead to safety and security issues.

In the SOAR program, often times shifts operated with a reduced or so-called “skeleton” staff. The reduced staff to youth ratio posed safety concerns, and as a result physical education class was quarantined into the 18’ x 18’ space in the multipurpose room. At one point, the quarantine was a daily occurrence at SOAR for nearly a month. The quality of physical education was mitigated as the space placed a number of restrictions that dictated what activities could be implemented.

This week alone three people have quit and we are two weeks away from opening. And others are talking about looking for other jobs. If folks are already leaving and we don’t even have students yet you would think the administration would stop and look at why these people are leaving. I think they need to closely examine their (admin) actions and how they affect the staff. (Personal Journal, November, 2010)

This is the 2nd week we haven’t been able to go to the gym. There isn’t enough staff to safely go to the gym and there’s only so much that can be done with only four girls in a 18x18 area (there are student to staff ratios). There are only so many times you can do yoga, fitness, team building and small sided games with the restrictions of equipment, space and only five girls. I’m even getting bored. This isn’t the physical education I had in mind. I’m getting tired of other staff (directors, other teachers, education coordinator) not stepping up to the plate to get the girls to the gym at least twice a week. This is ridiculous. What kind of program are they running? (Personal Journal, January, 2011)

So now we are in our 4th week without going to the gym. I have been assured that they (admin) are diligently conducting interviews and they are waiting on background checks for four people so that they can offer them the position. In the meantime, I do the best I can do. If those four people accept the position, we will have warm bodies, but still no one with proper training so we will remain in the multipurpose room until they complete their restraint training. It seems it would be a lot easier to keep the staff already in place by creating a good working environment over the major breach in safety and the headache of trying to hire seven people and train them. To hire and train someone alone takes three to four weeks and cost a significant amount of money. (Personal Journal, February, 2011)

It’s interesting to look at the type of staff that were initially hired in the beginning to the type of people they are hiring today. Many of the original hires shared characteristics of master’s degrees in sociology, average age was 28, they seemed motivated, had polished appearances and no physical restrictions. Now, it seems the hiring criteria has slipped as

they no longer require master's degrees as many have correctional experience, that are older than the staff initially hired, many of them seem lazy, several are obese and have other physical problems like gout. One older staff member stated to me she was here only to complete her time working with the state and then she was retiring. To me her interest was not in creating a good work environment but rather a place to pass the time to get full benefits for retirement. (Personal Journal, April, 2011)

Also, the lack of support for physical education from the administration and the education coordinator had a trickle-down effect to other personnel. When staff activities superseded physical education class, especially without consulting the education coordinator or the physical education teacher, such implementation of activities did more harm to the physical education teacher and to the physical education program. This marginalization not only placed stress on the teacher, but also conveyed a message to students about low importance of physical education program. Sparkes, Templin, and Schempp (1993) stated, "how others think and feel about a subject has important implications for those who teach it" (p. 129).

Today was a complete waste of my valuable time! Come in to work and I go about my usual routine then come to find out they scheduled a meeting between students and state grievance counselor. The worst is finding out 30 minutes before class. I have been in the building since 9:30 (class starts at 11a) and no one bothered to say "hey, can't do PE today." It wouldn't be so bad if this were an occasional occurrence, but it happens more often than not. It reminds me of the time when I was teaching elementary school and the teacher would pull a student for her therapy session with the school social worker. I finally had to tell the teacher and the social worker that pulling the student out of PE was a legal violation. (Personal Journal, June, 2011)

Again I had to rearrange my plans and disappoint the other students because one of the students was at the dentist. All doctor appointments always seem to be scheduled during physical education. This action along with others make me feel that what I do here is not important and in my opinion the students start to lose respect for PE and for me because the staff do not think PE is important. (Personal Journal, May, 2011)

I am so utterly upset. They (education coordinator) tell me I have to come in on what is technically the start of my holiday (day before Thanksgiving) to teach and I get here and the girls are decorating and preparing food to be cooked. I tell'em it's time for PE and they (students) say I'm cookin.' I speak softly to Jessie (staff person) so that the students cannot hear me tell her it's scheduled PE time. She then turns and speaks so that everyone can hear and giving me a glaring look over the top of her glasses "this is scheduled time too." Some of the girls snicker at Jessie's reply. This not only strips me

of the 'authority' I have with the students and it further marginalizes PE as a program and as a profession. (Personal Journal, November, 2011)

The new special ed teacher wanted to keep one of the students back to do school work during PE class. She (teacher) already told the student she would be staying to do work before asking or clearing it with me or Aneshia (education coordinator). I quickly told her (teacher) that holding students from participating PE is an inappropriate practice especially when these students have limited physical activity. (Personal Journal, March, 2011)

On the flipside to all the negative implications, there were a number of positive instances (bridges) in which several staff members promoted participation by jumping into the game with students. Initially, staff participated to help even out the teams either by numbers or by skill. Then, it became a common request by the students. There seems to be a gap in the literature that focuses on the implication of adults participating along with students (except dangers from a liability standpoint (Sawyer, 2004), but there is a plethora of research on intrinsic motivation. Intrinsic motivation varies according to the type of activity being offered, but one factor that remains constant includes adult encouragement (Hassandra et al., 2003). This participation from staff members offered a new challenge to the girls as well as created an environment in which both staff and students were members of the same team, had a shared goal, and had an equal status, albeit for a short duration of the lesson. It also seemed to increase the level of intensity during the lesson.

Today was a great day in PE and I think by having Hampton and me join in on the game play excited the girls and gave them more motivation to participate. I played on one team and Hampton played of the other. At first we played really hard to help get the score up then we would slack off and let the girls take over. Our goal was to keep the score close with the hopes of creating friendly competition. (Personal Journal, June, 2011)

Today, we talked about the upcoming Ultimate Disc tournament for their final grade. I told them there will be three days of play and that sportsmanship would be a large part of their grade. While I was explaining everything one of the students asked if the champion team could play against the staff team. They really seemed excited about that and so I agreed. I was able to get three other staff to play and encouraged other staff and teachers to come and cheer on the tournament. (Personal Journal, February, 2012)

Student Factors

As implied earlier, an unstructured or incoherent environment can often shape student disruptive behaviors (Roush, 1993). When such chaos takes place, inconsistencies between staff elevate. The typical reaction to volatile behavior has been to increase punishment (Minor et al., 2010).

Roadblocks and detours were found among student-related issues ranging from student behavior and numbers to student dynamics and participation. In SOAR, a disciplinary committee reviewed all infractions and suggestions for consequences. The committee then determined if the violation report remains or was thrown out and if the consequence named match the infraction. When violations were not upheld, staff members became disenchanted with the system and often felt that their efforts were in vain. However, for reports that the committee endorsed, students may be placed on restriction (i.e., 24 hours in the safe room with 10 minute safety checks); and for any aggressive or threatening behaviors towards self or others students were placed in confinement. These physical restrictions and confinement consequences impacted student activity levels and their participation in physical education. Due to the security level of this facility, students were limited to the amount of physical activity opportunities outside of physical education class based on the recommendations by the National Association of Sport and Physical Education (2008) and the Center for Disease and Control (2011). When a student received a consequence of pod restriction or confinement, the opportunities for physical activity were further reduced.

Restriction and absenteeism. Similar to student absenteeism in traditional physical education students, restrictions in this study often had a bearing on the planning and implementation of physical education lessons. It was especially relevant because of the low

number of students in the program. In a few cases, “when one or more students were on pod or confinement restrictions, this threw the balance of the intended lesson off requiring a quick and complete lesson plan change.” Such unexpected change in lesson plans had an impact on other students as well. Roush (1993) stated that dormitory confinement has been used as a common disciplinary tool that might interrupt education services. Moreover, the students who were not on restriction were affected because they could not continue with regular game play and this in turn seemed to decrease their desire to further participate in the physical education lesson.

Baily’s been in isolation for over a week now with continued aggressive and violent behavior toward staff. This has really made it difficult for other students to play with one less teammate. I suggested to Jean (clinical director) to give Baily a chance to come to physical education as sometimes it can be a stress reliever and or break the cycle of negative behavior. Jean refused the idea based on Baily’s volatile state and did not wanna risk “being all the way over at the gym and having something go wrong and then having to get her escorted all the way back... it’s just too risky.” I understand that safety is number one, but I’m not so sure they (SOAR administration) get the concept of how physical activity could be beneficial, but they are only looking through their clinical lens. (Personal Journal, October, 2011)

However, in the juvenile system setting, I witnessed a phenomenon not previously discussed in general education literature. Specifically, when a particularly disruptive student was placed on restriction, it provided a welcomed break to the other students as her absence created an amicable learning environment.

Lately, with Mary on restriction, the other girls have exhibited less attitude during PE and their participation has increased. With her gone, the other girls seem to get along with each other much better. Mary has a tendency to stir up trouble by creating unnecessary drama and spreading stories about girls to other girls. She was the squeaky wheel. (Personal Journal, February, 2011)

Student interactions. However, restriction was not the only hurdle affecting physical education programming. Student dynamics and student interactions had a significant influence on learning outcomes. In the SOAR program, I noticed two major distinctive interactions in physical education among the students: competitive and affiliation actions. Competitive

interactions were actions and interactions when students battled against each other for rank or level of hierarchy. This was either accomplished using physical or social tactics. Affiliations were the relationships made among the students. These relationships were often characterized by having pack- or gang-like qualities. These affiliations or alliances were loosely based and seemed to fluctuate. The continual change in dynamics among students required incredible flexibility on teacher's part. Sometimes the students' level of participation was contingent on the leader's own motivation and interest. In some cases when the leader enjoyed participating in physical education, this would have a positive influence on the other residents. The opposite effect occurred when the leader chose not to participate in the class, which often caused the reluctance to participate for others. Furthermore, the resident population seemed to be a key factor among student dynamics. In low populations, I observed more competitive interactions. As the student population increased, and while competitive interactions were still evident, the element of affiliation seemed to become extremely important among students.

I just don't get it...last week they could not wait to get to the gym to play disc lacrosse and they played their hearts out and now since Chantel got her 60-day notice she is refusing to play. She (Chantel) said to me, "I don't have to follow this program anymore and you can't make me." I tried to reason with her on many levels telling her she is one of the top players and her team needs her. Her reply, "Fuck the team. I'm gonna do what I wanna do. I'm not goin' cause I don't have to...I'm tired of this shit." Even the teachers and education coordinator told her this could be an extra humanities credit that would place her in the 12th grade if she would just go and participate. Well now that Chantel decided not to participate on Monday, no one is going. It's more obvious now than before that she (Chantel) is clearly alpha dog. (Personal Journal, April, 2012)

Interesting how when there are only two or three students they are always battling for the 'alpha' position. But I noticed this week that with five or more the battling for 'alpha' is more intense and there is often a divide among the students. This means there are two groups and each group has a leader. This then leads to competition. Therefore, today when I tried to create teams that were evenly divided among skill turned out to be a bone of contention as some girls refused to be on the team with other specific girls. This then became a battle of teacher negotiations. (Personal Journal, March, 2012)

Participation avoidance. It is not uncommon in the traditional school setting to have the occasional student not participate due to medical related issues. In the juvenile justice system, youth enter facilities with a host of physical and psychological concerns. According to Lederman, Dakof, Larrea, and Li (2004), there are six characteristics associated with why girls are incarcerated: 1) family dysfunction; 2) trauma and sexual abuse; 3) mental health and substance abuse; 4) high-risk sexual behaviors; 5) school problems; and 6) affiliation with deviant peers. Teen pregnancy is also not uncommon among those entering the detention centers.

Subsequently, health conditions (physical and mental) and their symptoms play an important role in a student's ability or willingness to participate in physical activity. Additionally, some students enter the program with physical ailments that limit their physical abilities. All SOAR students were taking prescribed medication and often these medications had negative side effects. For example, decreased energy level and weight gain were among side effects that had an impact on girls' participation in physical education. To monitor the medical issues, the SOAR required a 24 hours a day, 7 days a week medical team that was supervised by physician and clinical psychologist. However, while recognizing a number of legitimate health conditions and concerns, in some cases, using the medical team became a venue for students to use in order to avoid participating in physical education.

It seems that nurse requests become an escape goat for many of the girls. The students are keenly aware of the regulations and protocols facilities have to adhere to. Therefore, students know they cannot be denied a nurse call or medical attention. This is a technique students use to avoid physical education for any given reason. Let me also note there are times when nurse calls are genuinely made and doctor's orders have been given for legitimate reasons. (Personal Journal, September, 2011)

Brandi motioned me to come to the door, so I did and she said, "I'm gonna make a nurse call so I don't have to go PE today." I asked if she wasn't feelin' good and she stated, "I feel fine I jus' ain't gonna go... I'll tell'em I'm havin' cramps." (Personal Journal, March, 2011)

Kaylee hurt her ankle yesterday and the doctor prescribed an ankle brace, ice, elevation and no physical activity. She wanted to go to the gym with the other students and the rule is you must wear shoes to the gym. She (Kaylee) made the claim that she could not wear her shoe and I asked if she could just slip it on without fastening it so she could go to the gym. I have a pretty good feeling that when she (Kaylee) got over there she would want to try to participate. She refused and the staff allowed her to go to the gym in her slides . . . We (students and staff) got over there and the students completed their warm up and stretching then began playing their game, of course Kaylee wanted to play. I told her she couldn't and she said "it doesn't hurt that bad, I'll be ok, Please, Ms. Jones." I told her the doctor said no physical activity and she could sit on the sideline and cheer. She stormed off in a huff with her head hanging and her arms crossed her chest like a small child pouting. (Personal Journal, May, 2012)

I'm not sure what the reason was or who made the decision that Tasha (three weeks pregnant) should not participate in PE. Physical activity is good for pregnant women; however, everyone seems to be treating her like a delicate flower. I have spoken with the nurses and she is not at a high risk so I do not see purpose from keeping from participating in physical activity. (Personal Journal, October, 2011)

Physical education as a refuge. Aside from all of the barriers to physical education programming, there have been bridge crossings as positive developments that made an impact on students. There were periods during the program when quality lessons, positive student leadership, and proactive efforts by staff created a successful learning environment. It is at that time that students became involved and put effort into learning the skills, strategies, and preparing for assessments. In addition, several students achieved their personal goals of a weight loss. Furthermore, students appeared to use physical education class as a refuge from all the other negative matters taking place within the SOAR program. Students exhibited somber moods prior to engaging in the activity, but during game play, the focus seemed to shift from the worries to the action occurring in the moment. These findings are in line with well-known psychological benefits of physical activity of reducing stress and improving self-confidence and mood (Barrios-Choplin, McCraty & Cryer, 1997).

Monique met with her attorney earlier this week and has been in a funk. She generally has a smile on her face and follows all instructions but after her meeting there were no smiles just blank stares and little conversation. She had this somber look to her as she

walked to the gym, but after getting into the game play she seemed to forget all about what was bothering her. It wasn't until class ended that she returned to the sad state of mind. (Personal Journal, March, 2012)

The unit seems to be going really well and I think it is because the 'three amigos' generally enjoy physical activity. They are athletic and like competition. When they have bought into the lesson the other girls tend to join in. Some join in more than others, but the leaders have a way of getting everyone involved. (Personal Journal, February, 2012)

It's amazing how much staff influence has on these students. The students seemed to really enjoy having staff cheer them on during game play. After PE today, the girls were asking the staff if they would come back tomorrow to watch them play. (Personal Journal, October, 2011)

Setting and achieving personal goals within physical education encouraged students and also allowed them to look into the future and make plans outside of the confinement in juvenile justice system.

Maggie was super happy to report to me today that she has lost six pounds. In her words... "All this playing and running stuff has caused me to lose six pounds. If I continue to play I can lose more. I gotta get strong if I wanna join the military." (Personal Journal, December, 2011)

Physical Education

Roadblocks and detours within the physical education program were largely based on situational and institutional constraints. There are variables of concern when creating a quality physical education program, especially in a juvenile justice system. Juvenile justice systems are restricted to adhere to specific guidelines to maintain a secure and safe environment for its detainees. Such limitations have placed additional pressures for a physical education teacher to develop a suitable physical education program for these young women as "students". In general physical education, typical situational constraints (Sparkes, 1991) include type of equipment, facility limitations, student issues, and class size among others. How these factors operate within these types of institutions complicate the overall establishment of quality physical education

programming. The following situational constraints played a large part in physical education at SOAR program: equipment, space, curricula, physical education class length, and structure.

When planning physical education programs, the typical design for me would have been to create sequential unit plans based on the equipment in inventory or what was commercially available. However, in the case of the SOAR program, the main criterion for equipment selection was its potential use as a weapon. This drastically reduced the scope of activities that could be included in the physical education program. Each equipment item required justification and a list of intended uses. On the one hand, lack of suitable equipment choices severely limited my ability to implement specific curricula, while on the other hand, it forced me into being more creative and finding ways for non-traditional uses of available items.

Went back to the office today to meet with the clinical director in hopes of acquiring some insight on what direction to travel. It was clear there's a disconnect between PE and the clinical and program goals. The director has no clue of the pedagogical practices of physical education just as I have little knowledge of clinical practices in the juvenile justice system. The director spoke about wanting to create a program that was different from all the other institutions and I used that angle to promote a physical education program above all other programs. But in order to make this happen there would need to be some compromise. I was asked to revise my equipment list and propose the new list in two weeks. (Personal Journal, September, 2010)

Submitted the revised list today. They rejected a number of things like hockey and pickle ball because the sticks and paddles can be used as a weapon, but I have more options than I did before. I'm really going to have to dig deep into my creative mind to develop good lessons...better start saving my grocery bags and toilet paper rolls. (Personal Journal, September, 2010)

Space became a friend as well as a foe. Gaining access to a gymnasium three days a week lifted a heavy burden to teaching. While this access was a welcomed relief, the issue of equipment storage quickly followed as a dilemma as there was no space in the gym to store it.

I have over \$2000.00 of equipment coming and have nowhere to store it. There is no place to store it securely in the gym and there is no storage space in the facility. Like with many things, it seems that no one has put much forethought into how the logistics are going to work or where anything related to SOAR will be stored. Today, I made the

suggestion that we (SOAR) should invest in an outdoor storage building. I was charged with researching and determining which building to get. Given the amount of equipment I have ordered and the various items needed to operate the SOAR program the minimum square footage should be a 15 x 15 size storage shed and the administration agreed. (Personal Journal, July, 2010)

Logistically, transporting equipment to the gym each time added an element of complexity.

So, now I need to figure out how to get a pile of equipment (like five bowling sets) from the storage unit on the backside of the building through a maze of corridors and locked steel doors with a group of students in tow. I didn't realize how easy I had it when I taught at Edwards Elementary with the equipment with only a few steps away from the door. (Personal Journal, November, 2010)

However, this additional action far outweighed the alternative that plagued programming two days a week. When the gymnasium was unavailable, there were three areas which could be utilized for class: a small, enclosed concrete courtyard; the sloped grassed yard; or the 18'x18' area in the multipurpose room. During inclement weather, the only option was the multipurpose room. These alternative spaces also placed limitations on curricula that meant dropping activities, conducting an activity unrelated to the unit being taught, or altering the activity. Though there was access to the gym three days a week, staff- and student-related issues could restrict this use. I wrote in a journal how "I dread teaching on Wednesdays and Fridays as teaching space is limited. Not only is it limiting, it is full of distractions as people are walking in and out of the building and through my class" (Personal Journal, February, 2011).

In addition, the limit on the use of the gym presented an additional problem. Physical education was scheduled for 90 minutes each day; however, the time allotted for the use of the gym was 60 minutes. In this particular situation, after a transition from the gymnasium through a cumbersome maze of secured doors and hallways with only two thirds of the lesson complete, the students often lost interest in finishing the class. Alternatively, when teaching in the

multipurpose area, multiple activities were planned to keep students interested in participating for 90 minutes. This was an arduous task due to space restrictions and equipment limitations.

I'm not really sure 90-minute classes are ideal in this situation. In theory it would be great to have the girls moving for 90 minutes, but the interruption of having to leave the gym after 60 minutes to head back to the main campus kills all motivation to continue participation. I have tried everything I know to get these girls to play but they would just rather sit on the couches and talk. I then tried to turn the conversation in to a health related topic and occasionally it would work, but rarely. (Personal Journal, December, 2011)

I'm just not sure how to keep these girls moving for more than 70 minutes in a 18 x 18 area. Everything I have tried thus far has failed. I love doing fitness, but at this age doing fitness for 70 minutes is absurd. Maybe I should try to break class into three 25 minute segments with three different activities. Maybe we'll start with fitness then do some team building activities and end with relaxing yoga. I have no idea if this will work, but worth a try. (Personal Journal, March, 2012)

Classrooms that are organized, structured, and consistent create positive learning environments (Wong, Wong, Rogers & Brooks, 2012). Teachers who also implement effective curricula promote successful learning opportunities. Together these comprehensive approaches enable students to thrive and create a desire to seek further physical activities. Routine and structure are increasingly important when teaching adjudicated youth as they often come from homes where chaos and unpredictability are the norm.

Among the frequent roadblocks and detours within the SOAR program, the physical education program strived to remain constant structure and routine. The students became familiar with the expectations and often opposed any changes in routine. Maintaining these classroom management techniques not only curbed discipline issues, but also enhanced instructional and curricular ecology. When physical education was not impacted by unexpected events, the students' academic learning time, active participation, and enthusiasm seemed to increase. Students appeared notably motivated to participate in invasion and team building activities. This was evident by their request for additional physical activity beyond the school

schedule. This success illustrated that physical education could be better used as a rehabilitation opportunity if only provided with more program and staff support to help make physical education an efficient and less taxing process. Although roadblocks and detours were present, many bridges to success emerged: curricula models, management/structure, and student/teacher rapport.

I think using a watered down version of the sport education model is proving to be successful in motivating the students to participate and increase sportsmanship as they all want to have a private lunch party with me. I hear the students saying “I’m going to win the private party. (Personal Journal, May 2012)

Looking back, today I realized just how super important structure is with this population. Girls come and go in this program like walking through a rotating door and everything is always shifting. What remains constant and gets passed down from student to student are the routines, both good and bad. And when routines change there is a level of rebellion. Routine has been one of PE’s strengths. The girls know what to expect and what is expected of them. It may not always go smoothly, but without routine there is no structure. (Personal Journal, February, 2012)

I think the students are beginning to see that I really do care about them. I have gained the respect of a few students and they see that I am honest and flexible. Likewise, they seem (especially the athletic students) to thrive from my expectations for them to do their best. When I returned from fall break, many students came up and gave me a hug and said they were glad I was back and that they missed me. Funny, I never knew they felt that way. (Personal Journal, October, 2011)

Discussion

The purpose of this self-narrative study was to share my experiences as a physical education teacher in a female treatment facility within the juvenile justice system. The aim was to bring to light how physical education operates and the difficulties teachers face in these institutions to administrators, staff, educators, and scholars.

To date, this is the first examination of how physical education operates within a small high security residential detention center for adjudicated girls. The data source was limiting as it was based retrospectively from my teacher journal. However, these journal entries provided a

descriptive tale of what teaching physical education was like in juvenile detention. What was gleaned from this process is that physical education in the juvenile justice system can be messy and the road to success is not always open and the ride is not always smooth. Also, it was clear that while there were similarities between teaching in a traditional school setting and a detention center, there were apparent and considerable differences. These differences included staff, administration, students, space, and equipment, and, in some cases, they were amplified.

This autoethnography clearly articulates how the SOAR program environment and the population present a number of challenges with various personal and professional constraints, safety factors and curriculum development to the implementation of developmentally appropriate physical education. Many readers may arrive to a conclusion that good curricula planning would solve many of these problems. A number of pedagogy researchers (Cothran & Ennis, 1997; Curtner-Smith, 1998, 1999; Ennis, 1995, 1996, 1998; Hastie & Saunders, 1991; McCaughtry et al., 2006; Smyth, 1995; Sparkes, Schempp, & Templin, 1993) suggested the impact of factors within the working environment can have an effect on program implementation.

The information gleaned from this autoethnography brings acuity to the culture of physical education in the juvenile justice system and sheds light on the how to better develop physical education for this environment through curricula, structure, staff and administration relationships, and motivating students.

Significance

Given all this data one might ask, 'so what?' Through this autoethnographic descriptive study the reader can extrapolate that teaching physical education in the juvenile justice system requires more than practical content knowledge and good class management skills. The significance of understanding the daily operations of a youth detention center creates discourse

in what skills, qualifications, and characteristics in a physical educator are needed to serve this special population given all the roadblocks and detours among programming, staff, and students. Furthermore, an open dialog regarding how physical education can supplement and/or enhance rehabilitation for incarcerated youth is necessary for designing, implementing and coordinating developmentally appropriate physical education programming. Lastly, the significance of this study is that it brings an understanding to broader issues going beyond the content of physical education. Current or future physical education teachers working in juvenile justice system should be keenly aware of the broader discourse of the subject of physical education when designing and implementing their physical education programs.

Implications

In writing this story, new perspectives arose into the examination of the physical education process. Although a great deal of information was exposed, deeper research will be required on a number of levels to gain further critical understanding that was beyond the scope of this study. For example, understanding intrinsic and extrinsic motivation of this population in this particular environment or examining the power relations within the juvenile justice system needs further examination. Additionally, this research has placed a great deal of clout on the need for physical education not only students in traditional school settings, but for all students including those in the juvenile justice system and other alternative schooling.

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CHAPTER II:
PHYSICAL EDUCATION BEYOND TRADITIONAL SCHOOLING:
STUDENT PERCEPTIONS OF PE IN THE JUVENILE JUSTICE SYSTEM

Abstract

Research indicated that education in the juvenile justice system fails to meet incarcerated youth's educational needs. Furthermore, little is known regarding the practices of physical education within the juvenile justice system. Drawing on research from Carlson (1995) and Dyson (1995) on student voice, the purpose of this study was to examine student conceptions of physical education in traditional schools, detention centers, and in their current program (SOAR). Data were collected using semi-structured interviews and passive observations and were then analyzed using thematic analysis. Interviews and observation notes were read and re-read and scanned for initial codes by separating the data for each question and making memos that described emerging patterns. Results indicated that students were able to describe their physical education within the three settings and were accurately able to differentiate discourses between learning institutions. Additionally, through their description of physical education within SOAR, students disclosed ways in which physical education has been beneficial in their rehabilitation process.

Keywords: student perceptions, juvenile justice system, incarcerated youth, physical education

Physical Education Beyond Traditional Schooling: Student Perceptions of PE in the Juvenile Justice System

The words *juvenile justice system* may elicit the pictures of a jail or prison, but only for youth ages 18 and under. This is just one of the misconceptions that contributes to maligning and misunderstanding of juvenile detention. A major difference between an adult facility and youth facility is while incarcerated, according to Article 26 of the Universal Declaration of Human Rights (1948), every child in a youth facility has a right to a free and appropriate education; therefore, the juvenile justice system is required to provide adequate educational services to its juvenile offenders.

The juvenile justice system consists of two types of facilities: short-term (1-90 days) and long-term (6-12 months). The juvenile justice system serves youth ranging 10 to 18 years of age either in a private and public facility. Furthermore, these facilities can be categorized as serving all male, all female, or co-ed offenders. There is a growing number of youth entering the juvenile justice system. In 2010, public facilities housed 49,112 youth while the private facilities housed 21,681 youth (Juvenile Justice Department (JJD), 2010). Among the juvenile offenders, the population is 1) disproportionately male; 2) of low socioeconomic status (SES); 3) an ethnic minority; and 4) often disabled in some way (JJD, 2010). In addition, minorities are more likely to be housed in public facilities compared to their white counterparts who are housed in private facilities (JJD, 2010).

Education Within The Juvenile Justice System

Incarcerated youth which are in the juvenile justice system typically experience educational underachievement and/or failure (Burrell & Warboys, 2000; Foley, 2001; McCray, 2002; National Center on Education, Disability, and Juvenile Justice (NCEDJJ), 2005). The

juvenile justice system takes a different approach and delivery of education as compared to the traditional school settings. Incarcerated youth are mainly housed in detention centers. Detention centers generally have goals of rehabilitation and punishment; however, this philosophy can take precedence over educational needs (Roush, 1993). Detention centers' course of action to meet these goals can often interrupt academic learning. For example, dormitory confinement is often used as a common disciplinary tool. There is a host of problems that exist when providing educational services within detention centers: 1) education classes that are often short and infrequent; 2) there is inadequate training for educators on detention programming; 3) non-education personnel are not always aware of educational requirements; and 4) behavior problems often disturb learning (Roush, 1993). Furthermore, many students who are repeat offenders are often academically behind (Houchins, et. al., 2010). In addition, a substantial number of incarcerated youth are eligible for special education services (JJD, 2010). These types of challenges plague education in the juvenile justice system and while there is descriptive and initial experimental evidence about some educational services in the juvenile justice system (Burrell & Warboys, 2000; Crutchfield, Garrette, & Worrall, 1981; Landers; 1997; Robertson, 2000), physical education programming in detention centers has largely been overlooked by researchers.

Perspectives on Traditional Physical Education

In the late 80s and early 90s, while recognizing that research on teachers was a critical element, research on students was gaining attention for its significance to the learning process. Understanding students' perceptions and beliefs regarding physical education can provide insight into how to make better decisions and create better curriculum programming (Rink, 2006). Only recently, when educational researchers shifted their attention to student perceptions, has the

relative value of student voice been recognized (Cefai & Cooper, 2010; Curtin & Clarke, 2005) and specifically student voice in physical education (Couturier, Chepko, & Coughlin, 2005).

Furthermore, Dyson (1995) has asserted that teachers and scholars can gain crucial insight into how physical education curriculum is received based on listening to students' perceptions of how they experience the curriculum. Students' perceptions and beliefs of physical education can affect whether they choose to participate in physical education class and to what degree (Wittrock, 1986; Schuell, 1986; Elbaz, 1983; Evans, 1990; Lee & Solmon, 1992). Understanding the opinions of students regarding how and what they experience in physical education can provide insight into how they view the curriculum. In addition, motivational literature on perceived competence affirms that if a student does not feel he or she has the necessary skill set or ability to perform a specific activity they are more likely to avoid participation (Carlson, 1995; Portman, 1995; Silverman, 2005, Subramaniam & Silverman, 2007). Carlson (1995) and Silverman (2005) have asserted that when students feel as though they are not successful at an activity, their tendency to continue to participate dwindles rapidly.

Likewise, students' perceptions can also have an effect on how they learn during class (Ennis, 1996), their perceptions of learning, as well as how long they remember what was learned in physical education (Sinelnikov & Hastie, 2010). For example, if a physical education class or activity brings a negative experience to a student, the student may no longer wish to participate (Ennis, 1996). Alternatively, the opposite can occur if a student has a positive experience during physical education class. Not only can students become more engaged during class, but they are also able to recall more event-specific and relevant information several years after the class (Sinelnikov & Hastie, 2010).

Students' perspectives on their goals for participating in physical education include challenging themselves, taking risks, cooperating with others, learning motor skills, and having fun (Dyson, 1995). However, some students can experience alienation within physical education (Carlson, 1995). While there are several reasons for student alienation in physical education class (Calabrese, 1984; Carlson, 1993), alienation as a psychological construct within physical education may be derived from students not seeing a purpose for physical education and therefore finding the subject meaningless to their lives. Carlson (1995) referred to this aspect of meaninglessness as "lack of personal meaning" (p. 470). Other students often feel as though they have no control over what will happen during physical education class; this powerlessness is what Carlson terms "lack of control." Finally, there are students who feel either socially or emotionally detached from their peers, causing isolation. According to Carlson (1995), students are likely to withdraw emotionally, mentally, or physically from participating in physical education when they believe they have no control or feel they cannot change the situation.

Following Carlson's (1995) study, a great deal of research on student motivation, perceptions, and participation in physical education (Dyson, 1995; Martin, Rudisill, & Hastie, 2009; Gao, Lochbaum, & Podlog, 2011; Patterson & Collins, 2012) has been conducted in traditional public school settings. However, there are many students who receive education in alternative schools and others who are placed in the juvenile justice system, who in most cases are provided an educational environment that is dissimilar to traditional school settings.

Purpose

The previous research has suggested that education within the juvenile justice system does not fully meet children's educational needs (Macomber, et al., 2010; Foley, 2001; Leone & Meisel, 1997; Roush, 1993), yet the specifics about the place of physical education, current

physical education practices, and student experiences within physical education in the juvenile justice system are not known. Therefore, the purpose of this study was to examine the perspective of students about physical education in an intensive education and treatment facility for adjudicated girls. The following research questions guided the study:

1. What were the students' conceptions of physical education;
2. What were the students' conceptions of physical education in the juvenile justice system; and
3. What were the students' conceptions of physical education at their current program?

Methods

Setting: SOAR Program

Located in the southeastern region of the United States, SOAR is a program within the juvenile justice system designed to treat young female offenders with complex problems that could not be dealt with in traditional detention institutions. The mission of the SOAR program is to provide an intensive education and therapeutic treatment program with the goal of supplying young girls the tools needed to be successfully reintroduced into society. Traditional detention centers are not often equipped to provide incarcerated youth with treatment for complex problems ranging from physical and mental abuse, neglect, depression, self-harm, dysfunctional families, and substance abuse. SOAR is not a mental hospital prison, but rather a highly secure residential center that aims to provide meaningful care and therapy to help students cope and learn how to live a successful life outside locked doors.

SOAR is relatively small in size with the ability to house up to 16 students. The facility includes two enclosed wings, called Pods, which consist of eight living quarters on each wing and a small common area for students.

Physical setting. While the girl's facility does not have a gymnasium, the neighboring co-ed detention center has allowed the SOAR program to use their facility three days of the week. This gym can best be described as a concrete slab with a metal canopy that becomes enclosed by the use of eight garage doors that are opened and closed by the detention center's control room. There is a ceiling heater in one corner for use during the winter; however, there is no air conditioning for the hot spring and on summer or fall days; and there are just a couple of floor fans. The gym is equipped with two basketball goals, a set of volleyball standards, a table tennis table, a Captain's chair, and a treadmill. The girls were prohibited from using the table tennis table and treadmill. On the two days the gymnasium was unavailable, physical education took place either in the courtyard in the back of the facility, the grass courtyard, or the multipurpose area. The weather frequently forced physical education classes to take place inside on an 18 x 18 area in the multipurpose room.

School schedule. The juvenile justice system is required by law to meet the educational needs of the youth it serves (Roush, 1993; Leone & Meisel, 1997; Twomey, 2008; Macomber et al., 2010). This facility operated a certified, private school within the center utilizing three full-time and one part-time certified faculty. The full-time faculty included the educational coordinator, a regular education teacher, and a special education teacher; the physical education teacher was part-time faculty. The school operated a typical Monday through Friday schedule (very similar to a traditional school) beginning at 8:05a.m. and ending at 3:30p.m. Physical education classes were held for 90 minutes each day. In addition, one hour of low-structured, physical activity was offered on Wednesday afternoons.

Physical education program. Providing physical education in a residential lockdown facility is not without challenges beyond the typical trials found in the traditional school setting.

Institutional programming and student-related issues have had considerable impact on the type of physical education provided. Hellison's (2003) teaching personal and social responsibility model (TPSR) formed the foundation of physical education programming at SOAR. TPSR is a well-established approach that uses physical activity to promote positive personal and social youth development among urban youth (Hellison & Martineck, 2006).

Through the utilization of the TPSR, the intention was to integrate life skills and values into physical education lessons that would transfer to the socialization beyond the SOAR walls. By combining elements of the TPSR with components from the rehabilitation aspects of SOAR, the physical education teacher attempted to create an environment in which students had the expectation to give their best effort, show good sportsmanship, play fair, be respectful, and have fun. To assess student achievement, using the previously-named goals, students earned a daily point for each of the goals totaling to five daily points possible. In addition to the daily points, there were product and process student assessments, as well as cognitive written and verbal tests, game play assessments, round table discussions, and sportsmanship tallies. In conjunction with the TPSR, the physical education teacher used adventure education model and a version of the sport education model (Siedentop, Hastie, & van der Mars, 2011).

Participant Biographies

The participants in this study were five able-bodied females between the age of 14-18 years who had been court appointed to the SOAR program. Each participant was recorded with a specific diagnosis from the DSM-IV of mental disorders. The details of what crimes or offenses committed by each participant cannot be discussed due to the nature of this study setting and the obligation to comply with the state regulations of adjudicated minors as their record will be expunged upon their 18th birthday and release. However, using previous research on detained

and incarcerated girls, the common characteristics of adolescent females in the juvenile justice system include a spectrum of drug abuse, curfew breaking and loitering, larceny, truancy, and simple and aggravated assaults (Templin, Abram, McLelland, Dulcan, & Mericle, 2002).

According to Lederman, Dakof, Larrea, and Li (2004), the majority of these crimes might be related to six distinctive features associated to young incarcerated girls: 1) family dysfunction; 2) trauma and sexual abuse; 3) mental health and substance abuse; 4) high-risk sexual behaviors; 5) school problems; and 6) affiliation with deviant peers. The authors also asserted that the consequences for these offenders are daunting as they are at a higher risk for drug addiction, psychiatric problems, HIV infection, poor physical health, and various forms of violence. The following accounts provide brief descriptions of participants' information.

Kendra. Kendra was admitted to the program early January of 2013 for the second time. She is 17 years old and identifies as black, but her legal records state her ethnicity as bi-racial. Kendra functions intellectually within the normal ranges. According to the physical education teacher, she is a highly skilled and athletic performer and generally makes good strides in physical education. Kendra has an exuberant personality and always has something to say. She seeks acceptance and attention from others and will exhibit a range of specific behaviors (positive and negative) to gain this attention. Kendra is described as being manipulative and engages in aggressive behaviors.

Baily. Baily is 15 years old and considers her ethnicity to be white. She was sent to the SOAR program in late July, 2012. Baily has a matter-of-fact attitude the majority of the time. She is a very volatile individual and can switch from a kind and thoughtful girl to having explosive, aggressive behavior in a finger snap. The physical education teacher describes Baily as strong, but not incredibly coordinated. Her behavior keeps her out of school more than in it.

Baily becomes easily frustrated when she cannot perform a simple task and will exhibit an inappropriate outburst, either vocal or physical.

Kacey. Kacey came to SOAR in mid-January of 2012 as a 17-year-old who identifies as a Black female. She is a polite, light-hearted student who is not easily swayed by others. Kacey is a leader among the group and tends to avoid other students' drama or tries to redirect her peers from participating in inappropriate behavior. Kacey is positive and takes advice from staff to stay out of trouble. She has a strong athletic ability and her basketball talent could land her a basketball scholarship at a small college. Kacey does well academically, generally has a good attitude, and complies with most rules. She is also described as someone who does not let things bother her and who is able to calm herself down should she become upset.

Mary. Mary is a white, 17-year-old and is academically low functioning. While many teenagers struggle with self-identification, Mary is having extreme difficulty with defining who she is. She is described as someone who often lies to her peers in order to fit in. In addition, when among the other girls, Mary speaks with a forced African American Vernacular English (Ebonics) in hopes of gaining peer acceptance. However, when one-on-one with an adult or her family, her speech changes to the one that is representative of her upbringing in the Southern part of the United States. Initially, she had no interest in participating in physical education, but with encouragement she joins in on game play. She is a low skilled participant in many activities and a physical education teacher reports that Mary is slow to comprehend and understand game play which may be related to her low functioning cognitive abilities. However, she seems to persist at an activity and rarely gives up.

Jessie. SOAR is Jessie's first facility as she entered in late January of 2013. She identifies as a Native American and Black. Jessie is a 15 year old and has an exuberant sense of

humor; however, she exhibits extremely rapid mood changes. Jessie is academically on target and works really hard in school. She often engages in known inappropriate behavior and when confronted grows very upset and begins to yell, claiming she did not do anything wrong. Jessie is an average skilled performer in physical education but has a tendency to give up quickly when something becomes slightly challenging.

Data Collection

Due to the special protective status of participants in the study as minors and vulnerable population, special care had to be exercised when recruiting the participants, collecting data, and carrying out the research. The Institutional Review Board of the author's university approved the research protocol, and permission to conduct the study was obtained from the full review board committee. Since all participants in this study were wards of the state, consent was sought and obtained from the state Juvenile Justice System executive director. In addition, all participants in this study agreed to participate in the study and, in congruence with the university's Institutional Review Board policy, signed assent forms.

After acquiring the necessary background checks, a specially-trained researcher made a number of visits over a 1 month period to become familiar with the facility, staff, SOAR's procedures as well as to informally meet the students. In addition, over a period of two weeks the researcher observed students participating in physical education classes and took copious notes. This initial period was instrumental in building rapport with students for the data collection that followed.

Five semi-structured formal interviews and field observations informed the study. Each participant took part in one 45-60 minute, semi-structured interview. The interviews followed Patton's (1990) guidelines using the three interview approaches of informal conversation,

general interview guide, and open-ended interviewing. These interviews were used to learn and understand what the students' experiences and perceptions of their prior physical education classes, physical education classes in the juvenile justice system, and their current participation in physical education at SOAR.

Data Analysis

Using thematic analysis (Denzin & Lincoln, 2003), the information was analyzed in three stages. First, all interviews were transcribed immediately. All transcripts were then reviewed and checked for errors. Observation notes were compiled and organized into a binder. Observations notes were read and examined for reoccurring themes. Interviews and observation notes were read and re-read and scanned for initial codes by separating the data for each question and making memos describing emerging patterns. Second, using a white board and various color markers, thirteen sub-themes from the interviews were identified. Lastly, after re-reading the data, the categories were collapsed into four overarching themes. Member checks were performed to help improve the accuracy and validity of findings while investigator triangulation strengthened the identified themes (Denzin & Lincoln, 2003).

Results

Data analysis resulted in four themes that were identified: 1) physical education in traditional school setting; 2) physical education experiences in juvenile justice system; 3) physical education experiences at SOAR; and 4) physical education as rehabilitation. Themes and sub-themes are presented in Table 2. Each of these sub categories details students' perceptions of physical education prior to entering the juvenile justice system, during their time in other facilities before entering SOAR, during SOAR and how physical education has influenced their rehabilitation.

Table 2

Themes and Sub-themes

PE in Traditional School Setting	PE Experiences in JJS	PE Experiences at SOAR	PE as Rehabilitation
Misconceptions in labeling discourse	No learning	Resistance	Stress relief, depression
PE is unorganized and unstructured	No certified teacher	Challenging/ Appropriate level	Kills time, attitude
Inappropriate practices/ mainstream sports	Lack of participation/ accountability	Persisting	Focus
Lazy teachers		Learning Enjoyment	

Physical Education in Traditional School Setting

Describing their perceptions of physical education in traditional school settings, students were unable to clearly discern the difference between a coach and a physical education teacher; however, students described their physical education as unfavorable when discussing the teaching styles of their previous physical education teachers.

Misconceptions in labeling discourse. Most of the students were able to distinguish between the terms of a “coach” and a “teacher;” yet unable to clearly delineate the terms of a “coach” and a “physical education teacher.” In their view, a teacher was someone “that teaches you, that helps you learn different things” and was associated with school. A coach, on the other hand, was often associated with sports and teams, and was “a person who teaches you basketball, football, badminton, and soccer.”

Baily delineated both terms by the type of setting, “like the coach is more physical and teachers are more, you know, education.” However, students always equated “coach” to a

physical education teacher and when referring to their physical education teachers used the term “coach” even if the teacher did not coach a sport. For example, Baily said she did not remember much about elementary physical education, but she remembered “that Coach Roger was nice.”

Teachers were perceived to teach subjects that seemed to be more academic compared to physical education. For example, Jessie defined a teacher as someone who “teaches you math, science, English and all that good stuff.” Students perceived teachers to be involved in instructional processes and be helpful in learning whereas coaches are seen to be performance driven and unyielding. Kacey commented,

A teacher, they -- they just -- they teach it to you -- help you when you -- when you ask them to help. But coach, like a coach, they don't -- sometime they don't even ask you. They can just see your performance, see what you need help in. Teacher the same way, but usually a teacher be waiting for you to be asking them questions more.

While coaches and teachers seemed to perform similar functions, they both “teach and motivate,” coaches, meaning physical educators, were not seen as “teachers” by the students. Keandre said that “coaches, they – I don’t really know the difference, but coaches are not like teachers to me.”

Physical education is unorganized and unstructured. Majority of the students perceived their traditional physical education classes as being “unorganized and unstructured.” When describing her physical education experiences, Mary stated that, “it was like a free for all.” Baily also indicated that many times during her physical education classes, students were allowed to “hang out with your friends and do what you want.”

The lack of organization and structure within physical education lessons was mostly attributed to uncaring and lazy teachers. Mary commented,

My teachers didn’t do a very good job, they didn’t really care. They would do whatever they wanted to do. The two teachers coached sports – basketball, football or softball. I don’t feel like I learned or improved on any skills.

Kendra provided a succinct descriptor of her middle school physical education teacher, “My teacher was lazy.”

Conversely, the coaching practices conducted by the same physical education teachers were perceived as being very organized. Kendra shared that her high school physical education teacher was also her basketball coach and during class they “had to run laps basically the whole PE...[while] during practices, we was very organized.” Students felt that most of the time their physical education teachers focused on athletes during class at the expense of other students.

And they don't think about nothing else. So I just felt like it was unfair at my school because the other people probably wasn't that skillful as some of the people that played sports, but they still wanted you be physical -- get physical in some kind of way. And I felt at my school they wasn't -- they wasn't giving them the same opportunity as they was the athletes. If you were an athlete made sure that the athletes -- we got to do extra exercises. Like weight lifting and all that type of stuff. (Kacey)

Inappropriate practices/mainstream sports. The majority of the students disclosed inappropriate practices included running laps as punishment and playing games such as dodge ball. Kendra commented that during high school she would “have to run laps basically the whole PE class.” Likewise, Kacey had a similar experience as she stated,

Middle school was my least favorite. Because every Friday we had to run four laps. And I hated it. And sometimes we be bad. Like if one person out the whole crew be bad, then we have to run a certain amount of laps in a given time. It was like torture in middle school.

However, using exercise as punishment was not the only inappropriate practice as several students defined their physical education class as playing dodge ball. Jessie described that during her elementary and middle school physical education experiences that “all we did was play dodge ball” and that it was her least favorite because “it's boring and you see people in pain.” In contrast some students expressed that physical education in high school was a little

better as they described physical education class to be “a little more challenging” that “involved more competition.”

Several of the students described that many of their physical education teachers, who were also coaches, taught mainly mainstream sports and focused on skilled athletes. For example, Mary indicated that “coach has us playing football and basketball.” Kacey echoed Mary’s experience,

PE was sometimes organized, but many times it wasn’t – their main focus was people that love sports because they all coached. Like their main sport was football, softball and basketball and baseball and them categories. And they don’t think about nothing else. So I just felt like it was unfair at my school because the other people probably wasn't that skillful as some of the people that played sports.

Physical Education Experiences in Juvenile Justice System

After learning of the students’ physical education perceptions in the traditional school setting, their juxtaposition of physical education in the juvenile justice system was crucial to the understanding of what typically happens in physical education programs in the juvenile justice system. Among these experiences, insufficient learning was taking place and there were diminutive expectations coupled with low accountability. Some students attributed these experiences to having uncertified personnel teach physical education classes.

No learning. There was a unanimous congruency among each of the student’s descriptions of their physical education experience within the juvenile justice system. All the students noted, using the same three words, we “didn’t learn anything” during physical education class. Therefore, students perceived physical education in the juvenile justice system similar to recess and not a necessary or meaningful class. As Baily summarized it,

Sometimes we work out and do dances. And sometimes we play on the playground, but we had to be moving the whole time. We couldn't just sit down and have a, you know – I really didn’t learn anything.

Lack of participation/Participation accountability. The majority of the students perceived their physical education in the juvenile justice system as an opportunity to socialize as they “sit around chit chat and just listen to music or play volleyball and basketball.” They were not held accountable as noted that “[PE] was just, like, having fun... not actual physical education.” Students then perceived that physical education was not hard as Baily stated that “it was pretty easy,” but the lack of participation had an adverse affect as she noticed “[she] started getting out of shape cause [she] got lazy.” Kendra commented, “We didn't have to really do anything. We just -- if we didn't want to do anything, we'd just sit down. We didn't learn nothing.”

No certified physical education teacher. Kendra expressed that she “didn't like it because it was too easy.” Her perception of why physical education class failed to challenge her was related the fact she “didn't have a real PE teacher, just a staff member.” When non-certified individuals try to teach physical education, best practices are not often implemented as noted by Mary, “Our teacher, well... she wasn't a teacher, but if we didn't do something the way she said, we had to get on the wall doing chair/wall sits for like forty seconds.”

Physical Education at SOAR

Students' perceptions of physical education at SOAR presented a stark contrast to the previous physical education environments. Though initially there was resistance to participation, students disclosed the SOAR physical education environment as focused, challenging informational, and fun. It is worth noting that physical education at SOAR has been taught by a part-time certified physical education teacher.

Resisting. Given the students' previous negative physical education experiences, there was an initial tendency to resist active involvement as Mary stated, “at first I didn't want to do it

cause it was hard.” Jessie shared a similar perception of physical education at SOAR that “sometimes it was hard, especially when you have to work hard.”

Furthermore, students also resisted participation in physical education in response to their peers as Baily stated, “other students can affect how I participate.” Students can often have a strong influence on participation as “sometimes the other girls try to get others not to participate.” When the task was new or difficult, some students would give up causing other students to do the same. As Kacey described, “Sometimes the other student can affect me like if we're doing something hard -- It depends on the situation. I mean, if we're doing something extremely hard, they just stop. Then I'm just going to be like, I'm going to stop then too.”

Similarly, a variance in participation can be caused by “a situation going on with family or just not in the mood” or if a student is “mad or sad [they would] tend to sit out.” Mary expressed that she gets “in one of those moods where I [she] just don't feel like doing anything.”

Challenging/appropriate level. Students would initially find some of the skills to “be challenging at times” as they were “learning things that [they] didn't know before.” When students “first started playing badminton, it was frustrating,” and students would initially give up. Later, students found that “it get easier” because new “challenges take a minute to pick up the skill” and the teacher was “very like detailed with the steps so you could learn.”

Some students were able to delineate between physical education learning opposed to just playing a sport with little or no instruction suggesting that “it takes practice to get good at something.” Students also described the perceived advantages of longer units of instruction experienced at SOAR relative to short units experienced in their traditional school. To wit, Baily stated,

I like SOAR PE the best because PE at the other place was not really fun. And at school we don't like focus on like one little sport or learn how to do something. If we do

something, we do it for a day or something and move on to the next one before everybody like gets the hang of it or whatever.

Persisting. After progressing from the resistance stage, students began to face challenges “instead of just giving up, [they] just keep trying.” Many of the girls had a difficult time learning the badminton skills and would become easily discouraged. Kacey was able to articulate the process she went through,

...like badminton, I didn't like it at first. And Dr. J just told me you don't like it because you're not winning; you don't know how to do it yet. Once you start practicing and you get better and you know how to play an organized game, then you will be okay. And I started getting better and better at it and now I'm very good at it and I like it. It only gets boring when you lose.

Many of the students attributed their persistence to the physical education teacher at SOAR as “she encourages her students not to give up and just keep at it.” Students appeared to feel reassured in their abilities by the teacher, suggesting that “she tends to motivate” and provides support “by encouraging us.” The importance of being persistent which was encouraged by the teacher was further described by one of the students who stated,

When she [PE teacher] shows you how to do something, she won't like just give up because you haven't learned it, but she'll keep on trying with you until you learn it. Then she'll play with you actually. Instead of making you do all the work by yourself, she'll actually do it with you and stuff like that. (Baily)

Learning. All students were able to describe the rules, techniques, and social skills they had learned during physical education class. For example, to demonstrate her cognitive comprehension, one student proceeded to clearly articulate the service rules of badminton saying “when the number is even, you go to the right and when the number is odd, you serve from the left.”

Many students detailed “how to do a smash, which is hard” and how to perform “the drive, overhead clear” during their badminton unit. Baily suggested that she has improved her

cardiovascular fitness, as she has “learned to control [her] breathing and now [she] can go longer.” Likewise, other students commented that their muscular strength and endurance have been enhanced and they have learned “how important it is to exercise your body using circuit workouts.”

Lastly, all the students shared their enlightenment over learning social skills. Kendra pointed out that she has learned,

how to lead things more positively and be nicer to the girls. Because I can be -- not -- I can't -- it's not that I'm mean; it's just -- I have younger siblings and I'm hard on them. But she [PE teacher] taught me how to be hard on them at the same time both being nicer and to help them out.

Baily commented that she “learned how to show good sportsmanship” while Jessie described being able to “control her anger” and Mary “learned not to give up when getting frustrated.”

Equally, Kacey noted,

It's good to show sportsmanship and encourage others. I have also learned about being a leader and motivating others. Because like if somebody just see you doing so well, they going to be want to do it and they push their self extra hard.

Enjoying physical education. A Majority of the students expressed that they “like PE at SOAR” and that they “are always doing something fun.” When discussing physical education at other schools and facilities Baily stated, “I liked SOAR PE the best, it's not hard if you listen, it's pretty fun actually, because PE at the other places was not really fun.” Furthermore, students suggested that physical education at SOAR “is not hard” especially if you follow directions and “try real hard” “eventually you'll have fun doing whatever you supposed to be doing.” Students also expressed that the teacher “is nice” and “makes me laugh.” Kendra stated that “PE here is my favorite because I just love working with Dr. J.”

Physical Education as Rehabilitation

When contemplating physical education's role in their rehabilitation process, a majority of the students explained that the "PE helps with relieving stress." Jessie expanded this notion of physical education as a stress reliever adding that physical education also "helps a lot keeping my mind off of things." Some students were able to articulate a positive physiological connection between mood and exercise as Baily commented, "when you play PE and exercise, it releases endorphins in your head and it makes you in a better mood and help with depression."

Some students have been in the SOAR program for several months and they began to "miss [their] mom and dad, my sisters and brothers," therefore, many students made the claim that "going to PE kills time." "Killing time" in this context was seen as positive as it moved the students closer to the release date and closer to seeing their families. More than half of the students mentioned that physical education "helped with [their] attitude" as it was easy "to get overly competitive." For some students, physical education was seen as more than a stress release or a way to pass the time, as Kacey explained,

PE has affected me a lot, because I gave up playing basketball and stuff and staying fit. I wasn't really exercising. Coming in here really just made me think about it. I'm very athletic and I keep hearing people saying it. So I'm around positive people. And then just exercising every day and participating in some kind of physical activity really open my mind to go out there and start over and become a good athlete and just stay healthy. It's helped me bring my focus back for sure.

Discussion

The purpose of this study was to give voice to youth in an intensive education and treatment facility for girls with the hope of understanding their perceptions of physical education. Specifically, this study sought to ascertain students' conceptions of physical education, values placed on physical education, and the effects of physical education on their rehabilitation. This is one of the first studies that provides a descriptive account of students' perceptions of physical

education in the juvenile justice system. The results of the study outlined students' perceptions of physical education in general juvenile justice system/traditional detention centers as well as of physical education in a specific program designed to treat young female offenders with complex problems that could not be dealt with in traditional detention institutions.

Through the use of student voices, the results indicated that students had difficulty in delineating the roles and responsibilities of a "teacher" and a "coach". However, the students were able to articulate that their traditional physical education experience was unorganized, unstructured, and expressed poor teaching practices. The majority of students experienced the traditional 'roll out the ball' or busy, happy, and good style (Placek, 1993; Marshall & Hardman, 2000) of physical education in traditional schools where all of the physical education teachers also coached a sport. This coach/teacher role strain (Lawson, 1983; Schempp & Graber, 1992) often reduces physical education class to playing mainstream sports like basketball, football and softball with little skills acquisition. In addition, in these types of programs, teachers tend to cater to higher skilled students. Students in this study were able to notice a difference in organizational levels between physical education lessons and coaching practices conducted by the same teacher. In traditional schools, students recalled participating in different forms of inappropriate physical activities (National Association for Sport and Physical Education (NASPE), 2006). This was also the case with physical education in the juvenile justice system. In addition, students reported that in some detention centers there were many times that physical education classes were led by a staff person and not a trained and certified teacher.

Most of the students in the study had not experienced developmentally appropriate physical education, but rather the opportunity to play traditional sport games, walk the track, or sit in the bleachers with their friends. While they enjoyed the non-instructional physical

education because of its low accountability level, they were also able to recognize its pitfalls. Participants in this study were able to articulate that physical education was not fair for all the students, especially for the “unfit” or “not athletic” students. This realization of their traditional school physical education programs may have been the result of experiencing a more developmentally and socially appropriate physical education through SOAR. Therefore, students’ conceptions of previous physical education experiences were viewed through the prism of their current physical education.

According to students’ perceptions, physical education in the juvenile justice system lacked student accountability and was often implemented by a non-certified physical education teacher. The data suggested that the physical education students received in previous facilities was similar to that of their traditional physical education experiences. This relationship implies that physical education was provided as a break for the students and staff rather than an opportunity to use physical education as part of the rehabilitation process. Similar to previous research on physical education in traditional schools (Silverman & Subramaniam, 1999; Ryan, Fleming & Maina, 2003), the students’ perceptions of physical education in detention centers was about having fun rather than learning. The perceptions of the lack of learning and lack of accountability were linked to some detention centers not providing certified physical education teachers for physical education. NASPE’s best practices guidelines (2009) have recommended that physical education should be taught by certified physical education teachers, and the results of this study support this recommendation for juvenile justice system as well.

Based on students’ perceptions of the physical education program at SOAR, the developmentally appropriate program initially seemed very challenging for them. Some students also allowed the influence of others to affect their participation. With time and teacher’s

persistence, students' learning frustrations eventually subsided as they became accustomed to high expectations, challenges and skill level learning. Small individual successes and teacher's encouragement led students to remain persistent. Throughout this process, students disclosed that they perceived a considerable level of learning to take place and that they experienced high levels of enjoyment during physical education classes.

The environment in a highly-secure facility is often less than ideal and educational goals are frequently not primary but rather secondary to punishment and rehabilitation (Roush, 1993). However, the results of this study seemed to suggest that it is possible to create an appropriate learning environment if a physical education teacher implements an appropriate curriculum and uses appropriate instructional strategies. In this study, students initially were resistant to the developmentally appropriate practices (NASPE, 2009) as their previous experiences in physical education failed to provide an adequate learning environment. Based on the interviews, students who found success in physical education flourished in the motivational climate where physical education was highly structured and the teacher exhibited what Kounin (1970) termed with-it-ness. Kounin (1970) has described with-it-ness when the classroom is very well structured and organized so that the teacher knows what is going on as well as the students being aware of what is going on which allows lessons to flow smoothly and learning momentum can be maintained.

In this climate, when the teacher relied on Hellison's (2003) model of TPSR and used a version of sport education model (Siedentop et al., 2011), students were provided with opportunities to become skilled learners, which directed them towards self-improvement, and high praise was given for demonstrating effort and persistence on task. The sport education model provided a structure for learning game play while TPSR placed a sense of duty on students to help support their peers by giving and showing support and helping others improve.

Similar to previous research on TPSR (Hellison & Wright, 2003) and physical education emphasizing notions of respect, caring, and relevance (Ennis, 1999; Ennis & Chen, 1995), participants in this study seemed to experience positive outcomes associated with personal and social skills. In addition, the findings of this study qualitatively support Li, Wright, Rukavina, and Pickering's (2008) assertion that if participants are provided with high levels of personal and social responsibility, they tend to enjoy physical activity more. The data also suggests that students were gaining knowledge in all three of the learning domains: 1) cognitive; 2) psychomotor; and 3) affective. While it was difficult to attribute student learning to a specific cause, students seemed to suggest that longer units of instruction and a certified physical education teacher were certainly helpful. It was also possible that curriculum models employed by the teacher and appropriate teaching strategies might have also had a positive effect on students. Yet longer units of instruction have long been advocated by leading sport pedagogists (Siedentop, Hastie, & van der Mars, 2011) while as aforementioned NASPE has recommended having certified physical education teachers for physical education classes.

Lastly, students conveyed how physical education was associated to their rehabilitative process during their time in SOAR. There was sufficient evidence associating participation in regular physical activity with improved aspects of physical and psychological health (Robertson, 2000; Landers, 1997; Plante, 1996; Karlis & Dawson, 1994). In this study, participants described how appropriate physical education has assisted with their rehabilitation and how an inappropriate physical education only reinforced negative behavior and stereotypes. An appropriate physical education helped in bringing a sense of normalcy and a sense of freedom, compared to their classroom schooling and daily routines of being incarcerated. Alternatively, the majority of juvenile justice facilities do not offer physical education by a certified teacher

and as a result, incarcerated youth participate mostly in passive activities, such as pick-up games in basketball, softball, volleyball and weight lifting, with debatable benefits (Crutchfield, Garrette, & Worrall, 1981).

One of the key findings evident in the data suggested that the students perceived their physical education in the SOAR program to be much different from their previous physical education experiences. In summary, the students' perceptions of their experiences in the SOAR program suggest that a success of a physical education program in the juvenile justice system was more likely if the following conditions were present: 1) a highly professional and certified physical education teacher was employed; 2) an appropriate learning environment was created; 3) appropriate instructional strategies were used; 4) appropriate curriculum was developed and followed (for example, in this study students participated in TPSR, Sport Education and adventure education); and 5) time and patience was allocated for students to progress from resistance to learning.

The significance of this study was that it provided tangible evidence to the notion of a possibility of implementing developmentally appropriate physical education programming in the juvenile justice system. It was also a first study that described students' perceptions of physical education in the juvenile justice system. Moreover, these previously undescribed perceptions spotlighted the juxtaposition between students' prior physical education experiences and their physical education within a given program in the juvenile justice system. Based on the results of this study, when physical education was taught by a certified teacher with a strong teaching orientation, students appeared to learn and enjoy physical education far beyond their previous physical education environments. Furthermore, this study documented and highlighted the lack

of accountability among students in physical education and the poor instruction generally offered in the juvenile justice system.

Implications

Examining the perceptions of incarcerated youth regarding physical education in the juvenile justice system sheds light on a population that has been silent in research. This particular study only scratched the surface of the issues of physical education and youth in detention facilities. Under the surface, there are potential deep-rooted issues of power relations. Foucault's notion of power relations was viewed between society, individuals, groups, and institutions. In this particular study, there were many power relations between students, programming, physical education, and rehabilitation. Addressing these issues within physical education in the juvenile justice system may bring broader insight to the manner in which physical education can better become implemented.

Future researchers may use the notions of critical race theory (Ladson-Billings, 1998) as a theoretical framework to better understand student dynamics and how they affect physical education participation. In addition, while this study provided descriptive accounts of five girls' experiences and conceptions relative to physical education, further examinations of the therapeutic benefits of physical education on incarcerated youth in institutional settings seems to be a promising line of research for practical and theoretical purposes.

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CHAPTER III:
PHYSICAL EDUCATION BEYOND TRADITIONAL SCHOOLING:
STAFF PERCEPTIONS OF PE IN THE JUVENILE JUSTICE SYSTEM

Abstract

With an understanding that physical education is often marginalized and using occupational socialization as the theoretical framework, the purpose of this study was to examine the conceptions of physical education by all staff in an all-female intensive education and treatment facility in the juvenile justice system. Data were collected through the use of semi structured interviews and observations. Using thematic analysis to analyze the data, all categories were condensed into four themes. The results indicated that individual acculturation of physical education experiences and their professional and organizational socialization has a direct and indirect influence on their perceptions of physical education. Furthermore, their socialization also has an impact on students and the physical educator. Participants' dislike of physical education and lack of knowledge about physical education provided evidence of overt and covert marginalization of physical education in the juvenile justice system.

Keywords: occupational socialization, juvenile justice system, incarcerated youth, physical education

Physical Education Beyond Traditional Schooling: Staff Perceptions of PE in the Juvenile Justice System

Introduction

Physical education research relating to the mainstream schooling environment has probably gained the most attention followed by private and alternative schools. Within physical education, much consideration has been given to the traditional and urban school settings. However, physical education within the juvenile justice system has been neglected. In this paper, I describe a qualitative study that examines staff and administrators' perceptions and their potential influence on physical education within the juvenile justice system. Research on the socialization of physical education teachers and their experience with marginalization in relation to the objectives of the juvenile justice system will serve as a backdrop to understanding how physical education is influenced by staff and administrators serving adjudicated youth.

Socialization in Physical Education

In today's educational scene, physical education remains underrated, undervalued, and is viewed as a low status subject and profession. Traditionally, physical education is often considered a non-intellectual subject compared to its core curriculum counterparts (Sparkes & Templin, 1992; Sparkes, Templin, & Schempp, 1993). When the No Child Left Behind Act (NCLB, 2001) was introduced as a means to improve schooling, it omitted physical education as part of the educational core (math, English, science, and history). These formal and informal designations contribute to a discourse of physical education being seen as non-academic and devalued.

Furthermore, movie roles, past experiences, and the perceived lack of accountability created a perception by the public and of students that a career in physical education is easy and

does not require much effort or intellect (Duncan, Nolan, & Wood, 2002; McCullick, Belcher, Hardin, & Hardin, 2003; Hardman & Marshall, 2001). Hoyle (1986) asserted a quarter of a century ago that physical education was on the bottom row compared to the higher order subjects such as math, science, English, and history. This implication of low status within physical education reduced the ability to negotiate for greater support, resources, and development (Sparkes, 1994). Now some years later, physical education continues to argue the merit of the subject as well as wrestle for legitimacy.

Teacher socialization research further confirms that physical education is a marginalized subject as well as a profession (Lawson, 1983a, 1983b; Dodds, 1989; Curtner-Smith, 1998; Curtner-Smith, 1999; Doolittle, 2007; Curtner-Smith & Hastie, 2008). There are a number of factors which led to the inferior status and poor image of physical education: unintelligent, devalued teachers, low teaching efficacy, gender and sexual orientation (Sparkes & Templin, 1992), accountability, institutional press, role conflict, workload, teacher status (Goc Karp & Williamson, 1993), non-academic subject (Henry, 1964), washout (Blankenship & Coleman, 2009) and others. The legacy of “ball rollers” has left a lingering persona that physical education teachers hold an anti-intellectual and non-academic position (Sparkes, Templin, & Schempp, 1993). Unfortunately, this marginalization has become the status quo for physical education and the perception persists, ironically, despite campaigns at the national level to promote fitness and physical education as part of overall education and development for children.

Occupational socialization literature has also suggested that the culture of institution has a large impact on the physical education teachers (Zeichner & Tabachnik, 1983; Curtner-Smith, 1998; Lawson, 1983b). It has been noted that physical education teacher’s perspectives and practices can be shaped by their socialization experiences. Scholars identify acculturation,

professional socialization, and organizational socialization as key constructs of occupational socialization (Lawson, 1983a,1983b; Dodds, 1989; Stroot & Williams, 1993; Curtner-Smith 1997b; Curtner-Smith, Hastie & Kinchin, 2008 and Starn & Curtner-Smith, 2009).

Acculturation refers to is the learning process of experiences and influences from people, situations and institutions beginning at birth that develop understanding (Lawson 1983a; Curtner-Smith, 1998). Professional socialization is the process where individuals attain the knowledge, training and skills necessary from learning institutions to perform their career duties, while organizational socialization refers to how an individual navigates their work environment and maintains the training valued by the organization to fulfill their duties (Lawson, 1983a, 1983b; Curtner-Smith 1997b and Starn & Curtner-Smith, 2009).

Occupational socialization refers to the way in which the work environment shapes how an individual negotiates and navigates their role in the work place (Van Maanen & Schein, 1979; Lawson, 1983a; Schempp & Graber, 1992; Stroot & Williamson, 1993; Curtner-Smith, 1993; Stran & Curtner-Smith, 2009). The key socialization agents within the educational landscape that influence teacher experiences include, but are not limited to scheduling, previous physical education programming, class size and equipment, students, other teachers, administrators, parents, disruptions, and other required duties (Curtner-Smith, 1998). Each socializing factor can constrict physical education teacher's ability to implement developmentally appropriate curriculum and/or cause frustrations within the school context.

The aforementioned agents send a message that physical education is irrelevant which can lead to physical education teachers abandoning their training to accept a lackadaisical approach within the school context (Smyth, 1995). Research found physical education teachers often experience "reality shock" (Veenman, 1984; Stroot, Faucette, & Schwager, 1993) where

their enthusiasm for teaching quality physical education is curbed by teacher colleagues, administrators, and parents.

This act of marginalization is known as institutional press where other teachers and administrators project their ideas of physical education against the trained physical educator that can often lead to “wash-out” (Zeichner & Tabachnick, 1981). Wash-out is caused when physical educators struggle to negotiate what they have been taught in their physical education teacher education (PETE) program and the harsh realities of what is expected from their school. Often teachers who experience wash-out abandon their training and adopt a more relaxed approach to teaching because fighting back becomes exasperating. Other physical education teachers learn to navigate the dialectic process to find balance among their own beliefs and competing voices of colleagues, administrators, and parents (Schempp & Graber, 1992).

Interestingly, little is known about physical education in the juvenile justice system and if the socialization process of physical educators in that context is comparable to that of the traditional school setting. In traditional schools, legitimacy is often a contentious point among physical educators as administrators, colleagues, parents, and students often fail to see the value or long term benefits that can be acquired from quality physical education (Sparkes & Templin, 1992; Robertson, 2000; Sheehy, 2011). In short, physical education is typically accommodated and tolerated in traditional settings but not often fully understood and appreciated. The juvenile justice system is required to offer physical education as part of their education curriculum, but at present, there is paucity of research describing staff and administrators’ perceptions of physical education and its place in the juvenile justice system.

The Juvenile Justice System

The juvenile justice system typically operates two different types of facilities: short-term (1-90 days) and long-term (6-12 month). These facilities may be private or public centers to serve youth 10 to 18 years of age. Each long-term or short-term facility is categorized to serve all male, all female, or co-ed population.

The number of youth offenders in the juvenile justice system nationally has been steadily increasing. For example, the total number of youth offenders in 2010 exceeded 79,000. The public facilities housed 56,332 youth while the private facilities housed 22,681 youth (U.S. Department of Justice, 2010). According to the Office of Juvenile Justice and Delinquency Prevention (2012), the population among juvenile offenders tend to be disproportionately male; to belong to a low socioeconomic status (SES), to be an ethnic minority, and to have some kind of disability (FAQ section, para. 1). According to Article 26 of the Universal Declaration of Human Rights, all children/youth have a right to a free and appropriate education, including those in the juvenile justice system; therefore, it is mandatory for the juvenile justice systems to provide its juvenile offenders adequate educational services (Office of Juvenile Justice and Delinquency Prevention, FAQ section, para 1., 2012). However, scholars have agreed that providing education to incarcerated youth remains a complex matter and advocate the need for many policy and program changes (Chesney-Lind & Shelden, 1998).

Within the juvenile justice system, detention centers serve as a short-term secure facility where juveniles require a restricted environment for protection of the community. The primary goals of detention centers are rehabilitation and punishment; however, these goals can interrupt the educational needs of the youth being served (Roush, 1993). Furthermore, youth entering the juvenile justice system tend to have complex behavior issues that can present serious security

and safety risks, which compound how detention centers provide all services, including education (Dembo & Dertke, 1986).

Typically detention centers have a main focus to rehabilitate its offenders (Twomey, 2008). In addition, detention centers are required to provide the following services: (a) education, (b) counseling, (c) health care, (d) nutrition, (e) recreation, (f) continuous supervision, and (g) visitations (Roush, 1993). Some of the services are provided to address juveniles' physical, emotional, and social development. These services require an adequate number of administration and staff to meet detention center demands. There are direct care workers, safety staff, therapists, case managers, counselors, nurses, teachers, supervisors, and administrators. While administration and staff work towards meeting the center's goals, in some cases, decisions are made without the consultation of others and most often the area most affected is the educational side of programming (Macomber, et al.2010).

Macomber et al. (2010) found that there was a lack of continuity between the educators and detention staff. In addition, there has been a breakdown in communication and interactions regarding both academic and behavior performances between educators and staff. The majority of teachers in detention centers reported that they would like to see greater staff support. It should be noted that, within this study, none of the interviewees held a physical education certification nor was the subject of physical education mentioned. In the review of the literature in education within detention centers, little has been mentioned about the subject of physical education and there has been a gap in understanding staff and administration's perceptions of physical education.

Purpose

The purpose of this study was to examine the conceptions of physical education by all staff in an all-female intensive education and treatment facility in the juvenile justice system. Using teacher socialization as a foundation for the theoretical framework, the researcher specifically aimed to examine the following:

1. What were the staff and administrators conceptions of physical education;
2. What were the main influences on their conceptions of physical education;
3. How did staff and administrators view physical education as part of the overall rehabilitation program;
4. How did staff and administrators view their conceptions of physical education influence the physical education teacher; and
5. How did staff and administrators conceptions of physical education influence the students?

Methods

The researcher acquired an appropriate approval for the study from the Institutional Review Board. Following an approved research protocol, all participants provided written consent to be interviewed and pseudonyms were assigned to protect participants' identities. In addition, the facility in which the study took place was assigned a fictitious name, SOAR.

Participants in the study were purposefully selected (Patton, 1990) according to the type of position held within the facility. The criteria for purposeful selection included the following: a) be employed by an all-female intensive education and treatment facility in the juvenile justice system (SOAR); b) have direct daily interactions with juvenile students; c) work and be present in the facility during the time when educational classes take place. While there were three shifts,

the school day operated during the first shift leaving only the first shift staff eligible for participant selection. The entire first shift staff consisted of two classroom teachers, a physical education teacher, an educational coordinator, two to three administrators, a therapist, a nurse, a social worker, four to six direct care workers, and two safety personnel. Out of six purposefully selected participants, four participants agreed to participate in the study: education coordinator, safety worker, direct care worker, and classroom teacher.

Participant Biographies

Education Coordinator

Anesha was a 43-year-old, white female with a bachelor's degree in special education, a master's degree in marketing, and an education specialist degree in education administration. She was the third education coordinator hired within two and half years. Before taking the position at SOAR, she was a high school assistant principal for two years. Anesha disclosed that her motivation for accepting the position was to get a price reduction on tuition at the local university. Attending a local university would allow her to receive a graduate degree in global management. Subsequently, she has planned to retire from the state in two years to pursue a career in international business. Anesha described her lifestyle as less than healthy as she is a smoker and has no interest in physical activity or physical fitness.

Direct Care Supervisor

Allison identified herself as a 37-year-old Black female. She has worked for SOAR for nearly 20 months in the capacity of a care/safety worker and during the study period served as fulltime direct care supervisor at the time of the study. Her duties included overseeing the daily operations to ensure the girls' needs were being met and that all staff were following appropriate policies and procedures. Allison has a bachelor's degree in social work, and, prior to accepting a

position at SOAR, she was a substitute teacher at the middle and high school levels. Allison stated that she frequently was a substitute teacher for physical education classes at the middle school level.

Safety Worker

Maryanne was a 30-year-old, African American female who has worked for SOAR since its inception in late 2010. Her position as care safety worker entailed operating the control room, working directly with students, backing up staff, and maintaining facility's safety. Before coming to SOAR, she worked for facility for autistic children. Maryanne has a bachelor's degree in history and was one semester from completing her graduate degree in counseling. She stated that upon graduation she would be looking for another job in the school system.

Maryanne described herself as "being large" and was open about her dislike for physical activity.

Classroom Teacher

Daisy described herself as a 36-year-old, white female. She also described herself as "obese and not as healthy as she should be." Her education background consisted of a bachelor's degree in human development and a master's degree in special education. She taught elementary special education for three years before acquiring the position at SOAR. She has been teaching at SOAR for 15 months. Daisy described her duties as helping students with online classes, providing educational modifications for those students with Individual Education Plans (IEP), guiding students who are preparing to take the General Educational Development (GED) test and teaching all subjects.

Setting

SOAR Program

The goal of the SOAR facility was to offer a holistic approach to rehabilitation to the residents it serves. Many of the students arrived at this facility after having little success in other residential detention centers or from short-term placement. While the facility where the research took place may sound similar to a residential, mental facility, this was not the case. This was a detention center that provided alternative methods to rehabilitation.

To maintain compliance with the Institutional Review Board and to protect the identity of the participants, as well as the facility where the research was being conducted, the physical location shall remain confidential. This particular detention center that houses the SOAR program has been identified as an intensive educational and treatment facility serving up to 16 young girls from 10 to 18 years of age. Compared to other detention centers, this facility has remained fairly small considering the number of staff requiring workspace and the youth needing juvenile placement in the state.

Physical Education Program

This facility did not have its own gymnasium, but the neighboring co-ed detention center allowed the girls' center to use their accommodations three times a week. Their gym can be best described as a metal canopy with eight garage doors covering a concrete slab. During the summer, it becomes brutally hot in the gym as there is no air conditioning and only two large floor fans and a wall vent used for cooling. In one corner of the gym is a heater for the winter months. The gym also has two basketball goals and a set of volleyball standards.

Physical education met every day during the school week from 11:00am to 12:15pm. On Monday, Tuesday, and Thursday, physical education was held in the neighboring gym. On the

other days, class was generally held in the multipurpose area. On days when the weather was cooperative, the use of the small courtyard or the grass yard was utilized. In order to transition from the girls' facility to the gym, students and staff had to navigate through a series of hallways and 15 secured doors to arrive at the gym. This process could take up to 12 minutes to get from one area to the other.

Though there were many challenges to implementing physical education in this particular program, every effort was made to follow developmentally appropriate practices as set forth by the National Association for Sport and Physical Education (NASPE, 2004). There were limitations on what activities and sports could be taught due to the nature of the population as well as restrictions of the type of equipment allowed. A physical education teacher employed Teaching Personal and Social Responsibility (TPSR) model (Hellion, 2003), sport education model (Siedentop, Hastie, & van der Mars, 2011), and adventure education.

Data Collection

Formal individual interviews (Patton, 1990) served as data collection for this study. These interviews were conducted to gain insight on individual participant backgrounds, their prior experiences in physical education, perceptions and conceptions about physical education, and its place in the juvenile justice system. All participants provided responses to open-ended questions framed around socialization theory and multiple prompts were used to elaborate on their responses. Interviews were conducted after work hours and away from the facility in a quiet office. All formal individual interviews were audio recorded and transcribed immediately following completion.

Data Analysis

After thorough review of the transcripts, member checking was implemented for all interviews to verify accuracy and validity of data (Denzin & Lincoln, 2003). Reported changes were immediately made to the transcripts. To analyze data, the transcripts were read, re-read and preliminary themes were noted. The use of constant comparison (Strauss, 1987) and thematic analysis (Patton, 1990) were employed to identify categories or themes. Using Excel, a spreadsheet was created where participant responses were examined and cross referenced to specific interview questions. Next, all responses were reviewed and 22 sub-themes were identified and written on a large whiteboard. At this time, a negative case analysis was performed. The themes were then condensed into four overarching themes.

Results

Upon data analysis, the following themes were identified: 1) staff physical education experience; 2) SOAR programming; 3) staff influence on students; and 4) staff influence of physical education teacher.

Staff Physical Education Experience

Stereotypes and perceptions are vital to understanding how people develop their knowledge of social situations, become members of groups, and how they view groups and their members. What people think and know about physical education is based on individual experiences. The participants discussed their own physical education experiences and their beliefs on the need for physical education in the juvenile justice system.

Personal like or dislike for physical education. The majority of the participants expressed a “real dislike for PE” during their primary and secondary schooling. When describing her physical education experience, Maryanne commented, “I dislike some of the stuff

in PE. Like walking that track and running and doing that physical fitness crap – push-ups, pull-ups, jump rope.” Some participants offered an explanation of why they disliked physical education stating that they were not “very physical person[s]” and therefore “it wasn’t [their] best subject.” As Aneshia concurred,

I’m just not a run around, athletic person, never have been. I hated PE, I did it in [elementary] because we had to, but didn’t like it then. Then when I was in middle school I had to take PE, hated it with a passion.

Conversely, only one participant actually “loved elementary PE because [she] had a cool coach.”

Participation in physical education. One of the participants did not have to take physical education in high school as “ROTC was an alternate to PE” and “band credits substituted for PE.” However, even when taking physical education classes, other participants found ways to avoid active and meaningful participation,

Most of my PE teachers were coaches... I got away with some things.... I didn’t have to do certain activities because they didn’t want me to get hurt. I did like shot-put and discus and they didn’t want me to play some game, I forgot what it was, maybe flag football. They didn’t want me to get hurt, they didn’t want me to hurt my arm. So I got to sit out.
(Maryanne)

Participants in this study described their participation in physical education as either “playing the majority of the time” or participating in isolated drills. As one participant further suggested, she would try to participate during drills but would avoid subsequent game play, “I would play. I would learn anything I needed to, but I’m not athletically inclined by no means. I can dribble the ball and pass, but don’t put me on the court to play.”

Physical education structure. Of the four participants, three perceived their physical education classes to be “very organized” and/or “structured.” Structure was defined by one participant as the “correct way to play a sport or how to shape your muscles a certain way.”

Similarly, another participant described the organization and the curriculum of her physical education classes to consist of playing mostly mainstream sports, “We played different games. Volleyball and basketball is what they taught us. We had to take PE test. I remember taking a basketball test. They actually taught you instead of just showing you straight through.”

However, Aneshia described a contrasting experience regarding the structure of physical education classes. She believed that physical education was not always well structured and organized, especially if the physical education teacher was a coach because

a coach, it’s someone who kind of goes in there, dress out, walk around the gym, ‘There’s your basketball. We may go outside when the weather’s warm, so if you want to go over there and throw a football or hit a baseball or something, you can. Those of you don’t, walk around, talk, do whatever.’ I always had male teachers, like is said, it was just - lets go outside and, you know, do kickball or softball or, you know, then they would plan activities. But I didn’t like any of the activities. I didn’t want to play dodge ball or softball. I didn’t like anything with a ball, really.

She also closely attributed the lack of instructional structure and poor planning for physical education classes to the teacher being a male and being a coach. She found these two terms often closely related, “if it was a male PE teacher, it’s usually a coach.”

Need for physical education in the juvenile justice system. The perceptions leading to the need for physical education in the juvenile justice system seemed to be jejune as majority of the participants agreed that “PE gives the girls a break” and an opportunity to “get their energy out.” Furthermore, most participants perceived physical education as a mechanism to “tire [students] out a little and [that] makes [our] job easier.” A classroom teacher further explained that students need interaction with another teacher, meaning physical education teacher, otherwise “[she’d] be their teacher all day.” Yet Allison provided a contrary viewpoint, suggesting that “PE should be a part of the juvenile justice system as part of [students’] therapeutic program, as you have to be mentally and physically healthy and PE can give them

something to believe in for themselves.” She also considered that “PE should be part of the school component” in order to create a “regular school environment.”

SOAR Programming

For a juvenile detention center to meet its goals, programming becomes a crucial part to the success. Programming represents a method for dealing with something and a program is required to implement services in juvenile justice facilities. Each program has its own procedures for implementing the overall program and sub-programs such as therapy, group, education, medical, and others.

Participants in this study described their perceptions of the overall program goals, the work environment, staff turnover rate, facility management, and education. Becoming familiar with the participants’ experiences at SOAR afforded the insight of the inner workings of this particular juvenile justice facility.

Program goals. The general consensus of the main goal of SOAR among the participants was to provide students “with the tools needed” in order to “prepare young girls to transition back into society.” Unfortunately, many of the participants perceived that the program “was not meeting their goal.” Several of the participants expressed that “inconsistencies” and “role confusion” among staff were the underlying causes for the program not meeting its objectives. Daisy further elaborated on this role confusion,

I play the roles of being the teacher, the counselor, the therapeutic- dang, I feel like we’re expected to be teachers and therapists. Ya know, and it’s kind of hard to be the teacher and therapist at the same time when they’re the majority of the people in that program are social workers.

Maryanne stated that the program was “setting these girls up for failure” as they were “not getting the intensive therapy or education” that the program was designed to provide. She also

suggested that students should remain in the facility for longer periods of time saying that, “we are releasing girls too quickly.”

Work environment. Participants in the study suggested that working in a “small detention facility is complicated” and not “everyone can handle this job.” One participant disclosed that “[she doesn’t] like working at SOAR” and would be “looking for another job soon.” Several participants described the “cultural climate as not being very good” at SOAR as well as “not staff friendly.” This perception was based on what participants explained was the result of the “lack of cohesiveness” among staff due to “poor communication” and “not being consistent or organized.” Aneshia explained that when, “you have coworkers who aren’t supporting you, and you feel like you aren’t being supported by the director, it creates a hostile working environment.” This hostile working environment seemed to influence student behavior “as students can tell when we are not working together.”

While conflicts exist within most work environment, Allison described that within SOAR there have been attempts to bring staff together while keeping in mind a common “treatment” goal,

You have social workers, criminal justice, psychology field, different aspects coming in and converging with their own emotions and how they think things should be. So you have different conflicts in that but we have a treatment team aspect where we all meet together and try to work through the differences and abide by the policies that we have to do so.

Staff turnover. According to all of the participants, “there is a very high turnover rate” in the SOAR program. The main perceived reason for the high turnover rate seemed to be based on “the lack of consistency among employees and within the program.” The participants also described the “field of work ... [as] extremely challenging and stressful” suggesting that many “people just can’t handle it.” Further descriptions of daily interactions with students lend

credence to this notion, “Dealing with adolescents who have behavioral problems, mixed with a bunch of mental problems, mixed with sometimes serious emotional problems, and on a day-to-day basis you get yelled at cursed at and possibly hit and spit on.” There was also the perception that after school is out “chaos lets loose as there is no routine” in place and the students become difficult to deal with.

A lack of staff appreciation was suggested as yet another cause for staff turnover since the overall work environment had a

general perception of ... not being friendly. Simple things, like a break room or an employee of the month, just a simple something that is tangible, you know like a certificate of employee of the month, things like that. Even the use of a break room. Staff probably often do not feel appreciated.

Education. There were two very distinct assessments of the education program within SOAR. These differing opinions were positioned between program staff and educational staff. The general perceptions from the program staff were that “school in SOAR is a joke” as it was “not beneficial, not helping the girls” unless they are working on “getting their GED.” Much of the learning took place “through computer using the ACCESS program.” However, students have not been able to get on the computers and therefore “their days aren’t very productive” as many students “sit in class listen to music, play card games or watch YouTube.” When students use ACCESS, the common conception was that many of the students do not “learn by computer, they don’t understand the computer teaching them and not a real person so why have teachers if they can just Google the answers. They need to get rid of the ACCESS program and get back to real teaching.”

The participants from the educational staff had a different opinion that was contrary to the aforementioned perceptions. Educational staff strongly perceived that there was a “disconnect” and lack of “collaboration between the educational staff and other staff.” Program

staff automatically assumed that “we don’t know anything about our job” so they think they knew better and “suggest what they think we should do or needs to be done in my classroom.”

The educational staff freely admitted that “education at SOAR has its unique challenges.” The conception that the educational program could provide “valuable insight to overall programming, if programs would work together with the therapist, because a lot of what goes on outside of school impacts what happens in school.”

An added frustration came from “dealing with the computers” as they had “not been able to be used in two months.” However, when the computers were working properly, the educational staff believed that using ACCESS “improved the education at SOAR” because they were used “for highly qualified instruction.” Overall, the educational staff perceived that students were “definitely getting the same education” if not “in some ways a better education” than that of a traditional school.

Staff Perceptions of Physical Education at SOAR

The staff’s perceptions about physical education at SOAR lacked depth and knowledge of the program and included positive comments about the structure of the program and its potential use for therapeutic purposes.

Physical education program. The majority of the participants agreed that physical education in the SOAR program “was one of the better parts of the educational process” as physical education was “the only thing good and consistent here because it is structured.” According to Aneshia, “There are some PE teachers that stick out in my memory that I would consider really good. I would include the PE program here as one of those. I can honestly say that the PE that’s being taught here is excellent. It’s very good.”

The reason many believed that physical education was good was “because it’s really being taught like physical education should be taught.” All of the participants shared this perception as they described similar ideas regarding teaching students “things that are different and that they have never learned.” Unfortunately, staff acknowledged that even with all the best practices put in place, it still “makes it difficult with some of them [students] to try to convince them to participate” and that the students needed to “appreciate it [PE] more than they do.”

Physical education as therapy. Interestingly, much of what was discussed as the need for physical education in the juvenile justice system was reverberated in participants’ descriptions of viewing physical education as therapy. The majority of the participants envisioned the therapeutic part of physical education to be a “way to give the students a break” and an opportunity “to be a stress reliever.” To support this notion Allison stated, “Being physically active gives the girls a chance, who have sometimes had bad days, to run off some of the anger that they’re feeling or frustration. As a part of the process, it...it gives them something else to focus on.”

Likewise, there was also the perception that physical education provided students “with a chance to release some energy” as some staff have noted that the students “seem a little calmer and less angry when they get back from PE.” However, all of the participants understood that one of the purposes of physical education was to “teach students how to be physically fit and active.” A few participants expressed that physical education could be used as therapy by “helping students improve self-esteem” and by teaching them “teamwork.”

Staff's Influences

The results of data analysis suggest that staff and administrators have considerable influence over students' perceptions about physical education and the physical education teacher in SOAR.

Influence on students. The general perception by all of the participants suggested that the "staff have a lot of influence on how the girls think about PE." This influence was suggested to have an impact on the participation levels as the girls were "most motivated to participate when staff play with them" and were least motivated when staff had the attitude that "it's too hard or that's boring." Maryanne stated,

They [students] love it when the staff play. They actually want to play, they wanna see if they can out do us [staff]. Sometimes the kids don't wanna try new things, but when staff get in there they [students] give it try and then they [students] actually like it.

Other ways that staff had an influence on students was based on individual staff's attitudes toward physical education. All of the participants asserted that "many staff view physical education as not important" and have a "lack of respect" for the subject. Elaborating on the staff's influence on students' perceptions about physical education, Allison commented,

Staff have a lot to do with how the girls think about PE. There some staff who thinks it's just PE. And they don't hold it to the same standard that you would hold Science to. If they have the notion from the staff member that it's just PE then the student can pick up that notion, it's just PE, not that big of a deal.

Maryanne expressed similar views stating,

When staff and administration do not respect PE, it's like saying to the students, "Well, if they don't care, why should I?" When staff pull students from PE or schedule something else during that time or cause students to be late lining up for PE, it's so disrespectful.

One participant suggested for administration or staff to display accountability similar to that of other subjects. If the students observed their "therapist and/or the program director just

come and stand on the sidelines,” it would encourage the students to participate more in physical education.

Influence on physical education teacher. The common view from participants was that not everyone (staff and administration) was “as supportive as they could be” and no one “really sees the value of PE,” which in turn provided the impression that physical education “doesn’t matter and not important.” Given these assessments, a few participants suggested that these perceptions “make the PE teacher feel unappreciated” and this feeling could lead the teacher to believe “if no one cares, why should she keep doing everything to a high level” as it was “a waste of her time.” Allison commented,

they don’t hold it to the same standard that you would hold science to and that can have impact on the teacher. I’m sure it makes the PE teacher feel unappreciated-at the bottom cause it would make the teacher feel that her role is not as important as their role. I mean, if I feel like that all I do is not appreciated, that can decrease my motivation to do different things.

One participant remarked that it must be “disheartening when you feel like what you’re really doing is undervalued.” Equally, while teaching in SOAR was difficult enough, the support from administration seemed to be crucial since

the lack of support can be an added strain to all the other difficulties from teaching in this already stressful situation. When your own supervisor has failed to go to the gym to take notice of what you do is simply disrespectful. A little support can go a long way.

Maryanne commented that one time the education coordinator was “provided with some proposals for new PE rules and she just laughed at it.”

Anesha perceived having influence as the same as having to motivate the teacher to perform her duties. As such she perceived to have little influence on the PE teaching stating, “I don’t think I have an influence on the [physical education] teacher. At least not on [our teacher]... [She] would be hell bent regardless, [she is] not someone who needs motivating.”

Discussion

Using occupational socialization as a theoretical guide and recognizing the basic operations of the juvenile justice system provided the framework for this investigation. The purpose of this study was to examine the perceptions and influences of SOAR staff on the physical education. Among the results, there were positive aspects regarding physical education as reported by the four participants. However, there was also a dark cloud that loomed over the physical education program as it appeared to have a low status among staff and administration. Employing a qualitative methodology allowed the researcher to obtain in depth answers that may have been otherwise overlooked using other methodologies.

What were the staff and administrators' conceptions of physical education?

On a positive note, each participant in this study expressed a need for physical education in the juvenile justice system and SOAR specifically. However, the majority of the participants had conceptions that physical education should be required in order to give students a sense of a regular school, a break from school work, and to get their energy out to make staff's jobs easier. These perceptions are not uncommon as many traditional school teachers and administrators have shared similar views about physical education (Sparkes, Templin, & Schempp, 1990; Schempp & Graber, 1992; Henninger & Carlson, 2011). Researchers have agreed such conceptions reinforce the marginalization of physical education and the physical educator (Zeigler, 2005; James, 2011).

These notions of marginalized physical education were clearly present in juvenile justice facilities. Moreover, there seemed to be a number of challenges in the overall programming at SOAR. Issues related to meeting program goals, poor work environment, high staff turnover rate, and disconnect between the education program and other SOAR programs either directly or

indirectly appeared to have an effect on physical education, the physical education teacher, and the students. The results of the study demonstrated that the lack of administrative, staff, and educational staff's support may have stemmed from their occupational socialization and previous negative experiences with physical education. Subsequently, the type of programming in detention centers and the lack of support have largely contributed to the marginalization of physical education in the juvenile justice system. Similar to previous research in traditional schools (O'Sullivan, 1989), participants in this study perceived the challenges of facilities, type of equipment, and student dynamics to present an additional strain for a physical education teacher in the juvenile justice system.

What were the main influences on their conceptions of physical education?

The data has conferred that majority of the participants received an inadequate physical education. It is not uncommon; many individuals have received deficient physical education as several issues plague the profession (Rink, 1989; Schempp & Graber, 1992). The majority of the participants' perceptions of physical education in this study was based on their deplorable prior experience in physical education. Many of the participants' physical education teachers also coached a sport. Often teaching recruits enter the physical education field with the intentions of acquiring coaching responsibilities and therefore view teaching as a contingency (Schempp & Graber, 1992; Stroot, Faucette, & Schwager, 1993). Among all of the interviews conducted, the most interesting perceptions were that of the education coordinator. As a previous assistant principal and with 20 years working in education, during the interview, she seemed to describe an understanding of the coaching/teaching contingency.

How did staff and administrators view physical education as part of the overall rehabilitation program?

Part of teacher socialization is centered on the ecology of the environmental climate and how institutional constraints can influence behaviors, beliefs, and perceptions (Zeichner & Gore, 1990; Schempp & Graber, 1992). The results of this study have suggested that the staff and administrators' view of the role of physical education can affect student participation levels and subsequently teaching and learning outcomes. According to Kuntsler (1992), the role of physical education, recreation, and leisure as therapy in adolescent programs have not been fully realized by administration. Likewise, the staff and administration in this study have not yet recognized the full extent and value of quality physical education as a viable asset to the rehabilitation of incarcerated youth. The question could be raised on how realistic is it to expect the staff of SOAR to visualize an integrated therapeutic and rehabilitation model including physical education if they have never seen or heard of one?

Clearly, scholars in the area of physical education and recreation therapy have an understanding of the variety of benefits physical education can provide (Robertson, 2000). There is sufficient evidence which links regular physical activity with the development of physical and psychological well being (Plante, 1996; Landers, 1997). It is conceivable that appropriate physical education and certain curriculum models (e.g., TPSR (Hellison, 2003); Sport for peace (Ennis, 1999); sport education (Siedentop et al., 2011), and appropriate teaching strategies (NASPE, 2004) may provide physical as well as social rehabilitative benefits to students in the juvenile justice system.

How did staff and administrators view their conceptions of physical education influence the students?

In the literature, there are competing constructs from teachers, administrators, and students and within these concerns are the conditions of the workplace that shape the demeanor of students and educators (Schempp & Graber, 1992). Extending this research, this study has suggested a positive link between increased student effort and participation levels in physical education when staff were also active participants in the lesson. Staff participation allowed for adults to demonstrate and model appropriate behaviors to students; the willingness to try something new, different, or hard; and to persist at a task. However, a caution is needed in designing these experiences of mutual participation to make them purposeful and driven by appropriate learning.

Physical educators engage in a dialectical process when staking claim to the value and purpose of physical education which then creates struggle and tension in the fight for legitimacy of physical education as the institutional message has typically been that physical education is not important (Schempp & Graber, 1992). The previous research has suggested that when physical education teachers fight for legitimacy they recognize that if physical education is seen as not important, neither are the teachers. These overt and covert views of others can then influence student perceptions of the value of physical education. The results of this study demonstrated that the lack of support from staff and administration also seemed to have a significant influence on students' perceptions of physical education and their perceived motivation levels as it related to participating in physical education. Furthermore, even when the girls were disposed to like the physical education teacher and cooperative with the teacher, the

larger negative discourse of the institution and staff attitudes seems to have diminished that positive aspect.

The data suggested that in the juvenile justice system most staff and administrators did not hold physical education to the same standard as other positions. This view of physical education has long been a perception as the expectations for physical education are often lower (Sparkes, Templin, & Schempp, 1990). These perceptions seem to be compounded by occupational socialization as majority of the staff and administration have backgrounds in social work and little knowledge in education.

More importantly, these views and conceptions by staff and administration seem to affect students. The results of the study suggested that when staff and administration conceptualized physical education to be of low importance and significance, students were able recognize and adopt these views.

How did staff and administrators view their conceptions of physical education influence the physical education teacher?

Occupational socialization researchers have suggested that there has always been an element of institutional press and a dialectic nature between the physical education teacher and learning institution (Schempp & Graber, 1992; Curtner-Smith, 1999; 2001). Similar to the previous research on the role of physical education in traditional schools, the findings of this study demonstrated the lack of support for the subject of physical education and for the physical education teacher in the juvenile justice system.

Many of the same issues that have affected student motivation and participation have the same potential to have an effect on the physical education teacher. When staff and administration hold little value about the subject and profession, in this case physical education,

these perceptions communicate to the physical education teachers that their job does not matter and is not important. Then providing physical education to students amounts to merely an attempt to meet mandated requirements and not on “developing a physical educated person” (NASPE, 2004).

Research has asserted that isolation among physical educators can have professional consequences, as there are few colleagues or administrators who share similar conceptions of physical education (Stroot, Faucette, & Schwager, 1993). Furthermore, Stroot et al. described that administrators did not understand what effective instruction in physical education looks like and they seldom provided feedback or encouragement to the physical educator. The results of this study have supported the Stoot et al. (1993) findings and demonstrated that staff and administration in the juvenile justice facility often misconstrued the subject and purpose of physical education, held conflicting views about its importance, did not provide adequate support, and allowed their previous experiences and socialization factors negatively affect the physical education teacher.

Conclusion

Physical education in the juvenile justice is not immune to the troubles found in traditional school settings, but in fact it seems to be more susceptible to the barriers and obstacles that exist in traditional schools. Physical education has tremendous potential to play a significant part in the rehabilitation aspect of the program if implemented using appropriate teaching strategies and curriculum models.

The take home findings of this study led to the hypotheses that the staff viewed physical education through their own socialization experiences and therefore marginalized it. Using occupational socialization as a theoretical guide allowed for extrapolation of such

marginalization through their acculturation, professional socialization, and organizational socialization. For the majority of the participants in this study, their acculturation in physical education did not seem to be positive. Their dislike for physical education was a result of poor teaching methods, emphasis on coaching rather than teaching, and lack of accountability for teaching and learning experienced during school years. These perceptions of physical education were never negated or combated in their professional socialization. The marginalization of physical education in professional socialization for juvenile justice system staff and administrators was covert, as it was never discussed during their professional training. For those with social work degrees, physical education was never forethought. Similarly, those who had education degrees were typically only required to take a single physical education methods course, which was often undervalued. Therefore their college training did little to educate participants on the benefits of physical education. Within the participants' organizational socialization, physical education was not an area of their concern and many failed to recognize its value in the educational process. Moreover, the marginalization of physical education often took overt forms and its insignificance was openly discussed and its value was frequently undermined.

This hypothesis, we anticipate, will help future researchers advocate for strong physical education programs for incarcerated youth. By doing so, the aim is to challenge the organizational socialization of administrators and staff while recognizing that their perceptions stem from personal physical education acculturation, professional socialization, and entry into the workforce. If staff and administration would buy into the potential of physical education to have an impact on youth in a number of ways beyond the physical, the positive support and influence on students and teachers could change the organizational socialization. Such change

could potentially lessen the marginalization of physical education within juvenile justice system and therefore contribute to the development and implementation of developmentally appropriate physical education that all students are entitled to, even when incarcerated.

The significance of this study was to bring attention to the culture of juvenile justice institutions and the general conceptions of physical education from staff and administrators in these environments. In so doing, the conversation can begin to take place regarding how to increase the importance and support for physical education in the juvenile justice system. Furthermore, this conversation can help administrators, social workers, and educators delineate how physical education can become a productive piece of the therapeutic puzzle for incarcerated youth.

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