

PHYSICAL EDUCATION PROGRAMS:
PERCEPTIONS WITHIN THE TEXAS YOUTH COMMISSION

A DISSERTATION
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COMPLETED RESEARCH IN COLLEGE OF HEALTH SCIENCES

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The purpose of this study was to investigate perceptions of superintendents, principals, and physical educators, recreation directors, and physical training directors concerning the administration and delivery of physical education programs within 10 male secured Texas Youth Commission facilities through verbal descriptions and photography ethnography images. Data were analyzed to provide an answer to this broad research question: What are the Texas Youth Commission personnel perceptions concerning physical education programs for male juvenile offenders? Interviews occurred on the secure grounds of each facility. The interview guide consisted of seven semi-structured open-ended questions and probes. A program portrayal description through qualitative research methodology was followed for this study.

Analyses of data (Miles & Huberman, 1994; Strauss & Corbin, 1990) resulted in the emergence of 10 themes: physical education/program definitions, juvenile agency/correctional philosophy, military/physical training, motivation for physical education, support system/governing agency, barriers/labels, sport/importance of sport, advice, perceived/actual needs, and future trends. Analyses were completed through the development of grounded theory.

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CHAPTER I

INTRODUCTION

*I walk with delinquents with passionate love, I feel I am of them –
And henceforth I will not deny them – for how can I deny myself (Whitman, 1900).*

Confinement in any correctional facility can have a major impact on the ultimate outcome of an individual's development (National Commission, 1998) including physical and motor development. This may be especially true for juvenile offenders housed in the variety of juvenile justice agency facilities. In support, Taylor (1996) stated "In theory, fostering positive mental, emotional, and physical development is an integral part of the juvenile corrections process. However, contemporary circumstances have shifted the focus from children in trouble to menacing youth whom the public should fear" (p. 2). Despite juvenile corrections facility personnels' efforts to foster positive mental, emotional, and physical development opportunities, these programs may actually prevent positive growth experiences.

Enrollment in some form of a structured physical education program is of utmost importance to individual development needs particularly at this age. Presently though, very little information is known about physical education programs for juvenile offenders and their contribution to the developmental process.

The state of Texas, second to only California, had the largest juvenile justice confinement system in the United States, with approximately 6,900 boys and girls, ages

10 to 20 years, in state-operated institutions or contracted care placements. As of May of 2000, 3,800 juveniles were being held in secure correctional lock-up facilities throughout the state (OJJDP, 1999). There are a total of 15 long term locked or secure facilities within the Texas Youth Commission (see Appendix A).

Students in these programs are entitled to a continuing education process on immediate removal from the regular education program regardless of where they reside, or are confined (Maughan, 1999; Rutherford, Nelson, & Wolford, 1985; Rutherford, Nelson, & Wolford, 1986; Warboys & Shauffer, 1986). It is believed that the formal learning process should not and cannot cease because of placement into an alternative education setting. These alternative education programs are placements that are clearly distinguishable from the general school program (Maughan, 1999). Alternative education settings can range from local in-school suspension to out-of-school county juvenile justice alternative education programs, as well as an array of state public and private juvenile justice agency correctional education lock-up facilities. Warboys and Shauffer (1986) clarified the phrase 'place of residence or confinement' to include prisons, training schools, detention centers, local jails, correctional or therapeutic camp programs, group homes, or any other type of correctional facility. Warboys and Shauffer further reported that correctional administrators have been slow to realize that there are legal bases that apply to students in the juvenile justice agency schools or confinement facilities.

Legislation Impacting Physical Education for Juvenile Offenders

The legal bases that apply to these youth are specific laws which are codified rules of order that are comprehensive and systematically organized. Laws are what society lives by in an attempt to maintain the multitude of beliefs and values of the citizenry. The following is a brief synopsis of the laws that have direct application to physical education practices in juvenile offender facilities in the United States.

The Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974 Public Law (PL 93-415, 42 U.S.C. 5601 et seq.) and subsequent amendments have traditionally adhered to a bureaucratic punitive stance. Since the late 1980s, a philosophical switch to emphasize treatment and rehabilitation of juvenile offenders through a variety of programs and services has existed. Central to the philosophical change was the United States Congress' mandate for facilities to deinstitutionalize offenders from juvenile detention and correctional facilities.

For more than 25 years, the principles of rehabilitation by the JJDP Act have stipulated various programs to be developed and implemented. In support of this, the JJDP Act, Subchapter I: 42 U.S.C. 5601 § 101 has tremendous meaning for implementation of recreation programs. It states the incidence of juvenile delinquency can be reduced through public recreation programs and activities designed to provide youth with social skills, enhance self-esteem, and encourage the constructive use of discretionary time.

This investigator has inferred the term "recreation" to be analogous or serves as the counterpart to physical education because the term, within corrections, often entails a

variety of “highly physical recreation” activities that aligns or matches a physical education curriculum (Little, 1995, p. 24). The reader is reminded to replace the term recreation with physical education while reading.

With rehabilitation as the central theme of the JJDP Act, a law which aligns directly with this Act and has tremendous importance with stipulations concerning physical education activities is, PL 93-112, the Rehabilitation Act of 1973, particularly Section 504. This law specifically addresses civil rights enforcement of agencies with any school programs or policies accepting, receiving, or benefiting from federal money. It ensures that all individuals, regardless of the severity or level of involvement of a disability, are entitled to equal opportunity for a free and appropriate public education and rehabilitative services to achieve the same results as non-disabled individuals. This includes those individuals with disabilities in confinement facilities. An assurance of equal and effective services for individuals with disabilities are followed through offering educational services that are (a) at least equal to non-disabled peers services, (b) aimed at hiring qualified teachers to provide the appropriate instructional needs, and (c) fulfilled with the instruction of those services in the most non-isolated or segregated area as possible (Sherrill, 1994).

When applied to physical education, provisions of the law protect individuals that are not covered, recognized, or appear to not fit under the Individuals with Disabilities Education Act (French, Henderson, Kinnison, & Sherrill, 1998). It specifically assures that no student may be expelled from school for actions that stem from the disability. The

services should be provided in alternative settings only to the extent the disability requires.

Three basic principles have evolved from Section 504 as it is applied to athletes' participation in regular sport programs: (a) necessary accommodations should be made to protect against discriminatory playing rules, (b) does not allow an unfair advantage to athletes with disabilities to occur, and (c) does not place non-disabled competitors at a disadvantage. French, Henderson, Kinnison, and Sherrill (1998) stipulated that participation for individuals with disabilities is dependent upon (a) the ability of the individual to perform the activity, (b) the safety of the individual with a disability, and (c) the safety of the other participants in the activity.

Another law worthy of mention which expanded the concepts of the Rehabilitation Act of 1973 is PL 101-336 of 1990, Americans with Disabilities Act (ADA). This law is divided into five different titled areas. It protects against discrimination against individuals with disabilities solely based on the disability in the areas of employment, public accommodations, transportation services, government services at the local and state level, and telecommunication relay services. The act extends to privately operated public accommodations which must be accessible to individuals with disabilities.

In Title II of this Act the development of necessary skills in physical education that individuals with disabilities need to pursue community-based activities (i.e., to satisfy transition goals and objectives) are addressed. ADA mandated exciting changes that improved accessibility of physical education, recreation and outdoor pursuits as well

as leisure activities for individuals with disabilities. It supports involvement of individuals with disabilities in privately sponsored youth sport activities and programs. It also allows private groups to use public facilities.

Hays (2001) outlined the responsibilities schools and school districts have to uphold the federal laws. There are often exceptions applied to these laws. An exception that impacts juvenile offenders and the Rehabilitation Act as well as in the ADA is the exclusion of participation by individuals whose disability stems from illegal drug use. A large number of Texas juvenile offenders, approximately 38%, enter the juvenile justice system with chemical dependencies and substance abuse issues (Texas Youth Commission, 2000). However, rather than be eliminated from participation, Section 504 requires the provision of a free and appropriate public education (Hayes, 2001). This allows youth within the many facilities around the nation to have opportunity to participate in physical education programming and sports. The three laws included in this section have direct impact on physical education programs for juvenile offenders in the United States.

Agency Policy Impacting Physical Education for Juvenile Offenders

The American Correctional Association (ACA) supports policy and agency standards for the juvenile and adult incarceration populations. Founded in 1870, as the National Prison Association, it is the oldest association developed for practitioners and correctional effectiveness for those in the correctional profession. Previously referred to as the American Prison Association, a 1954 Congress on Corrections held in Philadelphia, Pennsylvania, adopted the current ACA title. It was this Congress that the

philosophy of corrections and the important role the community and society contributes, expanded to assist in establishment of the Declaration of Principles the organization abides by today.

Juvenile offender facilities in the United States as well as throughout North America adhere to the ACA Standards, Part V: Juvenile Services: § F: Recreation and Activities. The policies and program procedures of the six standards govern (a) facilities' recreation and activities, (b) program coordination and supervision, (c) facilities and equipment, (d) community interaction, and (e) activities which can be initiated by juveniles. Policies and program procedures are designed around meeting these standards to ensure that facilities remain in compliance.

Founded in 1966, historically the National Correctional Recreation Association (NCRA) has been instrumental in the organization and implementation of various recreation programs. Recreation is a term commonly used in the corrections field. The term encompasses various physical education activities as well as leisure activities within confinement facilities. Correctional recreation leaders and custody officers who have interests in sports and competitions (i.e., baseball, football, to directing programs in weight lifting in gymnasiums and facility yards) organized themselves for purposes of educational gain and mutual support (NCRA, 1995). Members of the NCRA work within all levels of correctional recreation that include facilities and programming on the federal, state, and local levels. This organization now boasts membership from a variety of disciplines, professionals, and practitioners ranging from juvenile, medical, and community-based facilities (NCRA, 1995).

Despite the efforts of the NCRA, the National Commission on Correctional Health Care announced that incarcerated youth represent an especially vulnerable population whose lives are at high risk for illness and disability (NCCHC, 1993). In 1998, the NCCHC recommended that correctional and health staff responsible for the supervision and treatment of adolescents, receive orientation information and on-going training regarding the unique health, developmental, and educational needs of these youth.

In 1988, the United States Congress authorized the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to assess the living conditions of juvenile offender youth in confinement. It was the goal of Congress to determine the extent which juvenile offender facilities utilized recognized national and professional standards so recommendations could be made to improve living conditions. Twelve identified components which juvenile offender were currently living within were: (a) living, residential accommodations, and space; (b) health care; (c) food, clothing, and personal hygiene; (d) security; (e) suicidal behavior intervention; (f) facility inspections and emergency preparedness; (g) education; (h) recreation; (i) treatment practices and services; (j) access to community; and (k) staff discretion limits. A variety of new guidelines resulted from recommendations from the assessment of these components.

The most explicit stipulation for juvenile offenders physical education programs comes from the OJJDP coupled with the Administration of Juvenile Justice. These drafted policies and programs provide for basic health, mental health, and appropriate education services, including special education, for youth in the juvenile justice system.

As specified in Standards for the Administration of Juvenile Justice developed by the National Advisory Committee for Juvenile Justice and Delinquency Prevention prior to October 12, 1984 § 4.218 juvenile justice agencies are to provide Recreational Services.

In this section schools are charged to:

- Provide opportunities for exercise and constructive and entertaining leisure-time activity. The opportunities should be in addition to the physical education requirements that may exist under the education laws of the jurisdiction. Activities should be balanced between individual-type and team-type activities of both indoor and outdoor varieties. At least two hours of recreation should be provided on school days and three hours on non-school days, not including unsupervised periods spent primarily in such activities as watching television (OJJDP, nd).

States are challenged to design services based on individual needs of incarcerated youth. This policy mandates that juvenile offenders receive a defined number of hours of recreation. For incarcerated populations that often means and includes a variety of physical education activities.

Special Education Legislation Impacting Physical Education for Juvenile Offenders

There are codified laws that have been passed regarding physical education services for individuals with disabilities. These laws have direct applications to the juvenile offenders with disabilities.

First, PL 94-142 of 1975, the Education for All Handicapped Children Act (EAHCA). EAHCA is a historic permanent federal law that provides aid in educational programming for individuals with disabilities and has no expiration date. EAHCA and subsequent amendments as renamed the Individuals with Disabilities Education Act (IDEA, PL 101-476 of 1990) and later amended by IDEA (PL 105-17, 1997), defined physical education as the development of:

- (a) physical and motor fitness, (b) fundamental motor skills and patterns, and
- (c) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development (Federal Register, 1997, p. 42480).

The application of this law is explicit to physical education. Physical education was the only school subject included as a part of the special education definition of IDEA. Sherrill (1998) stated that PL 94-142 “provided the first legal basis for adapted physical education when physical education was included as a segment of the definition for special education” (p. 80). The law ensures the right for participation in a general physical education environment for all students unless full enrollment occurs in a separate facility and education in the regular classroom cannot be achieved satisfactorily (Federal Register, September 29, 1992).

Next, PL 101-476 of 1990, IDEA and the revised Regulations of IDEA, 1999, continue and reiterate previous prerequisites provided in the original PL 94-142. These revised editions serve not only as a directive but place an emphasis on actual ‘policing’ of

schools to ensure the law is followed (National Information Center, 1995). The public agency responsible for the education of each child shall provide the services directly or make arrangements for it to be provided through other public or private programs (Turnbull & Turnbull, 1998). This researcher believes that all juvenile offenders, those with or without a disability, could benefit from inclusion in a structured physical education instructional program designed to address even the most basic of physical development needs. The above-mentioned legislation provides evidence on the federal level that physical education is a mandated curricula content area.

Policy Impacting Physical Education in the State of Texas

Because physical education is mandated from the federal legislation, schools are required to provide some format of a physical education program. States and local policy makers have the freedom to provide the physical education services in various ways.

In the state of Texas, the Essential Elements for Physical Education developed through the State Board of Education, since revised by the Texas Education Code of the 74th Legislative session, is now referred to as the Texas Essential Knowledge and Skills for Physical Education instructional programs or TEKS. This document serves as the curriculum guideline for physical education instructors to use (Texas Education Agency, 2000). These TEKS guidelines (which have been developed for grades Kindergarten (K) through 12th grade) are what instruction in physical education and health are to be based on.

Each grade level has established physical education content areas which include motor skills, age appropriate tumbling and gymnastic skills and routines, rhythm and

dance activities, physical and health-related personal fitness/performance, skills, and lead-up activities related to game and sport. The content areas are further categorized with curricula stipulations so students may become competent movers. For students in attendance at the middle and high school grades content areas are somewhat repetitive of the K through 6 grade content, however, other identified areas are foundations of personal fitness, adventure/outdoor education, aerobic activities, and individual and team sports. There is much leeway given to physical educators who utilize the TEKS. This curriculum guideline does not provide physical educators with pre-established goals, verbatim content for instruction, or the manner or delivery system to be used, nor is there guidance about behavior management systems and goals.

For students with disabilities it is suggested the TEKS be used whenever applicable. In situations where the TEKS may be considered inappropriate, age appropriate and disability specific developmental goals and objectives may be substituted or at least paralleled to that of the TEKS. It is unknown to what extent the juvenile offender facilities in Texas utilize the TEKS for physical education programming and curriculum needs.

The Texas Youth Commission is responsible for the rehabilitative services and educational programs of juvenile offenders ages 10 to 21 years. The Texas Youth Commission receives educational funding from the state. Each of the juvenile corrections facilities is recognized as a Texas Education Agency-certified school program and responsible for meeting legislative requirements. An educational program provided by and in a state prison is a program of a public entity. Offenders are entitled to participate

(Ward, 2000). These facilities and the educational programs provided are to be the considered the equivalent to educational services provided by public schools; however, area independent school districts are not required to provide special education services to youth in these facilities (Hays, 2001). Texas Youth Commission educational programs are required to implement any student's individualized education program (IEP) that was in existence prior to confinement. On arrival to the juvenile offender facilities, a new IEP may be developed for implementation within the long-term facility (Hays, 2001).

In the realm of physical education programming, the TYC General Administrative Policy Manual, Chapter .91; Subchapter A: Basic Services; Rule .17 Structured Activity/Recreation, specifies rule, purpose, and management requirements to follow to implement any sort of physical education program. The purpose of GAP .91.17 is:

To provide for and require participation in structured activity and/or recreation programs for all youth in residential facilities as a vital and essential aspect of individual development and as opportunity for appropriate social interaction. To provide activities that expends energy and allows physical and psychological release for youth and to promote interaction with the community.

The management requirements state a qualified recreation director shall plan, organize, and supervise activities including sports, fitness, and seasonal/special activities.

Programming to teach the youth basic water safety/swimming can also be offered.

The manual standards identify what is basically a physical education program under the guise of structured activity and/or recreation. In the standards the individual responsible for the delivery of such services as the recreation director are specifically identified.

Few researchers have examined how confinement may influence the physical and motor development of individuals or how physical education programs are conducted within juvenile offender facilities. This researcher has identified legislation at the federal level, recognized agency policies that direct juvenile offender facility practices, acknowledged special education legislation which youth in correctional facilities are under the auspices of, and explained current state legislation which impacts physical education for male juvenile offenders in the Texas Youth Commission.

Purpose of the Study

This researcher investigated the perceptions of the Texas Youth Commission personnel toward the administration and delivery system of physical education instructional programs and curriculum for male juvenile offenders.

Statement of the Problem

The problem of this investigation was to conduct a descriptive program portrayal through qualitative methodology of the variables affecting the administration and delivery system of physical education programs within 14 secure male juvenile offender facilities of the Texas Youth Commission system. Informants were Texas Youth Commission personnel who met the following criteria: (a) held the position of Superintendent at one of the juvenile offender facilities school, (b) held the position of Principal at one of the juvenile offender facilities school, (c) held the position of Physical Education Teacher/Recreation Director/Physical Training Director at one of the juvenile offender facilities school, and (d) had been employed in one of 14 Texas Youth Commission juvenile offender secured facilities selected for the study.

Data were gathered in accordance with program portrayal methodology as described by Olson (1980) and Greene (1998) through semi-structured in-depth interview questions and probes. Informants could freely voice personal views. Observation methods included recording behaviors, photographing facility environment, and collecting any environment documents/artifacts. Data were analyzed through a qualitative research protocol of ethnography and grounded theory, respectively, as described by Miles and Huberman (1994) and Strauss and Corbin (1990). This protocol seems to be most appropriate, given the purpose of the study and the nature of the topic investigated. Through the process of rigorous inductive analysis and the basis of the findings, grounded theory and a physical education program administration and delivery model concerning the perspectives and program portrayal of physical education programs within the Texas Youth Commission system were developed.

Research Questions

Data were analyzed to provide answers to this broad research question: What are the Texas Youth Commission personnel perspectives concerning physical education programs for male juvenile offenders within the Texas Youth Commission facilities?

The following questions guided the specific interview questions:

1. What types physical education services are provided to male juvenile offenders in the State of Texas?
2. Are juvenile justice agency administrators and select personnel in the Texas Youth Commission system aware of the language of the law identifying physical education as a legislatively mandated direct service?

3. Have any juvenile justice agencies sought assistance from adapted physical educators for physical education programming needs?

Definitions

The following terms and definitions are central to this research:

Adapted physical education: A diverse program of developmental activities, games, sports, and rhythmical movements suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the general physical education program (Denton Independent School District, 1998).

Constant comparison: A method of analysis that through comparative themes, both, similar and negative (dissimilar) cases, questions, and artifacts, arrive at saturation of information concerning the explicit phenomenon, member, group, or culture (Denzin & Lincoln, 1998).

Grounded theory: A theory that is “inductively derived from the study of the phenomenon it represented, discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon” (Strauss & Corbin, 1990, p. 23).

Inductive analysis: The conclusion arrived at theory grounded through examination of data from informants of an explicit phenomenon, member, group, or culture (Strauss & Corbin, 1990).

Juvenile confinement/corrections: A confinement placement via juvenile justice agency or corrections facilities ranging from prison, detention centers and training

schools, boot camps, correctional or therapeutic camp (wilderness/outdoor challenge) programs, to private and public group home and residential facilities, and local jails or other types of correctional facility (Warboys & Shauffer, 1986).

Juvenile justice agency: A government, state, local, private and public facility responsible for the investigation, supervision, and care of juveniles in confinement (Siegel & Senna, 1997).

Juvenile offender/juvenile delinquent: Any individual between 10 to 17 years of age or under 18 years of age, charged with a law violation that could be prosecuted in a criminal court, adjudicated through juvenile court proceedings as having committed a delinquent act, convicted of violating criminal laws, and declared a delinquent (OJJDP, 1999).

Office of Juvenile Justice and Delinquency Prevention (OJJDP): A component of the Office of Justice Programs that publishes the most recent information on juvenile offenders and victims titled the Juvenile Offenders and Victims: National Report (OJJDP, 1999).

Physical education: The (a) development of physical and motor fitness, (b) fundamental motor skills and patterns, and (c) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, and motor development (Federal Register, 1997).

Program portrayal: An interpretive, naturalistic qualitative methodology using

in-depth interview questions, observation of behaviors, collection of any environment documents/artifacts, and photography ethnography of the program environment (Greene, 1998; Olson, 1980).

Texas Youth Commission (TYC): The Texas juvenile corrections system that provides care, custody, rehabilitation, and reestablishment of the most chronically delinquent or serious juvenile offenders housed in 15 secure institutions.

Texas Youth Commission Principal: An individual in the TYC system responsible for the daily on-site functions of a correctional education school.

Texas Youth Commission Physical Educator/Recreation Director/Physical Training Director: An individual in the TYC system responsible for the organization, programming, and delivery of the physical education and sport programs at a correctional education school.

Texas Youth Commission Superintendent: An individual in the TYC system responsible for the overall facilities, programs, budgets, staff/employees, policies, and educational needs of the juvenile offenders.

Assumption

The following assumption was made:

Physical education instruction/curricula are a part of public school programs and therefore it is assumed are a part of male juvenile offender facilities curriculum within the state of Texas.

Delimitations

The study was conducted with the following delimitations:

1. Informants were TYC system personnel currently employed in 1 of 14 juvenile offender secured facilities.
2. Informants were interviewed in structured environmental settings.
3. Qualitative information was extracted using the Greene (1998) and Olson (1980) method and were analyzed using inductive analysis and constant comparative method Miles and Huberman (1994) and Strauss and Corbin (1990).
4. Information was derived from the research and reported as requested by TYC administrators in Austin, Texas.
5. The study was limited to one interview rather than a series of conversations thus limiting the depth and completeness of responses, photography ethnography, review of TYC artifacts/materials, and researcher observation to arrive at an actual representative program portrayal.

Limitations

The following limitations may have been present and biased the study:

1. The study was descriptive in nature and examined physical education programs to arrive at a program portrayal as described by personnel within the TYC system. The study was limited to these TYC system personnel.
2. A naturalistic research methodology was utilized. The results and inferences from the results were not generalizable beyond the context in which the study was conducted.

3. The investigator had previously taught juvenile offenders and is an advocate; therefore the researcher's bias may have influenced her perspective. Much effort was attempted to allow dissimilar/negative cases or evidence and concepts to arise to provide an alternative perspective.

4. The informant interview answers were factual, accurate, and comprehensive.

Significance of the Study

Descriptive studies of adult confinement recreation and leisure programs are easily available, however, there appears to be a dearth of literature concerning juvenile justice agency facilities. Program data should be considered inappropriate or old compared to today's juvenile justice agency systems. This study is significant because it will provide a more current program portrayal or description of juvenile justice agency physical education programs and practices in the state of Texas. Specifically, the following benefits may be projected:

1. This qualitative study will allow the voices of personnel to be heard concerning the administration and delivery system model of physical education programming for male juvenile offenders and could aid various agency areas.

2. There will be data relative to what physical education programs and curriculum offered to male juvenile offender services need improvement.

CHAPTER II

REVIEW OF LITERATURE

A program calling for and providing both physical and mental exercise could provide a constructive outlet to pent up energy and instill the foundations of teamwork, fair play and respect for one's own abilities (Hartke, 1972).

The purpose of this research was to investigate the perceptions of select Texas Youth Commission personnel concerning the administration and delivery system of physical education programs in the male juvenile offender confinement facilities in Texas so an understanding of the program offerings and procedures could be obtained.

A review of the literature related to juvenile justice agency physical education programs to juvenile offender in confinement facilities in North America is presented in this chapter. An extensive computer search of bibliographic databases of ERIC FirstSearch, PsycLit, Sociological Abstracts, and SPORTDiscus databases from 1975 to 2000 was conducted with the following descriptors: adapted physical education, correctional education, correctional programs, delinquency, female juvenile delinquents, female juvenile offenders, female offender youth, incarcerated inmates, juvenile delinquents, juvenile justice, juvenile offenders, juvenile prisons, male juvenile delinquents, male juvenile offenders, male offender youth, prison or prisoners, prison recreation and leisure, physical education, recreation and sport. Because of a dearth of

materials located, the search was extended to include any literature completed throughout the United States.

Key words were selected after consulting a reference librarian as well as conducting conversations approximately one hour in length with university personnel considered experts in the area of special education with an emphasis in juvenile justice agency practices, procedures and administration; adapted physical education with an emphasis in behavior management techniques for students with behavior disorders and students with severe emotional disorders; and adapted physical education with emphasis in children with learning disabilities, assessment, and administration of adapted physical education service delivery. To ensure completeness of the search, common phrases and terms were identified and determined from the interviews. These steps are viewed as a form of validating the retrieval methods.

The focus of this chapter is literature which reflects completed research addressing the benefit of physical education programs and sport for juvenile offenders between the ages of 10 to 20 years in confinement. Many state policies governing juvenile justice facilities allow offenders to remain in the juvenile facility until 21 years of age. For this reason, some of the ages of participants in cited studies were older than 20 years of age. When appropriate, literature pertaining to the adult incarcerated populations was included.

An overview of the most relevant articles is presented in the following sections:

(a) Physical Education and Adapted Physical Education in Confinement Facilities;

(b) Physical Activity, Physical Training, Physical Fitness, Physical Education, and Juvenile Offenders; (c) Leisure Programs and Juvenile Offenders; (d) Descriptive Research in Offender Facilities; (e) Sport for Juvenile Offenders; (f) Program Portrayal of Offender Populations: A Qualitative Research Paradigm; and (g) Special Needs Offenders.

Physical Education and Adapted Physical Education in Confinement Facilities

A total of four articles were located that described physical education and forms of adapted physical education programs within corrections facilities. The first, Calloway (1981) reviewed historical timelines of corrections recreation, including physical activity, and then comparatively developed future action guidelines for those in the field of corrections or for corrections' advocates. Those future action guidelines consisted of 7 areas with 35 identified guidelines. The areas were general, professionalism, training, programs, education, research, and legislation. Brayshaw (1981) concurred with Calloway that there is great importance in providing correctional personnel with training in various areas to equip them with knowledge of activities, counseling techniques, and teaching skills. Calloway continued that many professionals, along with the public, share ill-conceived notions and attitudes toward the individuals that are incarcerated. Shockingly, some of those ill-conceived notions and attitudes originated from individuals working in the confinement facilities. Calloway's recommendations have yet to become reality.

Second, Fenske (1982) stated the responsibility of prison physical education programs is to decrease violence during incarceration and after release. He advocates

offering more activities to the inmates that provide socially approved methods of handling acts of aggression. Fenske stated “physical educators and correctional administrators need to reassess the types of programs and facilities needed that will be advantageous to the inmate while modifying the program to compliment the goals of the correctional institution” (p. 14). Educating inmates in “socially approved methods to handle aggression through non-violent sports, should be of high priority” (p. 15). Suggested non-violent sports deemed socially acceptable lifetime leisure skills include: (a) individual sports of jogging, gymnastics, physical conditioning, swimming, weightlifting, track and field events, and golf; (b) dual sports of tennis, badminton, racquetball, handball, shuffleboard, bowling, table tennis, billiards, and croquet; and (c) team sports of volleyball, fast and slow pitch softball, and baseball.

This is what Thomas and Thomas (1988) coined an “adaptive-health” (p. 30) program established in a prison for men in California. The program originated from male offenders with disabilities expressing concerns about personal levels of involvement of the prison programs. These concerns were relayed, and on occasion shared directly with the prison administrators. The program attempted to create an environment so that improved physical, psychological, and social health goals could be achieved. The curriculum was arranged in such a manner that inmates could enter and leave as needed. Criteria for entrance into the program were: (a) inmates identified as an individual with a disability [status] and (b) programs judged unsuitable for the institutions inmates with disabilities to suitably be allowed opportunities for participation. Because of the complex individual needs of the inmates, school schedules, personality, and in some cases,

impulsive violent behavior, a limited number of inmates were initially accepted into the activities and classes.

The program was organized in a three-phase model. Phase 1 titled Large Group Activities consisted of team sports. Phase 2 named Individualization Activities included daily physical exercise, health instruction, aerobic exercises, stress-management instruction, and relaxation training. This level also involved optional activities the inmates could participate in ranging from individual one-on-one sports, team sports, individual health-topic study, table/board games, weight control, and lastly, corrective exercises (focused to remedy physical weaknesses and problems). Phase 3 (Differentiation, Precise Assessment, and Expanded Expertise) required the inmates to refine individual existing skills and design, follow, and achieve personal exercise contracts toward self-health attainment. The “corrective” exercise term reflects the early origins of the adapted physical education profession that was originated by Dudley Sargent and others.

Thomas and Thomas further addressed issues of motivating inmates to remain engaged in the program and progress toward goals, evaluation methods for the inmates and the program, staffing difficulties experienced while conducting the program, and future considerations. The success of this adaptive-health program led to the California Department of Corrections indorsing the model for facilities throughout the state.

Fourth and final, Hitchcock (1990) focused on the need to “distinguish between recreation per se and health-related physical activity” (p. 84). Hitchcock challenged the exercise science community to “be more acutely aware of the complex legal matrix

surrounding correctional exercise and to solicit professional expertise to ensure humane exercise conditions within the United States penal system” (p. 84) could occur. Hitchcock claimed, “the issue of correctional exercise is one which should be addressed by exercise physiologists and epidemiologists. The minimum quantity and quality of exercise necessary for the maintenance of positive health among inmate populations remains questionable” (p. 88). It is still unknown whether corrections’ populations receive the daily minimum quantity and quality of exercise to maintain the most basic of physical fitness health needs. Hitchcock declared “it is the responsibility of society as a whole, and the criminal justice and exercise physiology communities specifically, to bring the proper facts to the attention of the courts” (p.88). It was concluded that research needs to be conducted to determine whether incarceration and periods of segregation increases the risk of coronary heart disease and other health related illnesses. These articles provide a unique perspective to physical education and adapted physical education needs of those in confinement.

Physical Activity, Physical Training, Physical Fitness, and Juvenile Offenders

High-risk physical challenge programs such as the YMCA, Scouting International, Outward Bound, Project Adventure, and Wilderness Challenge Programs are often designed to place participants in severe outdoor physical challenge situations. Incorporated into the primary goals of these programs is to assist in achieving an overall improvement of physical fitness. Review of select outdoor physical challenge articles from 1971 to 1996 resulted in no literature addressing physiological or psychological

measures in conjunction with physical activity, physical training, physical fitness or physical education components. For these reasons, no outdoor physical challenge studies are represented in this review. None-the-less, the review of literature proved difficult, at best, to separate the terms of physical activity, physical training, physical fitness, and physical education in the literature because these terms are often used synonymously.

In the 1970s, Collingwood completed some of the earliest research on the effects of physical training on the body as coupled with several variables. Collingwood and Willett (1971) espoused that “physical fitness is relevant to a healthier self-attitude and the interrelationship between physical fitness and psychological health must be stressed” (p. 411). Collingwood and Willett examined the effects of physical training on self-attitude changes. Five obese males, 13 to 16 years, engaged in 1 hour a day in gymnasium exercise and in 1 hour a day in water/pool exercise for a total of 30 hours of completed exercise in a 3-week period. Participants also received 3 total hours of group counseling and discussion sessions. The gymnasium program consisted of jogging and calisthenics activities. The water/pool program consisted of bobbing, floating, with sprints and endurance laps. Running and swimming distances were progressively increased throughout the study. Participants were strongly encouraged to give an optimum effort daily or to break their previous distances.

Physical fitness batteries administered to the youth included: (a) weight, (b) waist size, (c) resting pulse rate, (d) lung capacity, (e) Kraus-Weber overall fitness series, (f) balance tests, (g) chalk jump, (h) push-ups, and (i) sit-ups. Assessments used to measure self-concept and attitude were: (a) the shortened form of the Body Attitude

Scale, a modification of Osgood's Sematic Differential (Osgood, Suci, & Tannenbaum, 1957) using body and attitudinal dimensions and (b) Index of Adjustment and Values (Bills, Vance, & McLean, 1951), containing 15 body concepts. Significant increases in Self Concept ($p < .05$), Self Acceptance ($p < .05$), and real versus ideal self-discrepancy scores were obtained. The Body Attitude Scale ($p < .01$) and Potency dimensions ($p < .05$) in self-attitude, self-acceptance measures demonstrated significant increases. Results of the physical fitness testing indicated statistically significant increases in overall physical fitness performance, specifically, resting heart rates ($p < .001$), weight decrease ($p < .005$), increases on performances of the Weber series ($p < .05$), balance tests ($p < .05$), chalk jump ($p < .05$), push-ups ($p < .01$), and sit-ups ($p < .01$).

Collingwood reported increases in physical fitness facilitated a more positive self-concept and body attitude for the participants. He further stated "the data obtained offer implications for the use of physical training as a key facilitative mode within the total therapeutic process for many clients" (p. 412). Clients, in this case, may be implied to include juvenile offender youth. Though a control group comparison was not carried out, it was implied that physical training may not only increase one's overall physical fitness but also serve as a viable component of rehabilitation. Other studies support this notion.

In 1972, Collingwood investigated the effects of physical training on behavior and self-attitudes. This was an extension of his initial research on physical training. Collingwood proclaimed "increments of functioning in one life sphere can have a positive effect on functioning in other [life sphere] areas" (p. 583). This study included a

control group ($n = 25$) and experimental group ($n = 25$) of males, ages 18 to 26 years as clients from the Arkansas Rehabilitation Research and Training Center. Participants were matched on terms of behavioral, emotional difficulties, and the need for inclusion in a physical training program. One participant from each pair was randomly selected to participate in the physical training program. The control group received the traditional facility rehabilitation services, while the experimental group received the same traditional facility rehabilitation services as well as the physical training regimen.

The physical training program included 1 hour daily, 5 days a week, 4-week exercise program. The program consisted of evaluating the following physical fitness components: resting pulse rate, step-test, sit-ups and push-ups, and the Kraus-Weber physical fitness series. Exercise completion and distance runs were progressively increased throughout the study. Participants were highly encouraged to give their optimum effort to break previous distances.

Assessments to measure self-concept and attitude were: (a) the shortened form of the Body Attitude Scale, a modification of Osgood's Semantic Differential (Osgood, et al., 1957) using body and attitudinal dimensions and (b) Index of Adjustment and Values (Bills, et al., 1951) containing 15 body concepts. Facility counselors conducted pre- and post-test ratings of the participants' physical, intellectual, and emotional-interpersonal behaviors. Vocational teachers rated the participants' behavioral changes that occurred in the classrooms during the study.

Results of the experimental group physical fitness testing indicated significant increases in overall Kraus-Weber physical fitness performance ($p < .01$), specifically, decreases in resting heart rates ($p < .001$), and increases in push-ups ($p < .01$) and sit-ups ($p < .001$) over the control group measures. Significant increases in between-group effects were reported on Self Concept ($p < .05$), Self Acceptance ($p < .05$), and real versus ideal self-discrepancy scores. The Body Attitude Scale (Osgood, et al., 1957) ($p < .001$) and Potency dimensions ($p < .001$) measures demonstrated significant between-group effect increases. Again, significant increases for the experimental group occurred in body attitude, positive self-attitude, self-acceptance and positive physical, intellectual and emotional-interpersonal behaviors. It was concluded that physical fitness, body attitude and a positive self-concept support “a healthy attitude progresses through the physical sphere” (p. 585). The sound body, sound mind theory achieved by being physically fit lends stronger empirical evidence that physical training is a suitable method for treatment and rehabilitation of institutionalized individuals.

Collingwood (1976) became a proponent for the Human Resource Development (HRD) Model, a three-phase helping, operationalizing, and developing one’s physical, intellectual, and emotional functioning abilities through the delivery of what he referred to as the counseling helping process and professions. It was suggested that little discussion had centered on physical functioning and the HRD Model. Collingwood reported physical fitness is related to these areas of physical functioning: (a) health and organ soundness, (b) low heart disease levels, (c) low hypokinetic diseases levels (back pain and problems, ulcers), (d) weight control, (e) work capacity, (f) fatigue tolerance,

and (g) stamina and strength. As physical functioning is combined with emotional functioning, the following areas are impacted (a) emotional adjustment, (b) social adjustment, (c) positive personality traits, (d) self-concept, (e) and interpersonal skills. Fitness can also be related to intellectual functioning through measures of intellect, academic achievement, problem-solving abilities, learning potential, skill acquisition, and teacher training skills.

The systematic physical program included assessment of a variety of physical fitness components, posture measures, and height and weight ratios. This model included the ability of individuals to understand and establish physical goals as well as the knowledge of how to program and schedule a personal exercise program. The emphasis of the HRD model was cardiovascular functioning and [circorespiratory] endurance, flexibility, and dynamic strength. Though it appears very little is known about the HRD physical program, it was reported that municipal police departments and delinquency prevention programs are using the HRD physical assessment indexes as components of staff selection processes. The “HRD physical programs are being employed in the training of personnel in counselor and teacher training programs, municipal police departments, state police academies, adult and juvenile corrections including the Federal Bureau of Prisons, rehabilitation facilities, and physical education programs within the public schools” (p. 213).

Physical fitness is a necessity for optimum physical functioning and is an important factor for counseling functioning. Individuals in the helping professions who achieve a high level of physical fitness may be able to devote more energy to the helping

process of those they are counseling. Collingwood concluded that “the training of individuals in the helping professions should account for not only their own fitness but also their physical skills development, so they can, in turn, deliver physical programs to clients” (p. 215). In conclusion, as stated earlier, and implied again, those clients may very well include juvenile offender youth.

Hilyer et al., (1980) further researched the benefits of physical training coupled with counseling techniques and conducted a 10-week physical fitness program with graduate students on flexibility exercises, progressive weight training, and running regimen. Two graduate student groups (6 males; 9 females; M age = 29 years) were matched on physiological and psychological variables. Areas evaluated were: (a) cardiorespiratory endurance, (b) joint flexibility, (c) muscle strength, (d) muscle endurance, and (e) body composition. The experimental group received 3 hours a week of counseling and training and instruction in physical fitness and health-related topics. A wide variety of psychological tools were used as psychological measures.

It was concluded that (a) intense physical fitness programs can improve physiological functioning in all areas of health-related fields and (b) intense, systemic physical fitness programs, when delivered with counseling techniques, help improve self-concept, reduce depression, anxiety, somatic complaints, tension, and fatigue; reduce the effect of fear; and improve emotional stability. Though the results of this study do not specifically address the effects of physical fitness programs for other participant populations, the findings may be applicable to the juvenile offender population. That is, intense physical training programs coupled with counseling techniques used by a

multitude of professionals in the helping professions may allow juvenile offender youth to experience physiological and psychological benefits for change.

The first empirical physiological study involving an adult incarcerated population was completed by Gettman et al., (1976). These researchers examined the physiological responses of 55 assigned male inmate volunteers (ages 20 to 35 years). The male inmate volunteers were placed into 4 groups: a control group and groups that followed each of the running protocols of 1-day, 3-day, and 5-day a week schedules. The running training schedules were designed as 30-min sessions at intensity levels of approximately 85 to 90 percent maximum heart rate levels. The endurance activity increased in difficulty as the study advanced. Total time data were collected was 20 weeks. Resting heart rate (RHR), heart rate (max HR) and blood pressure, total maximum treadmill time, maximum oxygen intake ($\text{VO}_2 \text{ max}$), ventilation ($\text{V}_E \text{ max}$), selected spirometry measures, oxygen pulse (max $\text{O}_2 \text{ pulse}$) and selected metabolic measures, lung capacity volumes, body composition, and blood serum lipids were sampled. Pre- and post-test results were analyzed.

The control group participated in non-endurance, recreational activities 2 days a week for the duration of the study. Results reported no significant statistical differences for all 4 groups for measures of resting and recovery blood pressures, maximum heart rates, spirometry measures, body weight, and serum lipid levels. Significant improvements were achieved in direct proportion to frequency training of the three conditioning groups in resting and recovery heart rates ($p < .01$) with treadmill

performance time, VO_2 max ($p < .01$), max O_2 ($p < .01$) and pulse, and V_E max (1-day group, $p < .05$; 3-day and 5-day groups, $p < .01$).

Body composition, assessed through skinfold adipose measurement, decreased only in the 5-day group ($p < .01$) participants, however, decreases in waist girth measurements occurred in the 3-day ($p < .05$) and 5-day groups ($p < .01$), respectively. The control group did not experience any changes in any variables in the study. It was concluded that a stringent exercise regimen might produce desired physiological changes to slow or alter the physiological deterioration outcomes an inactive incarcerated life may cause. This study can be applied to the juvenile offender population because in many situations juvenile offender youth are held in juvenile facilities until 21 years of age. To date, it is unknown if any like-empirical research has been conducted with juvenile offender participants.

At approximately the same time as the Gettman et al., study, Folkins (1976) investigated the effects of physical training on psychological fitness measures referred to as "mood" (p. 387) in 36 infirmed [institutionalized] males (ages 40-58 years). The psychological assessment instruments utilized were (a) the Multiple Affect Adjective Checklist (Zuckerman & Lubin, 1965), (b) the Adjective Check List (Gough & Heilbrun, 1965), and (c) a revised form of the Secord and Jourard (1953) Body-Cathexis Scale. Due to the difference in population ages, the results of this study are not applicable to the juvenile offender youth population. Yet, because physical training on mood is one of the variables under study, the results and conclusions may allow application to the juvenile offender population.

After engaging in the exercise-training program 3 times a week for a total of 12 weeks, the psychological fitness instruments were administered. Both the control group and the experimental group completed pre- and post-test measures. Results for the mood measurements were tabled; however, a full report on the physical fitness data was not available. It was reported that the experimental group demonstrated significant increases in maximal oxygen uptake, oxygen pulse, respiratory ventilation and physical work capacity. There were decreases in the experimental group's systolic blood pressure and hypertriglyceridemia levels.

The psychological fitness measures for the experimental group demonstrated significant decreases in anxiety ($p < .01$) and depression ($p < .05$). The control group did not experience a decrease in anxiety or depression moods. None of the remaining measures reached the .05 alpha level of statistical significance. The exercise group participants reported feelings of happiness and better overall mood. It may be implied that juvenile offender youth may benefit from physical fitness programming which, in turn, could offset various negative states and behaviors that impact one's mood. At the time of this investigation there were no researchers examining the relationship between mood states and engagement in physical activity or exercise with the juvenile offender population.

Toward the end of the 1970s, Collingwood began to apply some of his ideas to the population of juvenile offenders. Using physical fitness programs to increase voluntary involvement in recreation and sports and, hopefully, to decrease recidivism (rearrested and/or the return rate of youth to the juvenile justice court system), Collingwood and

Engelsgjerd (1977) conducted perhaps the first study that involved juvenile offenders. This study included male and female youth, ($N = 264$) 10 to 16 years of age, enrolled in a diversion program. Participants received training in physical, emotional, and intellectual skills. A five-step program was defined for the youth to follow. First, the juvenile offender adolescents were educated to self-assess personal physical fitness levels by using a one minute sit-up test, a 12-min run, a flexibility and low backstretch, and a one minute step test. Second, each week, the juvenile offenders participated in a flexibility and strength regimen and continuously ran for 20 min a minimum of 3 times a week. Third, the youth established a personal home exercise program to be done 3 times a week. Next, the youth were required to define and select recreation activities to pursue. Finally, a follow-up program encouraged the juvenile offenders to remain involved in a recreation or sport interests.

The youth who successfully completed the physical training and recreation component averaged a 12% overall fitness increase in the first five weeks, as well as, a 49% increase sport and recreation activity involvement. Perhaps more importantly, it was shown that as fitness and participation increased, the rate of recidivism among juvenile offenders lowered. It would be interesting to determine whether systematic efforts to raise physical fitness levels and involvement in recreation and sports of juvenile offenders assist in decreasing involvement in delinquent crime.

Collingwood's years of experience and research tied with counseling techniques within the behavioral sciences cannot be overlooked. These early research pursuits laid the foundation to extend his research to include at-risk youth. This eventually led to his

authoring of the book entitled Helping at-Risk Youth Through Physical Fitness Programming (1997).

In the 1980s, other researchers began to investigate physical training and fitness for the juvenile offender population. A study by Hilyer, et al., (1982) questioned whether regular institutional treatment programs of physical fitness training delivered by in-house, skilled counselors could improve or bring about positive physiological and psychological changes for the youth. One of two groups of 30 randomly selected male adjudicated youth (ages 15.5-18.6 years; 33 African American, 27 Caucasian) in an industrial school participated in 1½ hours of systematic physical fitness training for 3 days a week for a total of 20 weeks. The experimental group, received complete rehabilitation treatment from the institution and additional physical fitness training and counseling while the control group, received only the complete rehabilitative treatment the institution offered. Pre- and post-tests were conducted on the following physiological measures: height, weight, sum of skin fold, pulse rate on bike test, run (1½ mile), bench press, dominant hand grip, nondominant hand grip, sit-ups, chin-ups, and the sit and reach flexibility test. The psychological assessment measures included: Self-Esteem Inventory – Form A (Coopersmith, 1968), Profile of Mood States (McNair, Lorr & Droppelman, 1971), State-Trait Anxiety Inventory for Children (Spielberger, 1973), and Beck's Inventory of Depression (1973).

Hilyer et al., reported that the post-test results demonstrated that physiological gains made by the experimental group exceeded any physiological gains by the control group. The experimental group of juvenile offenders improved significantly on the

physical measures of flexibility, muscular strength and endurance, and cardiovascular endurance. The experimental group demonstrated a significant difference ($p < .001$) in the bench press, sit-ups, and chin-ups components. The control group demonstrated an increase in sum of skinfold ($p < .05$) and a loss of upper body strength as indicated by a decrease in the bench press measure ($p < .01$). The experimental group demonstrated improvement psychological measures of self-esteem, depression, mood states, and anxiety ($p < .001$). The control group, again, moved in a negative direction in the psychological measures. The results reflected significant differences in 12 of 15 of the psychological variables ranging in alpha levels from ($p < .05$) to ($p < .01$).

The involvement of counselors as part of the treatment for juvenile offenders may offer new insight into meaningful treatment that creates change. It was concluded that physical fitness training appears to elevate self-esteem, reduce anxiety and depression and, in general, promotes a healthier psychological state. Hilyer et al., stated “individuals trained in facilitation of personal interaction skills could become effective deliverers of physical programs which incorporate fitness skills” (p. 302).

One can only speculate why this population has not been included in more research studies. Policy for these agencies continues to change. The physical health concerns, which surround this unique youth group, may capture the attention of interested professionals and the literature base may expand.

Leisure Programs and Juvenile Offenders

It is a common belief within the correction's profession that delinquency and crime are committed as a result of an offender's inability to use leisure time to pursue

meaningful activity opportunities (Arjo & Allen, 1981; McEwen & Martinez, 1981; Ward, 1981; Williams, 1981). Many professionals in the field of corrections believe that too much idle time results in many delinquent behaviors and negative or unacceptable leisure pursuits (Garibaldi & Moore, 1981; Hormachea, 1981; McCall, 1981; Nicolai, 1981; Schleien & O'Morrow, 1981). Careful review was given to how the corrections field uses and interprets the term leisure, leisure education programs, and leisure counseling. Leisure terms are often coupled with recreation and encompass a wide array of activities. Those activities can range from active participation in a variety of physical education curricula to team, dual, and individual sports and games to aquatics. Often, the term includes activities requiring social or passive participation such as reading, watching television, to playing cards or board games, etc.

In the 1980s, Munson, Baker, and Lundegren (1985) successfully implemented a physical training component with leisure counseling to modify juvenile delinquents' self-esteem. The randomly selected participants ($N = 21$) in this 8-week study involved three groups of juvenile offender males, 14 to 18 (M age = 17) years. Participants selected a strength-training program as the leisure activity for participation. The three groups' programs consisted of (a) a strength training plus structured leisure counseling group (STLC) ($n = 12$), (b) a strength training with informal discussion group (STD) ($n = 11$), and (c) a no-treatment control group (NT) ($n = 8$). The instruments used to measure self-esteem, leisure attitudes and behaviors, attitude toward treatment received, and muscular strength included: (a) the Self-Esteem Inventory (Coopersmith, 1968),

(b) the Leisure Attitude Scale (Ragheb & Beard, 1982), (c) the Leisure Behavior Rating Scale, (d) the Attitude Toward Treatment Self-Report (adapted version of Kazdin [undated] Client Expectancy for Change Survey), and (e) a Muscular Fitness, pre- and post-tests.

The STLC and STD groups completed 20 sessions and 30 hours of participation by meeting 3 times a week for 90-min sessions throughout a 6-week schedule. A systematic flexibility exercise program was conducted prior to each strength training session. For the STLC participants, after each of the strength training sessions leisure counseling sessions were held to create a positive psychological growth opportunity. The sessions allowed the participants to freely voice feelings, beliefs, and values about themselves and the leisure activity.

After each of the strength training sessions, the STD participants engaged in informal discussions about physical activity topics of interest that included the (a) benefits of exercise, boxing, and basketball and (b) topics of music, home visits, institutional routines, and personal court system experiences. Finally, the control group remained in the traditional institution routines of academic and vocational classes and engaging in intramural and recreational programs. This group did not receive a formal counseling session or a structured, monitored exercise program.

It was reported that the structured strength training program coupled with leisure counseling sessions did not lead to significantly higher measures on self-esteem, personal leisure attitudes or leisure behaviors. However, a significant within-group main effect was achieved in muscular fitness at the ($p = .001$) level. The youth expressed positive

attitudes toward the combination of programs and agreed that the programs were beneficial in that it was better than being idle. The youth expressed the opinion that the programs assisted in personal attitudinal and behavior changes. Personal interviews with the youth revealed that the freedom to express oneself in the counseling and discussion sessions was meaningful to them. The researchers concluded that neither the combination with various treatments or the individual effects of leisure counseling achieved the desired outcome on self-esteem, leisure attitudes, leisure behaviors, nor muscular fitness for the youth. It is recommended that youth be allowed to select the activities to participate in freely and be able to determine the level or extent of personal participation.

Munson (1988) examined the effects of three intervention treatments of leisure education (LE), physical activity (PA), and informal discussion (ID) on self-esteem, leisure functioning, attitudes toward self, leisure, work, and leisure participation and satisfaction of youth offenders with behavioral disorders in a maximum-security institution for males. The instrument tools used to measure self-esteem, leisure functioning, attitudes toward leisure, and participation and satisfaction in leisure pursuits included: (a) a Self-Esteem Inventory (Coopersmith, 1968), (b) the Leisure Diagnostic Battery (Ellis & Witt, 1982), (c) an Attitudes Measures (Osgood, et al., 1957) and (d) the Leisure Participation and Satisfaction form. Participants ($N = 39$) included in the study were randomly assigned to the LE, PA, or ID treatment groups for a one-hour session each week for a total of 10 weeks. The physical activity treatment phase consisted of participation in the following activities: strength training, Frisbee golf, volleyball, ultimate Frisbee, floor hockey, flag and touch football, and basketball.

Pre-test and post-test comparisons indicated that regardless of methodological and treatment alterations, none of the steps resulted in any statistically significant findings. Concluding interviews were conducted with the youth. The youth expressed enjoying participation in the treatment programs. Though the desired results did not impact a statistical change, the treatment groups did voice an appreciation for the opportunity to get out of their classes and dorms to participate outside or in the facility gym, an enjoyment for the opportunities to gather as a group to discuss concerns or issues of interest, and finally, an awareness of the importance of leisure activities in their lives. It was concluded that more research, especially for youth with special needs or youth with disabilities as well as new and creative strategies need to be developed and tested to enable juvenile offenders avenues to become functioning, contributing members of society.

Research specific to Texas juvenile offenders has been completed by Aguilar (1987) and Yin, Katims and Zapata (1999). First, in 1987, Aguilar randomized a sample of ($N = 60$) adolescent males (92%) and females (8%) to divide them into two groups. Original group sizes were 20 (experimental) and 18 (control) ($M =$ age 15.5 years). This study was conducted to measure the effects of a leisure education program (LEP) on juvenile offender youth attitudes toward recreation and delinquency. Aguilar developed the Adolescent Attitudes Scale (AAS) (Osgood, et al., 1957) to measure the participants' attitudes toward eight concepts specific to delinquency and eight concepts specific to recreation. The delinquency concepts included skipping school, drugs, shoplifting, destroying property, fist fights, driving a car, alcoholic beverages, and delinquency. The

recreation concepts included music, television, video games, sports, recreation centers, camping, games, and recreation. The Cronbach alpha reliability coefficient measures for the AAS and subscales were: (a) delinquency related (.67), (b) delinquent activities (.70), and (c) recreation (.92). After completion of a 5-week LEP that included classroom discussions, written exercises, group activities, role-playing, and demonstrations, post tests measures of the AAS were conducted. It was reported that slight changes in attitudes toward recreation ($F = 4.26$, $df = 1, 21$; $p < .06$) occurred with significant differences between the LEP participants and non-participants on attitudes toward delinquent activities ($F = 5.32$, $df = 1, 21$; $p < .03$). There were no significant differences for the delinquency-related measure. It was recommended that research on the effectiveness of LEPs, though limited, should be increased.

Next, Yin, Katims, and Zapata (1999) developed and validated a typology of leisure time activities using a tool developed for the study called the Adolescent Leisure Time Activity Scale (ALTAS) and examined the association between participation in types of leisure activity and delinquent behavior among low socioeconomic status (SES) middle and senior high school Mexican American adolescents ($N = 2,651$, M age was 14.6 years) in a school district in south central Texas. Male participants constituted of 51% of the sample. Other demographics of the sample included: (a) approximately 37% of the students were in 8th grade, 36% were 9th graders, and 27% were 10th graders; (b) almost 60% of the participants participated in the National School Lunch and Nutrition Program; (c) roughly 69% were identified as at-risk for academic failure and dropout; and (d) nearly 36% had relocated at least once in the past three years.

Data were collected by administration of a self-report, yes or no, questionnaire. The ATLAS tool contained 24 leisure activities in which the participants indicated how often they participated. Results from this study revealed that leisure time activities and organized recreational activities differed considerably between the genders ($M = 9.92$, $SD = 2.60$ males; $M = 10.54$, $SD = 2.67$ females, adjusted $p < .006$). By self-report, males expressed significantly ($p < .005$) more involvement in six of the nine delinquent behaviors. Participation in organized sport activities correlated with reduced use of marijuana by males, and participation in organized leisure activities significantly associated with less excessive use of alcohol for females. In conclusion, both genders who participated in organized leisure activities and activities at home were less involved in self-reported delinquency. Family and community involvement by the participants of this study seemed to promote development of conventional values and skills which curtailed boredom and promoted appropriate social behaviors.

These studies included very unique populations and obtained mixed results. Unfortunately, there has not been enough replication of these research designs or methods to accurately debate the effectiveness of the results, however, these researchers have provided a base for more research that needs to follow.

Descriptive Research in Offender Facilities

After an extensive search for completed research involving juvenile offenders, this researcher echoed Little's statement that there is a dearth of research in correctional settings. What was located has been included in the following section. Descriptive survey information on adult male and female offender facilities and programs was the

predominate type of research located. It is hoped that a review of activities within the adult offender facilities may allow comparisons to be made to address the needs of juvenile offender programs. The studies reviewed for this section use the term recreation which entails a variety of activities that match a regular physical education curriculum. This investigator reminds the reader to replace the term recreation with physical education when reading.

First, studies involving investigations of adult female facilities are included to gain a better perspective of what appears to be recent trends despite a very small database. These researchers highlight recent attempts to establish a health promotion program (Peterson & Johnstone, 1995) and a wellness program (Vitucci, 1999) for adult female offenders. Citing a critical need for various types of treatment programs for females in prisons and jails, one treatment provision receiving insufficient research attention is the development and inclusion of health promotion and wellness management programs, including exercise and other health related lifestyle modification offerings.

Peterson and Johnstone (1995) examined the effectiveness of an experimental wellness program in a federal correctional residential treatment facility in Lexington, Kentucky. The research included both quantitative measures to acquire the physiological data and qualitative analysis of focus group responses to five open-ended questions to acquire the behavioral and psychological implications of the program.

Participants were 43 adult female offender volunteers, ages 24 to 63 ($M = 35$ years), with histories of substance abuse or dependency. Ethnic profiles of the participants were (a) 42% were White (non-Hispanic), (b) 28% were African American,

and (c) 30% were Hispanic. After maintaining participation in the program for a minimum of 9 months, pre-test and post-test results were compared. Treatment consisted of programs to address drug dependencies and a wellness health promotion program. Treatment for alcohol, illicit drug dependencies included intensive therapy in meetings, small group and individual sessions. An outside consultant was hired to administer the wellness health promotion program.

The wellness health promotion program involved an initial health and fitness assessment, a Lifestyle Assessment Questionnaire (LAQ), a weekly 2-hour lecture/exercise session, and an exiting health and fitness assessment. Specific lecture topics included reduction of fat intake, weight management, reduction of osteoporosis/arthritis risk, stress management techniques, and educational achievement improvement. The physical exercise component incorporated peer-led aerobic classes, individualized exercise programs, and instructor-led classes. Participants were required to take part in at least two formal exercise sessions per week as well as to exercise independently during any free (leisure) time.

Types of exercise equipment and health and fitness assessments tools were restricted by strict security rules. A lack of available equipment at the female facility further complicated the research process. Health and wellness assessment measures included resting heart rate (RHR), resting blood pressure, body composition, aerobic capacity, muscular endurance, muscle strength (push-ups and bent-knee sit-ups), flexibility, and weight.

The behavioral and psychological aspects were analyzed through the focus group five open-ended questions. To avoid accusations of preferential treatment or coercion, only female inmates exiting the program were included as focus group members. Pre- and post-test comparisons of the health and fitness measures demonstrated significant changes, all at the alpha level of .05. Significant improvements occurred in aerobic capacity, muscular strength, diastolic blood pressure; positive trends in flexibility and percent body fat were reported. There were no significant changes in systolic blood pressure or RHR measures. Focus group responses to the open-ended questions identified three general themes: (a) health awareness and consciousness, (b) self-esteem, and (c) relapse prevention and healthy lifestyle adoption.

By encouraging and increasing healthy lifestyle behaviors and knowledge, the female adult offender participants were successful in adopting healthy behaviors. It was concluded though it may be easier to focus and cause change on the physical (outside) of the participants, because of participants' substance abuse issues, it was vital to not overlook the psychological and emotional components of the program. It was concluded that addressing the needs of the physical health issues of individuals may provide the necessary component needed to deal effectively with the more complicated psychological and emotional issues associated with substance abuse and dependency issues.

Vitucci (1999) researched the effects of a wellness program to educate the adult female offenders at the South Dakota Women's Penitentiary in Pierre. Topics included the importance of proper weight control, nutrition, and daily exercise. Most women entering the facility were overweight and had histories of drug and alcohol use. The

program consisted of activities requiring both mandatory and voluntary participation. On arrival at the institution, the female inmates are made aware of the program and health education sessions. Weight management steps included an initial weigh-in, establishment of an ideal weight range, mandatory monthly weigh-ins, and weight management through mandatory walking three times a week. A voluntary extended wellness program for additional health class sessions was developed. One-on-one counseling, nutrition and diet, exercise, female health prevention, and stress management were the four components of the wellness program. Any offenders desiring low calorie meals committed to eating the meals for at least a month. Nutritional analysis of meal foods and portions were posted for the inmates to read to enable them to self-regulate their food choices.

All inmates were assigned to mandatory 30-min walks three times a week. Exemptions to the mandatory walking program were inmates with valid medical reasons. Walking could be self-paced. Beginning, intermediate, and advanced aerobic classes were offered. Many inmates utilized personal free time to exercise. A speakers' bureau was established and community speakers were invited to address the issues of high cholesterol, high blood pressure, diabetes, cancer, and prenatal and postnatal health.

Attendance in the Wellness Program assisted inmates working toward parole requirements by counting as 12 hours of educational training. The initial mandatory wellness sessions allowed inmates to acquire four hours credit toward parole. Results reported about the Wellness Program at the female facility in South Dakota included weight loss and maintenance of that weight loss, less medication needed for medical

concerns (diabetes), fewer requested consults to the medical treatment team for psychological conditions, and decreased sick calls to medical treatment team.

The Bureau of Justice Statistics (1992) reported that 30 to 47% of all female offenders have substance and dependency problems, at the time of arrest. The research of Peterson and Johnstone (1995) and Vitucci (1999) included various components (i.e. physical activities and counseling sessions) to assist the participants to address substance and dependency physiological and psychological changes. Female juvenile offenders may benefit physiologically and psychologically from inclusion in like research protocols. It is unknown at this time if any like programs have been attempted in the Texas Youth Commission facilities.

A number of descriptive research surveys in the late 1970s and early 1980s were conducted to ascertain the status of recreation programs, personnel conducting those programs, attitudes, and a variety of other issues specific to recreation in both male and female facilities. Where possible, studies involving both male and female juvenile offender youth are presented.

Crutchfield, Garrette, and Worrall (1981) examined art and recreation programs to ascertain: (a) the extent to which arts and recreation programs are present in correctional facilities, (b) the characteristics of existing programs to compare national standards for recreational and cultural activities, and (c) the identification of sources of funding for the programs. Recreation was identified as the "athletic programs in the correctional institutions" (p. 36). The information included will reflect only the recreation/athletic programs statistics.

A total of 220 questionnaires were distributed with 139 returned (63% response rate). Gender specific return rates were reported at 78% from all male adult institutions and 16% from adult female facilities, with the remaining 7% from co-ed facilities. Of those facilities reported: (a) 55% had a written recreation activity policy; (b) 76% employed a recreation director, with 90% being hired full-time; and (c) 62% had no full- or part-time recreation supervisor and expressed interest in collaborating with outside organizations to implement programs.

Specific athletic program results included: (a) 98% had some form of athletic activities, (b) 50% expressed a cooperative effort with at least one outside organization, (c) 61% of all facilities reported inmate population participation, (d) 100% reported inmates participate on a voluntary basis, (e) 7% of the athletic programs achieved accreditation through an educational institution, and (f) 1% offered good-time credit for participation in activities.

The top five prevalent sport activities in the correctional institutions surveyed were basketball, softball, volleyball, weightlifting and bodybuilding, and football. No gender differentiation of the top sport prevalence for juvenile or adult female population was provided. When asked the purpose of the athletic programs in correctional facilities; 98% of the respondents replied to address recreational needs of the inmates. Outside involvement to administer athletics programs resulted in 82% by recreation organizations. Respondents indicated 38% of the facilities had a means to evaluate the athletic programs.

Though vastly different compared to today's costs, Crutchfield, Garrette, and Worrall's (1981) reported 24% of athletic programs surveyed had budgets over \$30,000 with the largest funding support (74%) coming from the State. It was concluded that participation in athletic activities affords the offender avenues to escape the harshness of facility settings as well as begin rehabilitation efforts for release. Another key finding from this research was that the recreation activities were identified by the respondents as not only an education service for the inmates but also utilized as a diversion tool for the inmates to learn appropriate use of leisure time and recreation opportunities.

Jewell (1981) conducted a survey of maximum-security facilities to ascertain the status of recreation personnel and programs on the aspects of administration attitude, recreation program offerings, and staff involvement. Respondents represented 40 states, 38 adult male and 16 adult female facilities, and reflected a survey return rate of 83%. All male facility respondents and 13 of 16 female facility respondents indicated a recreation program existed. All co-educational facilities offered recreation programs. Of all respondents, 86% reported a full-time recreation director.

Recreation programs were important for rehabilitation aspects, however, 73% rated the recreation program equally important to the vocational program. When asked about security and management issues, only 2% of the respondents expressed the opinion that the recreation program caused security issues. Asked if recreation should be made available to all inmates, administrators replied that recreation should be available to those earning the privilege. Interestingly though, 87% indicated recreation programs should be available daily to all inmates and that it should not be withheld in a punitive manner.

Ninety three percent felt deletion of the recreation would have a negative effect on the facilities' level of inmate management.

Eight-two percent of the responders indicated that more facilities were needed for recreational use. Over three-fourths desired more recreation personnel. Twenty-four percent cited sports as more important than creative activities and that 53% were pleased with the level of inmate participation as well as programs meeting the inmate needs.

Sixty-one percent of the respondents viewed the recreation director and staff as important institution decision-makers with 93% indicating that recreation staff should have formal, professional education or a closely related area of training. Academic achievement of the respondents specified that 49% obtained a bachelor's degree with 44% possessing physical education degrees.

Seventy-six percent support the use of community volunteers to assist in leading recreation activities. It was also reported that rehabilitation efforts with individualization and small group-oriented programming is an overwhelming task for those providing services in recreation. Recreation budgets were solely controlled by 32% of recreation directors with 20% reporting no involvement in any phase of budget management and preparation.

To be considered an active participant in the recreation activities offerings, the researchers established the criteria that inmates' participation must equal to 7 or more hours per week. Almost half of all respondents expressed that inmates were participating at or above the criteria hours mostly in heavily sports-centered activities. Jewell concluded "if administrators do indeed support recreation, they should demonstrate such

by becoming active agents in the expansion of programs and the addition of much needed personnel” (p. 77).

Williams (1981) conducted “the first comprehensive women’s state correctional recreation investigation” (p. 55). A total of 31 state correctional institutions for women were included in the study. From the findings, guidelines were established for adult female offenders. The following findings were reported: (a) there was no definite overall pattern of recreation services evident; (b) though prison officials placed significant value on recreation programs, activities offerings or services were deficient; (c) availability of indoor and outdoor recreation areas and facilities was problematic and budget and personnel constraints were common; (d) opportunities for organized leisure time activities were withheld due to disciplinary issues and medical problems; (e) community facilities and resources were practically nonexistent; (f) allotment of scheduled recreation time differed tremendously from facility to facility; (g) supervision of recreation activities by trained recreation personnel existed at only 19% of the female facilities, and; finally (h) correctional officers and inmates play an important role in prison recreation operations.

Williams (1981) recommended the following: (a) inservice training and staff development should be conducted as well as employing various educational specialists to enhance existing programs, (b) recreation services should provide special attention to the 16 to 35 aged female offender population because 50% of those respondents served this group, (c) operating budgets for recreation services need to be expanded, (d) community indoor and outdoor facilities are needed for additional prison recreation activities,

(e) programming needs to be expanded, (f) prisons should tap into the planning talents of the inmates, (g) networking within state boundaries would provide more resources for female recreation programs, and finally (h) institutions of higher learning need to develop quality programs of study in correctional recreation.

Aguilar and Asmussen (1989) concurred with Crutchfield, Garrette, and Worrall, (1981), Teaff, (1972) and other researchers by identifying five major roles or purposes recreation programming (physical education curricula) affords adult correctional facility inmates (a) institutional adjustment tool, (b) institutional privilege, (c) diversionary service, (d) educational service, and (e) rehabilitative service. It was, however, Aguilar and Asmussen that used these roles in research to explore the recreation participation patterns of incarcerated males in a maximum/medium level state penitentiary. A recreation participation questionnaire with open-ended responses was distributed to inmates for voluntary completion. From 496 male prisoners, a total of 165 responses (33% of facility population) were returned. The low return rate was due to (a) high prison illiteracy rates, (b) avoidance by inmates to perform writing tasks, and (c) suspicion of inmates of internal studies and choosing not to partake in studies. The respondents' ethnicity was 61% Caucasian, 18% African American, 7% Hispanic, 2% Native American, and 4% other. The age range of respondents was from 22 to 68 ($M = 35.4$) years. All the offenders were informed of the administration of the questionnaire one week prior to actually receiving the survey. The facility public announcement system was used to read the instructions to the participants. Those

declared illiterate were provided individual assistance to complete the form. The questionnaires were then collected from the participants after a one-week period.

Participation patterns and changes in participation patterns of the inmates were reported through frequency tallies. Analyses of the data identified two distinct recreation activity areas inmates participated in, structured (active) and non-structured (passive) activities. With the category participation in current facility activities, the numbers of yes or no response frequencies per week usage were tabulated to examine the participants' uses of existing facilities and activities. After removing the passive activity responses of watching sports on television (72%), being a spectator and in the gym (42%), and hanging out in the gym (39%); researchers reported these top 5 physical activities were performed by the inmates: (a) using the gym weights (51%), (b) using the outdoor weights (40%), (c) participating in the softball program, (39%), (d) jogging (35%), and (e) playing putt putt golf (32%). More than 72% of inmates reported using the facilities a minimum of 1 hour per day. In highly active or physical activity, the youngest age group (22 – 30 years) was the inmate group that most used the facilities and activities.

With the category, changes in recreation participation, 52% of the inmates commented that while imprisoned their participation in a variety of recreation activities was discontinued. Twenty-three percent of the inmates reported learning new recreation activities during their incarceration. Inmates learning new recreation skills logged 1 to 3 hours in structured recreation activity. When prisoners were queried about continuation of recreation pursuits after their release, 83% confirmed they had desires to maintain those pursuits. The results of this study indicate that passive activities were the most

popular choice of the inmates. Also, the youngest age group of inmates was the most active participants in any of the facility activity offerings.

In a study directly related to the juvenile offender population, Schleien and O'Morrow (1981) examined correctional chief administrators' and recreation directors' positions on the purpose of recreation programs at four juvenile offender development centers in Georgia. Administrators and recreation directors indicated the programs were needed for rehabilitation purposes rather than as a keep-the-peace strategy. When asked about tailoring recreation activities to meet the needs of juvenile offenders in the facility, all survey respondents unanimously favored implementing programs in that fashion. Asked if recreation was a privilege or a service, the respondents were split in their replies. A majority viewed recreation as a privilege, however, the others respondents viewed involvement in various activities as part of the overall treatment program of the facility. Recreation counseling, though not widespread in the facilities because of time and workforce constraints, was unanimously regarded as a vital and beneficial service.

Other findings included: (a) recreation personnel should be knowledgeable about community resources to assist with the reentry of the juvenile offenders back into the community and society; (b) offender youth should be involved in the developing, forming, and leading of programs and activities in the recreation schedule; (c) juvenile offenders should be allowed to evaluate the recreation services; (d) juvenile offenders should experience enjoyment and positive interactions from engaging in the activities to learn appropriate ways to use personal leisure time; (e) recreation personnel should not deprive or punish offender youth rather, subscribe to activities as treatment; and finally,

and perhaps the most important, (f) juvenile offenders have the potential for real rehabilitative progress through the activities offered.

Practices and procedures have changed for adult and juvenile offender facilities. According to Little, (1995), the political climate and public perception of correctional facilities and practices may have stymied research efforts. However, with offender facilities' populations at an all time high and projected to continue to increase, it is critical to pursue new research ideas that will enhance efforts to truly address the needs of these groups.

Sport for Juvenile Offenders

If some adolescents are not encouraged to engage in healthy, meaningful activities with other adolescents, bonding occurs outside the realm of legitimate students activities with music, drugs, alcohol, and other activities (Kleese & D'Onofrio, 1994). Though extracurricular activities can involve a multitude of activities, organizations, and opportunity for involvement, this literature review will focus only on sport. The vast majority of researchers in this area have focused on organized athletic activities, competitions, or sporting engagements (Landers & Landers, 1978, Purdy & Richard, 1983; Segrave, 1983).

The term sport can include such entities as physical education curricula incorporating competitive games, intramural programs, and interscholastic athletics with local, regional, and state competitions among schools. Federations and associations from public, private, nonprofit to quasi-public agencies execute strict control over the administration of student athlete eligibility rules, and team membership in conferences,

leagues, tournaments, and competitions. Grant and Curtis (1995) reported figures from the National Federation of State High School Associations which documented that high school athletics engaged approximately 3,670, 000 male athletes and 2,240,000 female athletes in active sport. These numbers demonstrated a growth from 1994 levels of 39% for girls' and 61% growth for boys' participation. Olsen (1993) reported that sports participation is positively correlated with higher academic achievement and school attendance, and that delinquency and dropout rates are lower among student athletes. Vigorous physical activity from most school sports, reportedly, makes student athletes healthier than their nonparticipating peers (Olsen, 1993).

The National Association of Secondary School Principals' survey of high school principals reported 95% regarded high school athletics as programs which promote good citizenship and positive school spirit (National Association of Secondary School Principals, 1986). Explicit values believed to result from participation in athletic competition range from physical well-being, discipline, self-control, leadership skills, to respect for others and working within a set of well defined rules and regulations, acceptance of self and others (Lumpkin, 1998; Siedentop, 1998; Wuest & Lombardo, 1994). All of these components are important to the overall development of any youth and particularly for juvenile offenders. While confined, ample opportunity to participate in sport to develop the mentioned attributes of sport participation should be given to offender youth.

The investigator located early documentation of sport in confinement facilities. In 1941 the popular magazine Life included in the pages of the May issue the importance

sport serves within prisons. Sport was identified as part of the new emphasis of humane treatment of inmates. As a part of the rehabilitation of those incarcerated, involvement in sport was recognized as an effective means to this end (Neal, 1972).

Donnelly (1981) examined the literature regarding the relationship between sport and juvenile delinquency. This review provides a picture of suggested similarities and differences between athletes and offender youth. Three themes or categories emerged from this review. Those categories were body-type, birth order, and stimulus-seeking behavior.

Perhaps the most interesting aspect of the literature review was the re-examination of six concepts or theories applied to the study of delinquency and athletic behaviors. The concepts as applied to the athletic behavior are: (a) Weak Social Controls--coaches, peers, and community provide strong social controls, thus athletes are less prone to become delinquent; (b) Assertion of Masculinity--athletics may allow a socially acceptable way to assertively express a particular level of masculinity, regardless of gender; (c) Relief of Boredom--participation in athletics satisfies ways to occupy time and relieve boredom; (e) Subcultural Socialization or Differential Association--athletes surrender a certain level of conformity established by the coach as well as the community to be involved in athletics; (f) Status Frustration or Rebellion Against School--athletes able to achieve success do not become frustrated and rebel in various delinquent behaviors; and the last concept (g) Labeling Theory and the Interactionist Approach to Delinquency--small community athletes hold a certain status level and are expected to be conformists and less likely to be labeled delinquent or prosecuted for delinquent acts.

Based on the results of this review, athletes and juvenile offenders are markedly similar on the three variables of body-type, birth order and stimulus-seeking behaviors.

In another review of literature, Holland and Andre (1987) posited that the overriding concern in education has been academic learning. These researchers examined participation in extracurricular activities and adolescent development. The review included the sections of personal-social characteristics, academic achievement, educational aspirations and attainments, participants' roles in activities, and environmental social context. Participation in extracurricular activities resulted in higher levels of self-esteem, person-to-person and group race relation improvements, political and social involvement, academic achievement in males, education aspirations, successes, and attainments, personal self-control, and key to this research, lower delinquency rates.

The effects of enrollment at smaller schools created greater opportunity for students at these schools to participate, on the average, in more extracurricular activities than students attending larger schools. Apparently, there is more investment from school personnel in students with disabilities or low ability levels in small schools than in larger schools. Students living in low socioeconomic status areas are more invested in smaller school activity programs than those low socioeconomic status students enrolled in larger schools. It was concluded that research supports the importance of student activities in schools and that the current push for education reform appears to be politically connected. Holland and Andre recommended that additional research is needed into how participation in extracurricular activities may or may not influence students' lives.

Program Portrayal of Offender Populations: A Qualitative Research Paradigm

Debate over the effectiveness of correctional treatment has been “raging for over a decade” (Whitehead & Lab, 1989, p. 276). It appears that quantitative research studies have done very little to assist in the programming and creation of new techniques needed to assist juvenile offender youth. The use of qualitative research methods to explore a phenomenon unique to offender populations is supported by Luna and Price (1992):

Our current focus on quantitative data as the primary determiner of what program to replicate, develop or refine has not led to remarkable changes in the way in which services and programs are delivered to this special population. With qualitative research, correctional educators can learn more about the life experiences affecting their clientele and thus relate this information to more effective program planning (pp. 118-119).

A reoccurring statement concerning the dearth of various forms of research is again applicable when trying to locate relevant qualitative works involving offender populations and information concerning physical activity, physical education, and sport. Luna and Price continued that increased interest in qualitative research from the practitioner level would allow correctional educators to establish a foundation of educational strategies to work with juvenile offenders. Within the correctional settings, practitioners cannot rely merely on quantitative information to drive the field of correctional pedagogy and treatment.

Williams (1972) investigated the recreational pursuits and participation patterns of selected parolees from a state correctional institution in Pennsylvania. Using a

semi-case study qualitative design, Williams attempted to discover parolees' recreational pursuits prior to entering prison, while in prison, and following release from prison to ascertain if carryover or relationships exists between those periods of recreational participation. Informants ($N = 20$; age 25 to 61 years; $M = 30$) were parolees who lived in rural and urban parole districts. The informants were randomly selected from each parolee district. Criteria for inclusion were having (a) served at least one year in a state institution, (b) completed one year of parole, and (c) participated in the recreation program while at a state institution.

Pre-incarceration recreation activities, which the parolees participated in, included hunting, fishing, playing basketball, baseball, and softball, and watching movies. Over 80% of parolees stated that prior recreation experiences influenced participation interests in provided prison recreation activities.

The most frequently selected sedentary activities, in order of popularity, while incarcerated in state prison were watching movies or television, reading, and playing cards. Softball was acknowledged as the favorite team sport. While in prison, 85% of the parolees participated regularly in the recreation program, with approximately 33% of the parolees indicating new recreation skills were acquired. Almost half of the parolees indicated their recreational skills had been developed before being sentenced to prison. Over half claimed certain activities were chosen because of personal interest and skill in those particular activities. Satisfaction in the prison recreation program was expressed by two-thirds of the parolees' however, the remaining parolees believed programming could be improved. Half of the respondents suggested outside teams should be brought in for

competition against prison teams. Other suggestions included adapt recreation activities to meet the needs and interests of older inmates, provide a wider scope or variety of activities, and revise present classification systems to permit equal recreation opportunities for the entire population.

Following release from state corrections, the most popular activities cited by parolees were watching television and movies, pleasure driving, and reading. While out of prison, 70% of the parolees engaged in regular participation in the recreation pursuits they participated in while incarcerated. All parolees indicated recreation participation was self-motivated and self-initiated. Prior to release, recreational counseling was not provided to the parolees to assist in aftercare recreation pursuits.

Parolees expressed the opinion that recreation plays an important role in overall personal rehabilitation goals and felt that community recreation leaders and groups should contact, invite, and reacquaint the released prisoners with recreation opportunities in the community. In conclusion, the results indicated that though active sports dominate most recreation programs in prison, parolee recreation pursuits tended to be passive and sedentary in nature. Selections of activities while in prison reflected the parolees' skill and interest prior to imprisonment; however, there does not appear to be a participation carry-over effect to remain active after release. Many of the parolees' concept of recreation was limited and participation in recreation was most directly associated with sports participation and competition. Better networking between community programs and prisons may assist the parolees to remain active and re-enter into the community.

Networking could allow inmates post incarceration guidance, counseling, and further education in a variety of recreation opportunities.

Neal's (1972) and Calloway's (1981) historical perspective of prison reform and recreation outcomes identified perhaps the first research to include any information on what was then referred to as juvenile reformatory schools. The Committee on Play in Institutions and the Playground Association of America (PAA) sponsored the first formal research that was conducted in 1909. The findings of this initial recreational research from 25 juvenile reformatory administrators were that (a) 36% agreed there was the need for special directors of play with juvenile offenders, (b) 40% agreed that ordinary caretakers could provide the necessary supervision for juvenile offenders, (c) 8% favored supervision, and (d) 4% stated no supervision was necessary. Recommendations from these observations were (a) to employ one or more specially trained employees to promote and direct play, (b) to secure trained persons on a part-time basis, and (c) to encourage training for staff to meet the needs of the juveniles. The push from the PAA lasted approximately until 1916. Supporters of recreation in these reformatory argued for the value of play and established the "first theoretical rationale for recreation activities in correctional facilities" (Calloway, 1981, p. 23). This value placed on play influenced the initial philosophy of juvenile offender facilities in the early 1900s.

Johnson's (1975) physical education program in a New York county jail was conducted without personal experience or successful models. Johnson and his students assisted with the organization of physical activities for male and female jail inmates.

Interviews with the inmates revealed that many of the inmates disliked physical education classes in high school and were frequently absent from class.

However, by the conclusion of the program, many inmates became very involved in the activities and expressed an interest in joining weightlifting clubs upon their release. Identified benefits included: (a) development of healthy respect for other inmates and self, (b) increase in overall physical appearance and basic skills, (c) needed structure of the activities and rules, (d) game play and competitive activities allowed inmates to interact with other inmates as well as others from the outside, (e) exercises for the female inmates were preferred to be done in a group, and (f) badminton was the most popular activity for the female inmates and basketball was the most popular activity for the male inmates.

The final study by Mendell and Kidd (1981) reported results of case study interviews that were conducted by appointed teams for program analyses and evaluation of the State of Nebraska penal facilities. The actual number of completed interviews was not provided. Those interviewed included administrators, guards, recreation personnel, and inmates. Interviews took place at male and female adult penal institutions. The findings bring to light results opposite from previous studies.

Administrators shared the idea that a “society-given power” (p. 54) was needed to oversee and enact forms of reform and retribution upon the inmates. At times this included various types of punishment which “must be unpleasant” (p. 54). Since leisure activities were considered pleasant, these activities could not be part of the reformation process. Administrators admitted having leisure activities within the facilities so the

activities could be used to deprive or punish the inmates as needed. Inmate participation in leisure activities was dependent upon behavior.

Guards expressed the opinion that they were pawns of the administration, and the only reason they were there was to provide maximum security and controlling punishment in the institution. This subgroup had less education than any of the other groups. Guards shared the opinion that any leisure activity was a potential danger and leisure activities were referred to as “idle waste” (p. 54).

Recreation staff attempted to provide only “minimal athletic programs” (p. 54) and expressed little appreciation for intellectual or artistic accomplishments of the inmates. Recreation staff often felt intimidated and experienced a high turnover rate in recreation positions. These staff occupied a buffer position between the other subgroups often dealt with institution hierarchy. Communication with the other subgroups was lacking, however, the recreation staff felt closest to the inmates. The recreation staff exuded little knowledge about or sympathy for any guards.

Inmates stated incarceration need not be exasperated by acts of retribution from guards who did not attempt to understand the inmates’ situation. Many inmates saw the recreation staff as pawns. Shock of incarceration left many inmates unable to enjoy recreation activities. Some inmates admitted using recreation activities to gain an advantage over another inmate. Inmates expressed the opinion that it was not uncommon for administrators to use athletics, arts, and special events to encourage inmates to refrain from creating problems. After some time in the prison, inmates sought ways to gain recognition or feelings of worth.

The monitoring team expressed the opinion that design of activities was often completed without considering or understanding human physiological or psychological development patterns. Observations at the facilities resulted in the following improvements and recommendations: (a) new recreation positions were created and opened; (b) all recreation staff received salary raises; (c) additional equipment and money were made available; (e) leisure programs within the state was continuously monitored; (f) investigative committee personnel desired knowledge and understanding about leisure concepts; (g) recreation staff were encouraged to stress the values of leisure activity to all prison age groups, guards and administration personnel; (h) investigative committee personnel and recreation staff were encouraged to collaborate to propose a facility and equipment budget; and (i) subgroups needed inservice training. It was concluded that only through well-developed leisure planning might self worth and appropriate social behavior occur.

It is evident that more qualitative research should be conducted to examine whether conclusions expressed by Mendell and Kidd (1981) are common. Though negative, the rich description of the facility, various personnel, and the program may have been lost with a quantitative research format. This program portrayal of allowing voices to be heard as a form of program evaluation was instrumental to much needed change throughout the state of Nebraska's penal system.

Luna and Price (1992) commented very strongly on the lack of effective programming as evident from completed quantitative research results in the field of

corrections. That statement as well as Taylor (1996) advocating for researchers to conduct descriptive qualitative research, supports the need for this study.

Special Needs Offenders

Efforts in the continual search for the latest available literature concerning physical education programs for offender populations resulted in the discovery of an online magazine published by the American Correctional Association. Corrections Today entire December 2000 issue was dedicated to topics concerning the special needs offender population. Gondles (2000) editorial column, Special Needs Offenders - Everyone's Concern, poignantly identified "caring for these offenders is specialized, intensive, expensive and fraught with potential legal pitfalls not previously experienced" (p. 1). Though these offenders have always been a part of the corrections' population, Gondles stated "one of the most disturbing trends, is the growth in the number of individuals with diagnosed mental illnesses or retardation in our institutions" (p. 1). Approximately 17% of the correctional population consists of individuals with mental illness. Gondles continued "it is clear that prison and jail populations are incarcerated longer and growing older, we need to confront the questions surrounding physical disabilities sooner, rather than later" (p. 2).

Regional Director of Institutions for the Florida Department of Corrections, Villacorta's (2000), column Sharpening Our Advocacy Skills for Special Needs Offenders, reiterated Gondles' concern of the number of inmates with disabilities in the correctional system. "The fact is that the number of special needs offenders are increasing and there is a need to sharpen advocacy skills on behalf of special need offenders" (p. 1).

Villacorta's message included that more time needs to be given for researching the needs of this unique offender population and recognized, however, staff resources for program development are limited. To change the slow development of programming, Villacorta proposed that a possible solution was advocacy for special needs offenders "seek out others, search for different ideas and techniques from advocates of other departments or agencies in various communities or states" (pp.1-2).

Ortiz's (2000) article Managing Special Populations outlined effective management strategies for special needs offenders in correctional facilities. Ortiz, a correctional program specialist for the National Institute of Corrections, identified special needs offenders to include offenders with mental illness, elderly and youth offenders, female offenders and female offenders becoming mothers while incarcerated. Ortiz supported the need for a good screening and assessment tool to identify and separate special needs offenders from others (p. 1). By screening first, a multidisciplinary team can work together to develop early identification and intervention strategies through case management, group and individual counseling need specialized programs and transitional programs. In Ortiz's opinion youth offender issues concerning housing, education, adolescent development, nutrition, health care and legal matters affect their overall management. She continued that "researchers have collected data on program efficacy and now more deliberate decisions made by policy-makers regarding programming for this population" (p. 2) is possible. Some of those program decisions should include gender specific or responsive programs, providing a sense of community and belonging, and making the overall prison environment more caring and humane. "The female

offender population rate of incarceration is growing faster than that of men” (p. 3) and it is important to understand equality in programming does not equate sameness.”

Ortiz (2000) proposed that gender specific programs meet female offender’s needs by valuing the female perspective, celebrating and honoring the female experience, respecting and recognizing female development, assisting girls and women empowerment to reach their full human potential, and changing established attitudes that pose barriers that discourage girls and women from achieving their full potential. Finally, helping all professionals involved in the responsibility of care for these populations to understand the unique and wide variety of behaviors of those incarcerated results in effective management.

An article entitled A Prison With Compassion described a model prison program. Hunsberger (2000), a deputy superintendent for the SCI-Laurel Highlands in Pennsylvania a level-2 security facility which houses 85 long-term care, 44 personal care and 244 general population inmates stated, “Specialized programs are provided to meet inmates needs, such as medical care for the long-term ill, and a life skills program and general recreation activities that are individualized to meet the needs of older or physically challenged inmates” (p. 2). Approximately one-third of the staff consists of registered or licensed practical nurses with training as correctional officers and a health care administrator to manage the facility. Inmate health care issues range from those with cancer, in-house dialysis treatment, sickle cell anemia, multiple sclerosis, multiple dystrophy, HIV and AIDS, as well as those terminally ill facing death.

Thirty five percent of the inmate population is in need of specialized food service considerations. On a daily basis, food service staff prepares diets for inmates addressing health care needs for inmates with diabetic care, cardiac care, high-caloric, renal dialysis, allergies, puree, soft/ground and liquid diets, low-sodium and low-fat, and sugar-free food items.

A Life Skills Program provides a multidisciplinary treatment approach to address individualized treatment plans for daily living and assisted living activities, leisure time and recreational skills, therapeutic treatment plans, education, and more. For the purposes of this study, the Specialized Recreational Programming offers inmates small group and one-on-one activities. Inmates may select a range of activities which include health and wellness, relaxation and stress reduction, and leisure development to passive activity involvement. "An adapted exercise program is offered that specifically helps inmates exercise within their physical limitations. Special leagues are offered in shuffleboard, card games, dominos and wheelchair bowling" (p. 3). Hunsberger reported "the extreme patience required by all staff dealing with one-on-one interactions and adapting programs necessary to serve the needs of the inmates, is remarkable" (p. 3).

Finally, this program is unique in the variety of special classes the facility offers its inmates. These programs include gardening, workshops on death and dying, Inmate Education Program for special needs inmates with classrooms equipped with adjustable desks to accommodate wheelchairs, fully computerized stations adjustable to assist inmates with physical limitations, an Arts and Crafts Program with sitting position or minimal physical stamina crafts, Adult Basic Education and General Equivalency

Diploma classes, a Barber Manager's Program and a Library/Literacy Program. These classes are delivered to inmates who may be physically or medically confined to their housing units. Because of the uniqueness among traditional correctional service the entire system of caring for inmates at this facility has captured the attention of visiting countries media as well as a variety of media entities in the United States. Administrators claimed, "this is how change comes about" (p. 4).

It appears the corrections' profession is raising the appropriate questions regarding how the aging prison population and inmates with special needs and those with disabilities may need to be treated in correctional facilities. Gondles (2000) charged the corrections profession should aim to provide individuals with disabilities with quality care and assist in their transition back into the community. Maddess and Hooper (2000) concurred that virtually all incarcerated individuals will return to live next door and the corrections' profession is making progress to meet the needs of every inmate.

Summary of Literature Review

This literature review contained seven topical areas. First, Calloway (1981) highlighted the inadequate service imparted to incarcerated minority groups, females, and individuals with disabilities. He challenged that more research was needed. Fenske's (1982) article reiterated that confinement physical education programs' primary purpose was to lessen violent acts occurring inside the prisons as well as the propensity for acts of violence after release. Thomas and Thomas (1988) implemented a program that addressed the needs of inmates with disabilities. Because of their efforts, the entire prison population benefited while other facilities adopted the plan. Finally, Hitchcock (1990)

challenged the exercise science profession to develop an empirical data research agenda within confinement facilities.

Second, Collingwood's (1971, 1972, 1976) self-concept and body attitude research coupled with counseling techniques to examine behavior and physiological change in inmates, demonstrated significant increases in overall physical fitness levels. Hilyer and colleagues' research concurred with previous studies that showed that intense physical fitness programs and counseling techniques improve self-concept and emotional stability as well as reducing depression, anxiety, somatic complaints, tension and fatigue, plus fear. Gettman's (1976) research with an adult male inmate population concluded that stringent exercise produces desired physiological changes to slow or alter physical deterioration from an inactive life while incarcerated. Folkins' (1976) study with adult institutionalized males examined the effect of physical training on mood. It was concluded that an exercise training program significantly decreased anxiety and depression, and resulted in an improved mood. Finally, the studies of Collingwood and Engelsjerd (1977) and Hilyer et al., (1982) involved juvenile offenders and created change in the youth offenders' fitness patterns, involvement in recreation, sport pursuits while decreasing delinquent crime, and promoted an overall healthier psychological state.

Third, two studies conducted by Munson, et al., (1985, 1988) examining leisure counseling/leisure education coupled with physical activity offerings in juvenile offenders resulted in no significant findings. However, Aguilar (1987) investigated attitude and leisure education in juvenile offenders and reported slight positive changes toward recreation involvement and significant differences in attitude toward delinquent

activities. Finally, Yin, et al., (1999) examined the leisure activity patterns of Mexican American male and female adolescents. Family and community involvement curtailed leisure boredom and promoted appropriate social behaviors.

Fourth, descriptive research included general program depictions and descriptive survey studies of health and wellness programs for adult female offenders. Statistics for questionnaire/survey research in male and female facilities and results from research conducted in a state juvenile offender facility were featured. Much time has elapsed and practices and procedures have changed in offender facilities. The current political climate and public perception of correctional facilities have stymied research efforts (Little, 1995) however, with offender facility populations at an all time high, now is the time to pursue new research ideas.

Fifth, sport for juvenile offenders literature highlighted studies that examined relationships between involvement in organized athletic competitions, extracurricular activities, sporting engagements, and adolescent development and juvenile delinquency. In general, participation in athletic, extracurricular, or sporting events resulted in higher levels of self-esteem/self-control, interpersonal relationships, community involvement, academic achievement, and lower delinquency rates. Donnelly (1981) examined relationships between sport and juvenile delinquency. Results supported that athletes and juvenile offenders are similar in body-type, birth order and stimulus-seeking behaviors.

Sixth, included qualitative research literature featured designs that contained a qualitative inquiry including Munson, Baker, and Lundegren (1985), Munson (1988), and Peterson and Johnstone (1995). The studies of Williams (1972) and Mendell and Kidd

(1981) examined adult recreation programs, whereas, Neal (1972) provided a historical perspective of prison reform and recreation for juvenile offender facilities.

Last, though not the primary focus of this study, questions pertaining to juvenile offenders with disabilities in the TYC system were asked. Informative position papers highlighted concerns, thoughts, programming focuses, and challenges for those responsible to provide services to special needs offenders.

Research specific to physical education programs for juvenile offenders in the United States and particularly Texas, is lacking. However, this review included seven topical areas with almost 30 studies from various research designs and journalistic emphasis. This study will add to the knowledge base.

CHAPTER III

METHOD

It is hoped that through the combined efforts of professional recreators, correctional administrators, and interested individuals and groups more attention can be focused on the great need for helping in the rehabilitation of the prison inmate through recreation programs that recognize the needs of the individual (Hormachea, 1972).

The purpose of this qualitative study was to examine the physical education program perspectives of superintendents, principals, and physical education teachers, recreation directors, and physical training directors employed in 14 male secured Texas Youth Commission system facilities. This investigator's subjective interpretation of the program portrayal through the voices and lived experiences of informants in the Texas Youth Commission allowed the questions of this study to be addressed. The method utilized in the development of this study is described in this Chapter under the following headings: (a) Preliminary Procedures, (b) Theoretical Framework, (c) Informants, (d) Interview Instruments, (e) Pilot Study, and (e) Data Collection Protocol and Analysis.

Preliminary Procedures

Prior to establishing the focus of this study, the following preliminary procedures were implemented. Minimum one-hour interviews were conducted with the dissertation committee members to identify common phrases and themes thought to direct the topic. An extensive literature review on the topic of juvenile justice agency physical education

and facilities was completed by conducting a computer search using the databases of ERIC FirstSearch, PsychLit, Sociological Abstracts, and SPORTdiscus, between the dates of 1975 to 2000. A pre-proposal meeting with the dissertation committee members was held to discuss the unique aspects and ideas of conducting research involving juvenile offenders. At the suggestion of the dissertation committee, a face-to-face meeting with the Texas Youth Commission Director of Research and Statistics and Assistant, the Superintendent of Education, and an Educational Liaison, was scheduled and conducted in Austin, Texas. During that meeting approval to conduct a qualitative study to investigate and describe the male physical education programs through the perceptions and voices of superintendents, principals, and physical educators, recreation directors and physical training directors in the Texas Youth Commission system was secured. Next, to increase the probability of participation of the informants to be interviewed, an interagency memorandum was sent to the facilities to demonstrate that proper protocol would be followed and that the Central Office administration was in support of this research. Prior to the December school calendar break, the interagency contact was sent.

Theoretical Framework

Guidelines proposed by Sherrill and O'Connor (1999) for improving adapted physical activity research included using a theory, law, hypothesis, or model. In contrast, qualitative research methodology does not pre-identify or preconceive hypotheses but allows them to develop or evolve from the inductive processes (Denzin & Lincoln, 1998;

Lincoln & Guba, 1986). The model selected to direct this study was the paradigm of qualitative program portrayal.

The program portrayal paradigm through qualitative research methodology described by Olson (1980) relies on “data generated through firsthand observation, informal dialogue, and professional intuitive judgment” (p. 41) resulting more on description and reporting than analysis. Program portrayal involves collecting data bits which assist with the program description that either support or refute various program aspects. Observations are chronicled in various formats providing a historical context of data bits. This chronicling should assist to define, support, and dispute certain aspects of the program. The description of the program should include the setting which the program is in, the “actors” (p. 42) in the setting, the interrelations of the actors, and the relationships of the actors, system, and environment of the program. Olson concluded an “in-house portrayal evaluation” (p. 42) calls for the systematic collection of data bits (descriptive information) in an effort to portray the positive and negative aspects of the recreation program in question.

Dixon (1980) provided further support by stating “program portrayal as descriptive evaluation procedures can help identify and clarify the role of the leisure experience in a remedial setting” (p. 48). Dixon continued that program portrayal involves collecting information during a direct interaction or observation of the experience. Howe (1980) identified a variety of qualitative program portrayals through models used within educational program evaluation techniques. Howe (1980) and

Rossman (1980), by highlighting Olson's model, both supported qualitative research methods as a technique to describe or portray a leisure or recreation program.

More recently, Greene (1998) stated that an interpretivism philosophy approach to program portrayal/evaluation research is for the researcher to consider how the program is experienced by the various stakeholders in/of the program. Greene stated this approach uses a "responsive evaluation to uncover and address the concerns of program stakeholders in the setting being evaluated toward the improvement of practice in that setting" (p. 388). This interpretivism framework preferred method involves listening to the voices of program directors, staff, as well as beneficiaries through open-ended interviews, on-site observation, participant observation, and document review. This framework promotes the values of pluralism and understanding of diversity and solidarity within the evaluated program or evaluation of phenomena that occur in the natural setting of juvenile offender youth programs.

Informants

Informants in this investigation were the researcher and Texas Youth Commission personnel from 10 long-term facilities in the state. Though not a key informant, the researcher is cast in a participatory role because the researcher is the instrument that enters the lives of the key informants as the primary data gathering instrument (Erlandson et al., 1993). All informants were Texas Youth Commission personnel who met the following criteria: (a) held the position of Superintendent at one of the juvenile offender facility schools, (b) held the position of Principal at one of the juvenile offender facility schools, (c) held the position of Physical Education Teacher/Recreation Director/Physical

Training Director and at one of the juvenile offender facility schools, and (d) were employed in one of 14 Texas Youth Commission juvenile offender secured facilities selected for the study.

The names and treatment focus of each long term facility are presented in Appendix A. Discussions with Texas Youth Commission officials and the dissertation committee resulted in exclusion from the study of the Marlin Orientation and Assessment Unit (MOAU) in Marlin, Texas because of the short average stay for youth at this facility (approximately 45 to 60 days) youth from this facility are evaluated to determine specialized treatment focus and then are dispatched and placed in the remaining facilities to fulfill their sentence requirements.

The sampling design used was an intact or convenience group (Thomas & Nelson, 1996) of Texas Youth Commission personnel determined by the preliminary procedures meetings held in Austin and Denton, Texas prior to beginning the study. The informants represented a cross section of personnel within the Texas Youth Commission. This cross section of personnel was selected to achieve the highest possibility of variations of data to support those negative or dissimilar cases from evolving themes, and to help determine when theoretical saturation would occur (Strauss & Corbin, 1990). Theoretical saturation occurs when (a) no additional or new data are identified and added to theme bins or categories, (b) theme bins or categories are dense with data that are diverse, and (c) theme bins or categories and relationships between theme bins or categories are well established and validated (Miles & Huberman, 1994; Strauss & Corbin, 1990).

Interview Instruments

Interviews occurred on the secure grounds of each Texas Youth Commission facility. Informants unavailable for interviewing provided responses through phone interviews or email correspondence. Two instruments were used to collect data: (a) an interview schedule and (b) an informant demographic information questionnaire. The interview guide consisted of semi-structured open-ended questions and probes (see Appendix D). Semi-structured open-ended questions were chosen because the researcher and committee members chose particular questions appropriate to the research topic of physical education programming and procedures.

An in-depth qualitative inquiry comparison followed (a) wording and sequencing of questions, from a broad question to a more specific question and (b) using a semi-structured format with probes throughout the interview. The semi-structured procedure has advantages and disadvantages. A primary advantage is that each informant responds to the same broad questions or topics, thus allowing a greater opportunity to use the constant compare techniques and perhaps achieve theoretical saturation.

Probes allow the informant leeway in covering topics of interest related to the initial broad question or topic and provide as much information the informant desires or is capable of sharing. Probe questions ensure obtaining vital and interesting information is obtained to fulfill the objectives of the interview. The process may identify examples that assist the researcher to better describe the lived experience from the informant within the phenomena.

Disadvantages in the semi-structured process also exist. Pre-established questions may naturally limit or constrain the informants' ability to respond. Informants may be made to feel uncomfortable or unwilling to express information, thus limiting the ability to collect data valuable to the study. To reduce disadvantages, a pilot study was conducted to gain interviewing and personal skills and refine wording of the questions.

The interview questions were replicated after the Mendell and Kidd (1981) and Williams (1972) research on adult penal facilities and released adult male offenders. To make the questions pertinent to physical education programs and sport within juvenile offender facilities, other questions were formed through collaboration with the dissertation committee and Texas Youth Commission personnel. Seven broad semi-structured questions guided the study. Extensive probes were developed in combination with each of the semi-structured questions. Some specific questions were added as probes at the advice of the Texas Youth Commission personnel. If the informants provided the answers prior the probes being asked, all probes were not used with all informants.

The interview schedule confirmation memo (Appendix B) was delivered through telephone contact and fax to determine the informants' willingness to participate in the study and to determine possible dates, times, and places for the interview. After meeting dates, times, and places were established. In the event a key informant could not attend, the interview was conducted either on the phone, through email responses, or excluded from the study.

The Texas Woman's University Human Subjects Review Board (Appendix C) and the Office of Research and Statistics of the Texas Youth Commission with the Superintendent of Education Office (Appendix C) granted permission to conduct the study before beginning data collection. A copy of the consent form signed by the informants appears in Appendix C. Informants' rights were protected through the following procedures:

1. Data were collected only after approval from the Human Subjects Review Board at Texas Woman's University, the Texas Youth Commission Director of Research and Statistics, the Texas Youth Commission Superintendent of Education, and before a signed consent form was obtained from each key informant.
2. Informants received verbal and written notice of their rights.
3. Informants were informed of the right to not respond or pass on any inquiry as well as the right to withdraw from this study at any time and the right for any data obtained from the informant to be returned or destroyed.
4. Informants were assured that all audiotapes, transcripts, and identification codes would be secured in a locked file.
5. Informants were assured identities would be kept confidential, results would not be released in any form of individual identity form, and repercussions would not occur due to withdrawal from the study.
6. Informants were informed that only the investigator would read the complete transcripts and analyze the data.

A foundation of qualitative inquiry ensures there to be a relationship between the knower and the known. This relationship intermingles or is interactive and inseparable in nature (Stabb, 1998). It is the responsibility of the researcher to disclose personal expertise or biases brought to the study. The following issues associated with the researcher are identified. This investigation was chosen because of the researcher's interest of the juvenile offender youth population and completed coursework at Texas Woman's University. The researcher had been associated or involved with the juvenile offender youth population through teaching at a residential treatment facility and locked juvenile detention youth home, being a truant officer for a rural community school district, as well as, volunteering in the recreation department at an adult male federal prison.

The researcher had previous interviewing and qualitative data collection skills from interviews conducted at the 1996 Paralympic Games in Atlanta, Georgia (Sherrill & Wilhite, 1996). Completion of two semesters of formal qualitative research method training was completed at Texas Woman's University. The researcher recognized the following possible biases to this study:

1. Personal experiences at a residential treatment facility, a locked juvenile detention youth home, the rural school district truancy department, and as a volunteer at a federal prison, supports the rights of incarcerated offenders to participate in physical education and sport opportunities.

2. Personal experiences as a regular physical educator and an adapted physical education specialist support the position that physical education and sport opportunities are legislative direct curriculum services and participation opportunity a right.
3. Current public and political stances on corrections and treatment of offenders creates a slight negative bias.

Pilot Study

The instruments developed for this study were tested in a pilot study with 10 informants. All informants were superintendents ($n = 3$), principals ($n = 3$), and physical education teachers/recreation directors/physical training directors ($n = 4$) within female juvenile offender youth facilities in the Texas Youth Commission system. The names of the facilities and treatment focus housing female juvenile offender youth are identified in Appendix A with an asterisk (*). Names of the superintendents, brief histories of the facilities, and addresses of the facilities were obtained from the Texas Youth Commission website. Names of the principals and physical education teachers/recreation directors/physical training directors were secured and obtained through an initial contact by the researcher to each facility.

The pilot study aided the researcher in developing interview, observation, photography, and field note techniques. Perhaps most importantly, the data collected enabled the researcher to check the effectiveness of the interview questions and demographic questionnaire tools. Each interview lasted approximately 45 to 60 minutes. The interviews were recorded, transcribed, and an initial coding established preliminary

themes used to determine changes needed to the existing interview schedule prior to continuing the remaining study.

Review of the literature aided in identifying descriptive studies, finding concepts, and developing questions that relate to physical education programs for incarcerated populations. Questions for the pilot study were adapted from Mendell and Kidd (1981) and Williams (1972) and developed in collaboration with members of the dissertation committee and Texas Youth Commission personnel. As a result of the pilot study, two new questions were added to the interview schedule and other questions were modified and refined for better understanding. The interview guide and demographic questionnaires were insignificantly changed. As per qualitative research methodology to ensure the constant comparison technique to allow emerging themes to be constantly evolving (Strauss & Corbin, 1990), the interview schedule remained flexible during the interview process.

Data Collection Protocol and Analysis

A program portrayal description through qualitative research methodology of Greene (1998) and Olson (1980) was followed for this study. Qualitative research methodology of interviewing informants was selected to allow the informants to describe their lived experiences of the phenomena of physical education programs for male juvenile offender youth within the Texas Youth Commission.

Interviews lasted approximately 30 to over 60 min. During the interview process, the researcher followed reflective listening suggestions to record nonverbal behavior and emphasis placed on words and phrases by the informants (Denzil & Lincoln, 1998;

Lincoln & Guba, 1986). Accommodations in seating resulted in distance between the researcher and informants approximately 2 to 4 ft apart. The researcher demonstrated an eager, interested, and open body arrangement (i.e., sitting on edge of chair, facing the informant making eye contact, writing field notes during interview or arms at side (never crossed), nodding head appropriately based on comment, and a reflective voice commenting in a nonjudgmental manner to the informant to clarify statements).

Qualitative research method adheres to various steps the researcher follows referred to as specific standards of proof (Lincoln & Guba, 1986) during data collection and data analysis. These standards of proof parallel with quantitative standards of proof and are authentic and trustworthy. Authenticity of data contains no parallel term in quantitative methods. This standard is true only to qualitative research. Subparts to achieve authenticity within qualitative research method include fairness, ontological authenticity, educative authenticity, catalytic authenticity and tactical authenticity. A brief description of each and how this researcher met these standards through the data collection and analysis process follows.

Fairness

This standard was met by giving equal representation to multiple perspectives (Lincoln & Guba, 1986) from the cross section of informants selected for interviews. All interviewed signed an informed consent form ensuring this fairness. All informants are considered stakeholders of the topic under study (Lincoln & Guba, 1986). All informants/stakeholders through the interview process are contributing to possible recommendations and subsequent action interpreted from the data. All data were open to

disclosure through the process of member checking and allowed all informants to review personal transcripts for truthfulness and proper representation of the interview in text form (Lincoln & Guba, 1986).

Ontological authenticity

This standard strives to improve the groups' or individual's experience of the world the informant is a part of (i.e. the informants lived experience as employees of the Texas Youth Commission with juvenile offender youth) (Lincoln & Guba, 1986). It is hoped that the experience of the interview process and analysis of the text transcript provided an opportunity for growth and development from the interaction of the informant and that of the researcher's final product (i.e., results may benefit the informant).

Educative authenticity

It is the goal of this standard to achieve an understanding of others and appreciate the diverse ways or constructions which exist (Lincoln & Guba, 1986) (i.e., the informants, as an employee within the Texas Youth Commission, working and caring for juvenile offender youth). The analysis of the text from data may assist others in understanding the rooted value system which exists in the Texas Youth Commission system. Agreements with the findings are not necessary (Lincoln & Guba, 1986); however, the researcher strived to gain understanding or appreciation for the experience within the confines of the male juvenile offender youth physical education world through the words of the informants.

Catalytic authenticity

Closely related to tactical authenticity but perhaps more simplistic, this standard asks the question, did action result due to participation in the study (Lincoln & Guba, 1986)? Did the research act as a catalyst to create or result in change?

Tactical authenticity

Every researcher is charged to add to the knowledge base, however, it is the opinion of this researcher, the ultimate goal is for a positive result to occur from the conducted research. This researcher hopes to contribute to the literature corrections and particularly juvenile offender physical education programs.

Next, trustworthiness suggests there is a reality achieved through the data and the relationships identified from the data. Trustworthiness qualitative standards and the quantitative parallel description follows. These pairs include: (a) credibility versus internal validity, (b) transferability versus external validity, (c) dependability versus reliability, and (d) confirmability versus objectivity. A brief description of each and how this researcher met these standards, through the data collection and analysis process, is provided.

Credibility

This substandard's quantitative equivalent is internal validity. Within qualitative methods, this standard is achieved through an established prolonged engagement of persistent observation of a phenomena and informants in the field (Lincoln & Guba, 1986). Cross checking data through the use of different sources, methods, and times assist in the credibility of the informants' responses (Lincoln & Guba, 1986). The number of

informants interviewed assists peer debriefing through conversations to process biases and information with others. Observations and interviews for the pilot study and this research resulted in the completion of 45 informant interviews.

Negative or dissimilar case analyses were identified to process biases. Member checks were conducted through email correspondence to solicit reactions of the informants to the researcher's reconstruction of the text data and themes (Lincoln & Guba, 1986). These steps ensure the validness or validity of the contents of the interview in text format (Erlandson, et al., 1993).

Data collected were from the interviews (a voice activated system Panasonic Recorder RQ-L317), observations (a contact summary form and field note diary), and photography ethnography (a Sony Mavica MVCFD 87 Digital Camera) of the Texas Youth Commission personnel and facilities for lengthy descriptions of various topics related to the physical education programs for male juvenile offender youth. The use of this multimethod process data collection established triangulation. Erlandson et al., (1993) defined triangulation as a means of collecting information from different questions, sources, and methods to focus on equivalent sets of data. All of these steps assisted in establishing credibility of the data analysis and assisted in the overall evaluative process of the phenomena under study (Bullock & Coffey, 1980). This researcher utilized different questions, sources, and methods to examine the collected data.

Transferability

The quantitative parallel of this substandard is external validity. In qualitative methods, this standard is satisfied through established thick, descriptive data with detail and depth that may be applied elsewhere in any part or whole (Lincoln & Guba, 1986). This allowed the application of results to similar situations or within similar contexts (Lincoln & Guba, 1986). The results may not be generalized but may be replicated in another setting.

Dependability

The quantitative equivalent of this substandard is reliability. Within qualitative methods, this standard is fulfilled through the creation of an audit trail of the procedures to arrive at dependable judgments of the data (Lincoln & Guba, 1986). This provided a check and balance system of what this researcher stated the way the process of analysis is conducted (Lincoln & Guba, 1986). This can be achieved by following the proven recommended steps from another researcher. For this study, data analysis followed the recommended steps of Miles and Huberman (1994).

Confirmability

The quantitative equivalent of confirmability is objectivity. Within qualitative methods, this standard is fulfilled again through an audit trail of the products or data results. This allows the researcher to identify the “what” or “outcome” of the data results (Lincoln & Guba, 1986). The data results assist in confirming judgments made about the data.

Interviews were transcribed into text format from audiotapes (Panasonic RR-830 Standard Cassette Transcriber), entered into the Word Perfect 6.1 word processing program by a team of professionally trained transcribers. This investigator reviewed the tapes, transcribed and read the transcripts, and followed up with email contacts to ensure data accuracy.

Program portrayal (Olson, 1980) of the facilities and the key informants within the environment was conducted through observations and photography. Observations and field notes focused on the informants' emotional state and reactions while being interviewed. Observations and field notes captured various program operations occurring on the day of the interview and the essence of the life of the key informants and the male juvenile offenders within the facility. Observations and field notes were cataloged on the Contact Summary Form and a Field Note Diary (both in Appendix E).

The Contact Summary Form contained the confidential research number assigned to each informant, the time and date of the interview, and any new questions which evolved from the interview. The Field Note Diary was a diary of reflections of the researcher's pre- and post-interview experience. The diary included impressions of the geographical region and facility environment experiences. The Contact Summary Form was completed during and immediately after each interview. The Field Note Diary was completed in the evening after all interviews and tours of the facility were concluded. Field notes assist in capturing the essence or context of the day's events.

The photography ethnography research of Jackson (1977) and Lyon (1971) served as the model of photographic visual information gathering in this study. These

researchers examined the cultural life of individuals in institutionalized living and settings to expose social problems to educate society.

More recently, Harper (1998) stated that “visual data are catalogued, studied, distilled and sorted into themes derived for cultural knowledge” (p. 132). These techniques assist in capturing the reflections of the viewer’s (researcher’s) point of view, biases, and knowledge or lack of knowledge. Photography provided several perspectives or images of a single subject to establish a more elaborate visual statement. Within qualitative methodology, photographs are artifacts that are thought of as “truth” (p. 136) or “reality at which the camera was pointed” (p. 136). Validity, reliability, and sampling are treated or addressed by visual data and assist with accurate reporting of what has been seen. It provided an efficient way to survey or map material. The process of photographic image capturing permits the researcher to achieve an objective or neutral position of the topic of study. The researcher, as a tool of the study, is charged with interpreting each captured image. Interpretation is in the hands of the photographer from the image captured via the photographed product. The researcher and the reader may interpret these same images dissimilarly however this is an acceptable part of qualitative methodology.

Finally, Collier and Collier (1996) offered a multitude of techniques to use visual data research and visual content analysis. The systematic gathering of visual data in photographic images can assist researchers to capture the primary experience. Collier and Collier stated that an “independent voice in visual data” (p. 170) exists. Analysis of visual data includes the process of reduction of raw data to conclusions through adding to the

written text. The researcher, as a participant in qualitative research, translates the visual authentic data to understandable data bits to represent the phenomena.

Collier and Collier's model for visual data analysis follows four steps: (a) open immersion, (b) inventory or logging process, (c) structured analysis, and (d) complete viewing (pp. 178-179). Open immersion to the visual data involves the researcher by (a) being exposed to the phenomena (i.e., touring the facilities), (b) selecting views to capture (i.e., taking photos to assist in understanding the phenomena), and (c) being open to what is viewed (i.e., unbiased selection of photos in final product). An inventory or logging process of the visual data should be systematically established and completed after each photograph session. Consistency and thoroughness will assist with the audit trail of the study. Structured analysis of the visual data allows the researcher to see different patterns. Counting of themes and sequences of the photograph still images and aids in credibility. Relationships between images can lead to a variety of insights about the visual record. The final step of complete viewing allowed this researcher to select visual data of similar and dissimilar themes.

For this study, photography verified and captured the visual space or appearance of the Texas Youth Commission facilities. Camera angle and groupings of buildings, facility design, and equipment were selected to reveal unique aspects of the program facilities of the physical education programs. Photographs including indoor and outdoor facilities and equipment provided visual comparisons to the key informants' actual words. Photography ethnography did not include any of the juvenile offender youth. Photographs were sights and images considered public pictures and did not infringe on

the youths' personal space. Finally, through combining the text of interviews, the visual images of photography, and the field note observations the reader is allowed a second-hand glimpse of the physical education programs within the Texas Youth Commission system. Incorporating the three methods of interview, observation, and photography ethnography is termed triangulation.

Data analysis got underway immediately after each interview was completed. The qualitative analysis method adopted for this study followed the guidelines of Miles and Huberman's (1994) three phase process. Strauss and Corbin (1990) recommend that collection of data and the process of analysis of those data coincide to allow the emergence of any premise or theory substantiated within the data.

The first phase of qualitative data analysis is data reduction. Data reduction is "the process of selecting, focusing, simplifying, abstracting, and transforming data from transcriptions and field notes" (p.10). Coding, writing of symbols, and abbreviating skills were used to identify similar and dissimilar themes or cases. The following steps (Miles & Huberman, 1994) completed coding: (a) code categories or bins of information/themes were identified, (b) quick find category symbols were assigned to the text format, (c) reliability was established by testing the codes of the same data from an initial coding session and follow-up coding sessions, (d) the coding process allowed and accepted themes or sources found dissimilar, and (e) evaluation and re-evaluation of the entire process met the satisfaction of the researcher. This researcher achieved these described steps by completed (a) texts coded, (b) symbols created, (c) conducted a minimum of 3

coding sessions, (d) identified dissimilar or negative themes, and (e) evaluated the entire process to meet the requirements of qualitative methodology.

The constant compare method was utilized to ground themes or results into theory building concepts (Miles & Huberman, 1994; Strauss & Corbin, 1990). A constant revolution of the interview themes compared with the next interview statements were repeatedly performed. Attention was given to data themes that seemed to not fit with other emergent comments. The researcher attended to these reoccurring odd, negative, unique, dissimilar cases so as not to overlook valuable themes.

Reading previous field notes and comparing one to another completed field note analyses. Interviews were listened to (a) during the initial interview, (b) a second time to ensure the transcription was correct, (c) a final screening to clarify perceptions the informants held, and if possible, (d) to grasp an understanding why these perceptions were held. The constant compare method assisted to ground the perceptions (data) and begin the theory building process. The constant compare method allowed the researcher to compare observations, perceptions, and photographs to others. During the constant compare phases, coding of the text format was continuously conducted.

A cornerstone of Strauss and Corbin's (1990) grounded theory process involves interviewing informants until theoretical saturation is achieved. Achievement of theoretical saturation occurs (a) when new data are no longer identified from the informants interviewed, (b) as data bins became dense or rich with similar as well as dissimilar data bits, and (c) after data bin categories are identified and validated through repeated constant compare analysis.

The second phase of data analysis established by Miles and Huberman (1994) is “displaying the major flow of analysis activity through organized, compressed charts of information to draw conclusions” (p. 11). Charts or matrices allowed a visual comparison of the data from the informants. Matrices of the data were displayed as (a) informant superintendent group, (b) informant principal group, (c) informant physical education/recreation director/physical training group, and (d) facility. The matrices allowed the researcher to determine category or theme bin relationships and construction of a format to examine if relationships between the groups were interrelated (Miles & Huberman, 1994; Strauss & Corbin, 1990). Photographs are listed on the Figures page.

The third and final phase of data analysis described by Miles and Huberman (1994) is conclusion drawing and verification. This segment of analysis “attaches meaning to data collected through notes of regularities, patterns, explanations, configuration, flows, and propositions” (p. 11). The process involved the building of grounded theory. Strauss and Corbin (1990) assert that concepts are developed through data interpretation and translation of themes. From these concepts statements can then be applied about the phenomena. These phenomena statements establish a “theoretical rendition of reality” (Strauss & Corbin, 1990, p. 22). Finally, Strauss and Corbin stated “data collection, analysis, and theory stand in reciprocal relationship with each other” (p. 23).

Writing the official report of findings concludes this phase. It is the responsibility of the researcher to attach description through the program portrayal of the phenomena under study. Products of this research resulted in the development of grounded theory and

a description of physical education programming in male juvenile offender facilities in the Texas Youth Commission.

CHAPTER IV

RESULTS

A well rounded program includes a physical education program, including testing for physical fitness and physical education classes, athletic activities, with individual and dual sports, team sports, and combative sports, intramural competition and competition versus outsiders (Hormachea, 1972).

The purpose of this study was to investigate the perceptions of selected Texas Youth Commission personnel concerning the administration and delivery system of physical education instructional programs for male juvenile offenders. The results are presented in the following sections (a) Investigator's Reflections; (b) Superintendents' Perceptions; (c) Principals' Perceptions; (d) Comparison of Physical Educators,' Recreation Directors,' Physical Training Directors' Perceptions; (e) Facilities; (f) Syntheses of Results; and (g) Physical Education in the Resocialization Model.

Program portrayal through qualitative research methodology of Olson (1980) and more recently Greene (1998) served as the paradigm for this study. The methodology relies on data generated through firsthand observation, informal dialogue, and professional intuitive judgment relying more on description and reporting than analysis (Greene, 1998; Olson, 1980). Emergent themes and photography ethnography serve as the descriptors of the informants' perceptions of the physical education programs within the Texas Youth Commission.

Finally, because this study involved three distinct groups of informants (superintendents, principals, and physical educators/recreation directors/physical training directors), the analyses of data were presented in a layered or three tiered reporting process. First, the analysis of the superintendents' ($n = 9$) data results is presented. This will be followed by the principals' ($n = 8$) data and conclude with the physical educators/recreation directors/physical training directors' ($n = 12$) results. It is the hope of this investigator that this layered analysis will provide the best opportunity to demonstrate theoretical saturation of the data themes. The layered analysis involved presenting the interview questions, answers, emergent themes, and responses (see Appendix H) in each informant group segments. The analysis resulted in an explanation of physical education programs within the facilities of the Texas Youth Commission agency.

Investigator's Reflections

As the investigator and primary data collection instrument, the following reflections are presented. The paradigm seemed to be a good match between this investigator and the type of study that was conducted. This investigator enjoyed observing, dialoguing, judging, and especially describing the phenomena of physical education programs as portrayed by the informants within the Texas Youth Commission.

The process of interviewing grew from nervousness to a conversational comfort. The majority of the informants were pleasant and at ease to share information of their

roles within the Texas Youth Commission. I found each trip to the next Texas Youth Commission facility to be as unique and exciting as the vast Texas landscape that surrounded each. The seven-question interview guide provided an assurance of what was to come next, yet, did not take away the flexibility for new questions of inquiry to surface.

When conducting qualitative research, similar themes are often repeated to achieve theoretical saturation. Though each informant uniquely addressed the phenomena under study, similar themes did arise. The visual data captured through photography ethnography both supported and disproved informants' information.

In an earlier chapter the investigator's biases were identified. After each interview, a new understanding of the variety of issues pertaining to juvenile offenders' confinement was gained. The investigator was often in awe of the informants' dedication and desire to serve this population to only then be confounded by feelings of concern or frustration.

This frustration arose from the realization that the youth being held within the facilities of the Texas Youth Commission have, indeed, committed some very horrific, terrible acts upon the citizenry of the state. It is, in fact, necessary to place these youth in such facilities, however, it is that very citizenry that fails to grasp the understanding that approximately 90% of all offenders, youth as well as adults, will someday finish their sentences and will more than likely return to their communities and become the

neighbor-next-door (Prison Research Education Project, nd; Speckman, 1981).

Though this investigator realizes that public perception of confinement systems is far from positive and larger than that, creating any type of change is a slow, slow process; this investigator believes even more now that physical education programming can serve as a viable way to assist in the overall rehabilitation of the population under study. The opportunities that physical education activities provide the youth may very well be the closest emulation of what the “free world” may be like.

With the gathering of information from face-to-face interviews as well as data collected by telephone and email from the informants of this study, the investigator developed a different view of physical education within the Texas Youth Commission. Each facility, each interview, and each “brief brush” with some of the youth in these facilities has broadened this investigator’s knowledge.

Calloway (1981) warned that the history of correctional recreation programs (physical education) is spotty and trendish. This researcher’s questions how the next trend in the corrections profession may cause change on the current physical education programs in these facilities. The terms corrections and physical education conjures a variety of perspectives for this investigator. Through the course of this investigation, this primary researcher began to recognize philosophical patterns or themes within the Texas Youth Commission system. These corrections’ philosophy patterns or themes were related to initiation/introduction into the system, punishment/discipline while in the

system, curricula content within the education program, and rehabilitation means to assist youth to meet their treatment goals. It was after the interviews had been conducted and during one last literature search that this researcher located the Aguilar and Asmussen (1989) study. These researchers identified five roles or purposes the recreation program (physical education) provided for adults in an incarceration setting: institutional adjustment tool, institutional privilege, diversionary service, educational service and rehabilitative service. Through the analyses that follow, this primary researcher questions how physical education best serves the youth in this juvenile system. Next, a description of physical education programs within the male facilities of the Texas Youth Commission is presented.

Superintendents' Perceptions

Superintendent informants' interviews were 8 transcribed interviews, out of a possible 10 viable interviews for analysis and 1 interview obtained through email/traditional mail correspondence. Though not long or detailed, the email/traditional mail information obtained valuable data segments that were included in the results section. One interview conducted under the auspices of the qualitative technique of a focus group methodology was deemed a limitation of the study and analyses of the data were not included.

The demographic composite of the nine superintendent informants whose interviews and information were transcribed and analyzed were eight men and one

woman. The ages of the informants ranged from 39 to 59 years ($M = 47.66$, $SD = 19.18$). Years of experience working with the juvenile offender population ranged between 5 to 28 years ($M = 17.17$, $SD = 23.96$). Superintendents had worked at the present or similar position for 1 to 22 years ($M = 6.22$, $SD = 18.74$). This groups' highest degree achieved was one informant with a doctorate of philosophy in educational psychology; four informants had masters degrees in counseling; two superintendents had masters degrees in social work with other degree concentrations; and the rest had bachelors degrees in sociology/political science and business administration/criminal justice.

Prior to beginning the interview process, each informant provided answers to 12 demographic questionnaire questions. The results of their responses assisted the investigator in establishing an understanding of this informant groups' physical education knowledge. When asked, "Is physical education a state required curriculum content area?" Seven of the nine informants responded positively. When asked, "Is academic credit for physical education awarded?" Six superintendents answered positively, one did not provide an answer and two replied negatively. Asked, "Who teaches the physical education curriculum?" Four superintendents provided no response, two remarks included recreation staff with certified physical education personnel not necessarily employed within a physical education department, one stated juvenile corrections officer staff members, and another mentioned cadet leaders. Only one superintendent verified the hiring of a physical education teacher certified by the state certification procedures as an

“all level physical education” teacher solely responsible for physical education instruction.

The most common response given when questioned about the individual most responsible for determining what type of physical education curriculum is used in the facilities was the (a) recreation director by four; (b) superintendent of the facility by three; (c) federal and state legislation, one response; and (d) no answer, one response. When asked to name the title of the physical education curriculum used in their facility, five different replies resulted (a) “physical training and therapeutic recreation,” (b) “recreation activity,” (c) “United States Army Physical Fitness Manual,” (d) “there isn’t one,” and (e) “no specific curriculum.” Only one superintendent named the curriculum as the Texas Education Agency’s, Texas Essential Knowledge and Skills (TEKS) for physical education. Three superintendents chose not to provide an answer.

Questioned, “Is State certification required to teach physical education in the facilities?” Five superintendents replied no, it was not necessary. Three responded yes, it was necessary. One superintendent was unsure. Asked, “What type of certification or level of certification is needed to teach physical education?” The responses resulted in (a) five superintendents with no answer and (b) two replies included, “secondary school certification,” and “teacher’s certificate.” These two arbitrary statements were shared, “certified PE” and “all level PE.”

Lastly, the demographic questions included two inquiries about recreational activities. These inquiries were focused on programming for outdoor wilderness and challenge activities as well as boot camp curriculum activities and types of certifications needed for each. When queried, "Is outdoor wilderness or challenge curricula being used in the facilities?" Five superintendents replied no, does not apply, or not offered. Three superintendents answered yes to an outdoor wilderness or challenge curriculum being used. One superintendent responded as not being sure if such a curriculum was being used.

A question about certification requirements for the outdoor wilderness or challenge curricula resulted in eight of the nine superintendents providing no answer or being unsure. Only one superintendent stated certification was required in "ropes course, upper and lower elements." Finally, responses to the use of boot camp curriculum activities resulted in all superintendents' replies as no, not offered, does not apply, or not sure. Likewise, responses to certification requirements to conduct boot camp curriculum activities, one superintendent being unsure and the others did not reply.

A basic assumption of this study was that physical education instruction or curricula is a part of public school programs and therefore it is assumed then a part of the male juvenile offenders facilities curriculum within the State of Texas. The interview question used to explore this basic assumption was: "If a group of Texas Youth Commission youth were asked to comment about the physical education program offered

at this facility; what would their response be?” Findings through the superintendents’ perspectives related to the questions were organized into three categories. Themes from the selected interview excerpts will be identified after each section.

Projected Youth Program Comments

Superintendents shared a variety of answers as to how the youth might comment on the current physical education, recreation, and physical training offerings. Three of the nine superintendents related their answer to the physical training program requirements for youth to perform and recreational activities that occur on the weekends. Five superintendents expressed that the youth believe that there is not enough opportunity and offerings were limited. One informant did not provide an answer.

In qualitative research dissimilar information, often referred to as negative cases or identified themes that are unique and viewed as different from similar or reoccurring themes, should be identified and left for interpretation (Patton, 1990). This dissimilar information was provided:

They would probably say it’s complicated because the groups are large [and] the number of people that can participate at one time is limited. Others find themselves waiting as in the military. One of the most frustrating parts of living in an institutional setting is waiting on somebody else, waiting your turn. You have to wait. I think some of them would tell you they enjoy it because it’s the only opportunity they have to be out of a very, very structured environment. So you

probably would get some positive comments. That's a better part of their day or [a] more enjoyable part of the day.

The explanation of themes and dissimilar information that have evolved from the selected interview excerpts include (a) no clear program definitions (-PE/PD) of terms evident when superintendents used the terms "physical training requirements" and "recreation;" (b) barriers (B) and negative physical education programming (-PEProg) arise from the statements "there is not enough opportunity," "offerings were limited," "groups are large," "participation at one time is limited," "waiting your turn;" (c) a strong juvenile agency/corrections philosophy (JA/CP) from the phrases "as in the military" "institutional setting;" and "very, very structured environment;" and lastly (d) positive physical education programming (+PEProg) from the phrase "that's a better part of their day." Current staff in the facilities utilize military standard manuals for the physical training programs. There were two facilities that adhered to a boot camp model and protocol.

The next two headings were secondary questions (probes) that assisted the investigator to obtain additional information. When these probes were used, superintendents remarked if their physical education program paralleled or compared to public school programs and how program effectiveness was measured.

Physical Education Parallel/Comparable To Public School Programs

Over half the superintendents stated they felt their facility physical education programs were parallel or comparable to programs in the public schools, however, these informants also acknowledged programmatic differences stipulated by the Agency. As previously mentioned, the Texas Youth Commission utilizes a very strenuous military style of physical training standard. Three superintendents reported programs at their facilities were somewhat lacking and would receive poor to fair comments from the youth. Illustrative of superintendents' recalling from their own personal lived experiences are the following comments:

When I was in the public schools and when I taught the boys that weren't involved in school athletics at PE went out and threw the football, played basketball, dodge ball, activities of that type. In the 60s when Kennedy was President, we had the physical fitness program from the federal government and we all learned to do squat thrusts, jumping jacks, those things. We still do those things. Before our kids start any activities they always do large muscle exercises. So, I would say that it's probably fairly comparable.

Another reflected:

Depend[s], I'm from a rural education background and I can tell you that this particular (TYC facility) does much better than some rural school districts. We

don't obviously offer a wide array of different activities [like] tennis, wrestling, golf. So, I would say yes and no.

This primary investigator considers these superintendents' responses as possible influencing factors in programming.

The theme most closely related with these text selections "threw the football, played basketball, dodge ball," "physical fitness program, squat thrusts, jumping jacks," "a wide array of different activities tennis, wrestling, golf" is general physical education programming (PEProg). The interview section containing reference to President Kennedy and the federal government aligns with the support system/governing agencies (SS/GA) theme. The Kennedy Administration is recognized as an influencing factor that set physical education programs in a particular direction during that presidency. The phrase "large muscle exercises" fits the theme of no clear physical education program definition (-PE/PD).

Measure Effectiveness of Physical Education Program

This investigator strived to obtain answers identifying any type of physical education assessment instruments that the staff at each facility may routinely use to measure student development and progress. When asked to explain how the superintendents would measure effectiveness of the physical education program, many themes evolved. Five of nine superintendents used personal dialogue, various agency instruments (including recreation department reports, supervision logs, and other

documents), and observation of youth participation levels in the programs and the activities. Perhaps the most thorough response, which satisfied the focus of the question was:

Our PE instructor has our kids go through the Presidential Physical Fitness Test and the Department of the Army Physical Fitness Training Program (FM 21-20) standards. [The latter] is a physical fitness program on a national level. They keep score and progress on all the kids from the beginning of one six weeks until the other [six weeks].

An educator explained a combination of measurements:

One of the things that we look at is our kids are weighed and measured. So, we look to see that they are in somewhat decent physical condition. We also, of course, have a certified [physical education] teacher that's responsible for the oversight of that. We measure it according to the number of complaints that we get from the kids, unfortunately we also measure to some extent per group how much inappropriate activity we have; fights, squabbles or disagreements.

Another shared:

In institutions [it's] the number of instances, behavioral instances. So, that's first and foremost that doesn't necessarily mean that there's a problem with the PE program but that's your first indication that something's awry. It could be simply

enhancing or increasing the amount of PE that's offered, type of PT that's offered, recreation time can help that. So, that's always the first clue.

These descriptions of complaints, inappropriate activity, fights, squabbles, or disagreements lead the investigator to question how physical education services were provided to youth placed in segregation? One superintendent reiterated this agency standard, "Youth are required, by the agency, in the security segregation unit to receive one hour of large muscle exercise everyday. If they are disruptive, they are not going to be pulled out. If they are under control, they are given an hour a day." Disruptive behavior can interfere with a youths' progress through the Resocialization Program treatment phases and result in more confinement time added to their stay. One superintendent shared the following dissimilar information:

I would think it would be very worthwhile if we did measure people on some of the physical activity kinds of scores many of our kids that are here, are more physically capable than maybe some of their mental skills. Actually, those things go hand in hand because you begin to measure, develop your mental skills based on your personal image of yourself. If we can give you credit for what you do, well then you begin to see yourself as someone being successful rather than someone who's not successful. I question the idea that kids that don't pass shouldn't play sports because the truth is that that sporting activity may be their only positive outlet.

These quotes support a variety of themes. The themes range from positive physical education programming (+PEProg), benefits or motivation that can result from physical education (MPE), and sport and the importance of sport (+S/IOS) to (a) using presidential and military physical fitness measurement instruments, (b) weighing and measuring techniques of youth, (c) employing a certified physical educator, (d) attempting to assist the youth to achieve a “decent physical conditioning,” (e) keeping score and progress on all the kids, and (f) the importance of recognizing the need for physical activity measurement and that success may be achieved through “physical” capabilities as in sport.

The theme, no clear physical education/program definition (-PE/PD) is apparent when the terms PE, PT, and recreation time are all used in the same sentence. Those barriers (B) mentioned are behavioral instances, inappropriate activity, fights, squabbles, or disagreements.

This researcher inquired whether juvenile justice agency personnel in the Texas Youth Commission facilities were aware of federal and state laws stipulating physical education as a mandated direct education service. The interview question used to explore this was, “If [facility name] was evaluated by a representative from the Texas Education Agency concerning whether the physical education program satisfied state physical education curriculum and programming requirements, what would that evaluation reflect?” The Texas Education Agency (TEA) oversees all school programs in the state.

The topics discussed in this section are superintendents' explanations of how each facility: (a) regards the TEA program evaluation, (b) uses and/or meets the Texas Essential Knowledge and Skills (TEKS) for physical education, (c) awards grades or academic credit, and (d) defines physical education.

TEA Program Evaluation

When asked what TEA physical education program evaluations might reflect, only one superintendent enthusiastically proclaimed, "[Evaluators], basically, [would be] pretty impressed with what we're doing." However, even though on further questioning, this facility has no certified physical education instructor and followed the corrections based boot camp model of physical training as a substitute for physical education programming. Five of nine superintendents remarked that their programs were, at best, meeting or complying with state requirements. Two superintendents' explained an agency-wide physical education exemption existed for programs in the Texas Youth Commission system by stating, "I can't sit here and tell you exactly what [TEA] guidelines are. What I can tell you is that the agency has given approval to have PT in place of PE in all our schools." The other explained:

[We] have a written permission from [TEA] that [we] don't have to have physical education here. We have a rec program but we just don't have one department that's basically all they do is rec. We have a 16-hour schedule day and there's only so many hours to get group in, get [physical] training in, personal time. We

don't need rec staff standing around collecting money. So, we integrated them into our school. They are supervising our kids, helping kids, tutoring kids, functioning as teacher's aide and security. But we still have them perform recreational activities on the weekends.

Based on this quotation, the only physical education services provided at this facility occurs on the weekends under the auspices of the recreational staff. Two superintendents expressed concern about the possibility of obtaining a "poor" evaluation.

Themes that emerged revealed support system/governing agencies (SS/GA) permit exemptions for the Texas Youth Commission agency physical education program. Achieving this exemption, exemplifies the theme of juvenile agency/corrections philosophy (JA/CP). This investigator also interprets the exemption of a sound physical education curriculum in the TYC facilities as negative (-PEProg) because the status of the program is viewed as low and of little value. This reiterates the no clear program definition (-PE/PD) for the physical education or recreation programs.

Uses or Meets TEKS

Two superintendents stated that their facility, just in the last year, began to implement the TEKS within the schools' physical education, recreation, and physical training programs. The clearest illustrated statement about the school calendar year and using the TEKS was, "The kids have to make the same requirements that [youth] in public school. [Documentation] has to be presented to the principal, assistant principal

and signed off on certifying that they did meet those requirements.” Three superintendents responded that they were unsure if the TEKS were being used at their facilities. None-the-less, the variety of answers concerning TEA evaluation peaked this investigator’s interest as to how grades and credit are processed in the system.

Grades Awarded/Credits Earned

Two superintendents explained grades were awarded by a “pass-fail” with passing being based on the youths’ participation and attendance in the activities. An additional explanation given was, “We go by a six-week grading period so the grades are given every six weeks and then the final grade for the semester. Our summer runs into our third semester.” Two superintendents shared their perspectives on how the activities from the recreation department can be used to gain credit and earn grades in physical education:

We have a recreation department. We have a physical education teacher in school. Even though recreation is providing activities [these are] supervised by the educational staff in the school who’s certified. That [certified] person is the one who signs off on all activities that we are meeting the qualifications for the students to receive credits, so, they do receive academic credit from the rec program.

Another informant shared:

Our system is a bit unique. We have the recreation staff who are actually conducting the classes and we have the certified PE person who supervises that

and signs off on that and ultimately determines the grade from input from the recreation people. Now, ideally, that's not how I would prefer to do it. I would prefer to have a PE teacher/coach both certified and qualified in here teaching and structuring those activities. I think if that person were doing it, would make a more fluent system. If that were occurring the awarding of grades would be probably more accurate. The system is flawed.

The explanations of grading and earning credit and of documenting and certifying TEA and TEKS requirements, supports the theme of support system/governing agencies (SS/GA) overseeing the TYC agency program procedures. The TEKS and grading/earning credit sections are general descriptions of physical education programming (PEProg) procedures. Within the block interviews, reoccurring phrases of recreation department or staff and a physical educator also being responsible for the physical education curriculum content established another example of the theme of no clear program definitions (-PE//PD).

Defines Physical Education

When asked the definition of physical education, as also demonstrated in the previous quotations, the superintendents' responses became somewhat clouded by mixing recreation and physical training concepts. An illustration is:

We look at physical education the most as strengthen the body, strengthen the heart, strengthen the soul. It's kind of a global perspective. The PT is really

discipline oriented. This is part of what you do to get your [Resocialization Model treatment] phase. You do this because we say you need to do it. We look to see if the kids can instill leadership in the group and support each other. The rec is more fun but we're tying in again discipline, teamwork, leadership skills and, also, trying to make it fun for them. So, everything we do we're trying to test youth, test coping skills, provide opportunities for challenge and then see how they respond to it.

Another defined:

There needs to be some physical training standards. You need to feel fit. Feel good about themselves [the youth]. By the same token you're teenagers and it's developmentally appropriate for them to have some free time and some space of their own.

The first illustration includes a holistic view of a physical education program and its' role to meet the needs of the entire person. Within the definition of physical education exists the terms physical training and recreation. This is another example of the need to establish clear definitions of programs. The phrase "you do this because we say you need to do it" reflects the agency (JA/CP) philosophy of punishment/discipline.

Citations referring to physical training standards are the themes of JA/CP philosophy emphasis and physical education programming in the Texas Youth Commission system. This investigator also recognized a superintendent that used the

term “developmentally appropriate.” The term is often coupled in physical education curriculum terminology and publications. This particular superintendent may have been aware of developmentally appropriate or age appropriate programming needs of youth. This could be considered a positive physical education programming theme.

To further explore the superintendents’ awareness of the language of the law to include and to identify physical education as a legislatively mandated direct service, the following question was posed. “Considering the Texas Youth Commission Resocialization Model, if the mandated physical education laws were no longer in existence at [facility name], what effect or outcome would this create in the daily living experience of the youth?” Probe questions were used which allowed the investigator to gather additional information concerning whether an absence of physical education, recreation, and physical training would become evident or visible in the areas of the youths’ dorm/social life, educational accomplishments, or discipline/behavior outcomes. The results of the questioning are presented in the following sections (a) increased behavioral/health problems and (b) incentive/energy outlet.

Increased Behavioral/Health Problems. Seven of nine superintendents commented if the physical education, recreation, and physical training programs were no longer in existence within the facilities, there would be more unrest, disruptive problems, and more fighting. An illustrated statement about possible conflicts was:

We would see a tremendous increase in incidences, assault type behavior [of] all types. I think the emotionally disturbed youth who don't have an outlet to physically put out those types of emotions may possibly become more self-abusive. I think we would see a heightening of all the types of dysfunctional behaviors, if they didn't have that outlet.

Illustrative of this focus on health issues was the following:

Without physical education, the drawback that you would see would probably become health issues. If you don't get out and exercise, your health starts to wane. From some of the research I've read, lasting effects on kids that don't get physical education when they're young have a tendency to have higher incidences of diabetes, higher incidences of other kinds of health problems, and incidences of obesity tends to be increased when young people don't get physical activities. So, I think there's a lot of drawbacks if they were to discontinue physical education or physical training programs at any institution or facility including public schools.

The theme, which evolved from these superintendent comments, was barriers (B). Those barriers identified in the passage were "unrest, disruptive behaviors, and fighting," "incidences," "assault type behavior," "self-abusive emotions," "dysfunctional behaviors," "health issues," and "increased incidences of diabetes and obesity." These would be considered barriers because youths' opportunity to participate in activity was compromised after the display of such behaviors.

Incentive/Energy Outlet. One superintendent contributed this comment, “Well, it’s real important in a correctional setting to have any kind of incentive for kids. If you [don’t] have that outlet, you’d probably have more fighting, you’d probably have more problems amongst these boys because they wouldn’t have an outlet for their physical energy.” One explained:

I think it would be devastating to our program. I think the kids need an outlet to release a lot of stress and a lot of energy. I think if they weren’t able to do that then I feel like we would have a lot more serious incidents happening on this campus.

Finally, one superintendent admitted, “It’s a supervision tool for us.”

Examination of the comments suggests the physical education, recreation, and physical training programs assist with release of stress and energy and provide an outlet for emotions and behaviors, as well as, assist with overall health and physical development related issues for the youth. These effects or outcomes fit with the theme of motivation from participation in physical education (MPE) activities. These programs may very well be viewed as essential “incentives” by staff to assist in the management of youth in the facilities. These replies led the investigator to ask the question of the superintendents, “What is the goal of the physical education, recreation, or physical training programs for the youth in your facility?”

Goal of Physical Education, Recreation, Physical Training Program

This question brought out general comments, “to keep kids in physical shape,” “outside the dorm it assists to establish a social opportunity to interact,” and “having fun.” These responses though rather simplistic lead to more elaborate, detailed replies that included, “To teach kids discipline, teamwork, and the sportsmanship that goes with it.” One stated:

If being able to run a mile versus a quarter mile when I got here, well that’s something I can feel good about myself. That’s an accomplishment in itself. [It] is a therapeutic improvement. So I think everything we do with the youth including PE, PT, rec is for that goal.

Finally, this response:

With the type of kids that we have here, a jail populated kid; we also have half of our campus has been diagnosed as emotionally disturbed students. So, a good physical program helps these kids stay engaged in structured activity. It keeps them from getting in trouble and doing something that’s non-structured, such as fighting, destruction of property. So, a good physical education program is needed for ED kids, kids with special needs.

These replies reflect (JA/CP) correctional philosophy themes mentioned earlier in this chapter. The statement “getting them in shape” seems to equate the philosophy of corrections initiation/indoctrination. The comment which includes the word “discipline”

speaks directly to the corrections punishment/discipline philosophy. The quote “a therapeutic improvement” addresses the corrections rehabilitation philosophy and finally, the last quote about what “a good physical education program” can provide appears directly related to the corrections curricula content within the educational program philosophy and positive physical education programming (+PEProg) theme. This echoes a therapeutic recreation connection that is often the emphasis in adult prison systems.

Most Important/Immediate Responsibility as Superintendent at Hiring

The fourth question in the interview guide was, “When you were hired at [facility name] and now in your current position, what was impressed on you as your most important/immediate responsibility?” This question was posed to the superintendents to ascertain, not only, the current status of the physical education program but also to understand how the superintendents may have fostered or stymied progress in this education program. If the initial response lacked information about the physical education, recreation, or physical training programs, a probe question followed to directly obtain those answers.

The final question in this series addressed whether the superintendent inherited or initiated their current physical education, recreation, or physical training programs. Through the interview process, this investigator discovered the question of inheriting or initiating the programs obtained more of a historical perspective of the facility as well as

the interviewee; for this reason, in this series of questions and probes, it became the first question asked.

Inherited/Initiated Program

At the time of hiring, five of nine superintendents revealed that the physical education, recreation or physical training programs at their facilities were inherited. In some of the following references programs initiated by superintendents, changes in programming, and other topics are provided.

Most Important/Immediate Responsibility as Superintendent at Hiring

Duties expressed as the most important or immediate for superintendents were: (a) “rehabilitation of youth within the Texas Youth Commission Resocialization Model,” (five of nine superintendents), (b) “administration and assessment of department program and facility needs,” (four of the nine educators), and (c) “protection of the public, safety, and security,” (three superintendents). Percentages reflect some superintendents providing multiple answers. Only one superintendent reflected this tidbit of dissimilar information concerning efforts to change the TYC system recidivism rates as a primary duty:

The overall TYC agency recidivism rate is 58%. That means over half of our youth are returning back to their previous criminal behaviors or patterns and then coming back to some type of incarcerated placement. I developed the boot camp program for TYC. I travel around the state and neighboring states to speak about

the boot camp model. When I was there [facility name] the recidivism rate resulted in only 6%, so, when I came [here] my job was to successfully reduce the recidivism rate in this facility, because it was high. I structured every minute of everyday. I increased what the youth had to learn. For example, a civics lessons included the youth learning all state capitals, continents, presidents of the United States and lots of other things. They only had physical training as the activity on campus. No frills, not in a boot camp setting.

The themes that originate from this passage reiterate the emphasis placed on agency stipulations to control the youth in such a fashion to make the experience of incarceration completely intolerable to reduce any appeal in institutionalized living. The punitive/punishment JA/CP philosophy as adopted by the governing agency (SS/GA theme) is evident.

Most Important/Immediate Physical Education/Recreation/Physical Training Responsibility

This question specifically addressed whether there were any important or immediate duties needing attention in the physical education, recreation, and physical training programs. There were variations of remarks by the superintendents including the following, “When I first came here we did not have a physical education department or a ‘rec’ department.” “Team sports [were] something I wanted and I did initiate that.” “The obstacle course is something we actually started.” All of these statements demonstrate a

different emphasis or program focus. Those focuses ranged from establishing physical education within the school setting (+PEProg theme), to beginning the opportunity for sport competition for the youth, (sport and importance of sport S/IOS theme), and lastly, designing and completing the obstacle course for the youth to be challenged, directly aligns with a recreation and programming desires, (-PE/PD and PEProg themes).

However, this illustrates the emphasis placed on the physical training program:

We've had PT since the mid 90's. PT is a real big issue. With the election of Governor Bush [President George W. Bush] there was a hard line in the sand drawn on juvenile corrections and the way juvenile corrections was delivered. Up to that point [it was] treatment based, then it became more corrections based. Finding a good balance is real important. PT was going on already and rec was something that we made happen.

The TYC corrections philosophy (JA/CP themes) and the support system/governing agency (SS/GA) themes were evident with the mention of political figure, George Bush. The above quote provides historic perspective of the "juvenile corrections" pendulum swing between treatment and corrections. One superintendent illustrated his efforts to incorporate the program into a component of the schools offerings:

It was not part of the school program when I came here. We weren't using it as a credit course for our public school; which we are an independent school district. I think encouragement from [TYC] central office as well as encouragement from

the principal here on campus to include this as part of our structured educational program [helped]. Then I said, “Let’s make that part of our education program.”

This quote suggests the theme of positive physical education programming (+PEProg), because the superintendent viewed a need of the youth in the facility and incorporated it into the education setting. The motivation from physical education (MPE) theme is also a product of the superintendents’ efforts by securing the program in the school. A slightly different view was provided from one TYC boot camp superintendent, “The original concept of this program was dismantled by a previous administrator.” It was this new superintendent’s responsibility to reinstate the boot camp prototype. Another superintendent commented on the establishment of the boot camp, physical training, and recreation programs in the facility:

We observed the Sergeant Henry Johnson School, which is a leadership model adopted out of a correctional setting in New York. [We] kept what we thought was best, which was the structured military style movement. [We] got away from the [term] platoon [and] some of those things associated with the boot camp. The “in your face,” we don’t do that. Our PT is pretty rigorous. We do about an hour a day but it is a requirement so there’s always that authoritative component [present]. I’m real proud of our recreation department. I think it’s deepened our program. The stuff they do is actually therapeutic recreation.

Next, perhaps the old school thought gave way to not recognizing physical education or the benefits of physical education in an academic setting or realm. A superintendent explained why physical education was not aligned with the education department, this dissimilar information was found:

We don't have a lot of time with these kids and we're really trying to focus on the academic portion. That was one of the reasons we moved that [physical education] aspect over to the dorms so we could give [the youth] more [of the] academic curriculum because they're so far behind. Mostly all our kids are way behind, as far as their grade levels are concerned.

Finally, the reason to provide for the physical education, recreation, or physical training programs stated by one of the superintendents' was:

I just came back from a facility where they were [preparing] to go through an American Corrections Association audit. One of the standards was checking to see that the files were in compliance with the physical education program. They were apparently told by TEA you need a PE class out of your high school. [Facility name] they have PE out of the school and they've got additional recreation and I think we're in compliance with the recreation. I think TEA would probably say we're out of compliance in the physical education part of our curriculum. So, I don't think we're in compliance with PE; I really do not. Maybe

in about a month or two, I can let you know whether we had to reinstate or reinstall or restart our PE class out of high school again.

In summary, through the voices and identified themes of the superintendents a more lucid understanding was attained concerning how (a) the implementation of treatment-based programs versus the more punitive juvenile corrections-based movement originated as well as the boot camp model (all JA/CP themes); (b) the role of grades or credit for physical education, recreation, and physical training programming (PEProg theme); (c) traditional classroom academics are valued more in the educational curriculum in relationship to the perception of physical education (-PEProg theme); (d) the therapeutic recreation theme (JA/CP theme) is viewed; and (e) a superintendent recognized physical education would better serve the youth if managed under the auspices of the education department (so to adhere to state and agency education mandates) (+PEProg theme and SS/GA theme).

Further program descriptions of the kinds of physical education programs that are being provided to the youth in the Texas Youth Commission system were obtained by the question, "If the state could provide [facility name] with anything to further enhance the current physical education, recreation, physical training program, what would you ask for?" This question could easily be designated the "wish list" question. It is designed to allow each informant to identify various program "needs." These perceived needs impart superintendents' visions that may distinguish future planning and programming for each

of their respective campuses. When necessary the superintendents were prompted to respond in consideration in the areas of (a) age appropriate specific equipment, (b) adequate facility space or area to conduct a variety of activities (i.e., play area, swimming pools, ropes courses), (c) exercise/fitness equipment, and (d) staff/personnel. Results are presented in order of priority according to the similarity of responses.

Enhance Physical Education, Recreation, Physical Training Programs

A tally/frequency count of identified perceived needs resulted in five needs categories. Many superintendents provided multiple answers. As appropriate, photography ethnography of visual image figures will be included as part of the data analyses. The categories and tally/frequency numbers were (a) staff, 12; (b) new or more facilities, 9; (c) programming/money, (tied) 4; and (d), recreation activities/equipment, (tied) 3. The largest needs category of staff included requests for personnel positions were identified: (a) certified physical education teachers, (b) coaches and coaching salary stipends, and (c) adapted physical education specialists.

The next largest needs category was new, more, or upgraded facilities. Specifically, this group asked for track and athletic fields, enclosed gymnasiums and installation of lighting for the gymnasium. The categories of programming and money tied with four votes each. Some superintendents revealed that an increase in funding, in general, would remedy most of the perceived needs list items. The programming requests

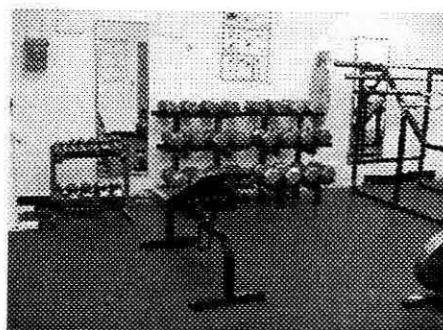
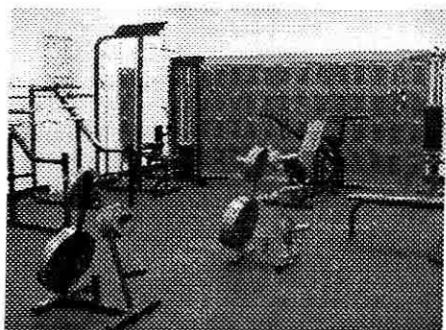
contained demands for an increase of quality physical education activities, as well as instruction of lifetime team skills development and sports.

As a final point, the last requested dream list items (resulting from a tie) were equipment and recreation activities. These requests would directly impact physical education instruction and offerings, however, this researcher recognized the call to acquire more recreation programming needs. A reoccurring theme within the TYC agency was recreation being used synonymously with physical education. Though not the focus of this study, this suggests this group of informants values the recreation department programming and offerings.

To further illustrate the perceived needs theme, the following quotation was selected to demonstrate the length a superintendent pursued to fulfill program wish lists:

We're going to get a new gym floor, that's about \$50,000 and you know we might have to beg, borrow, and steal to get a new scoreboard or some amenity to go with the gym floor that would be nice in there. We'd like to have an obstacle course at some point. We've got layouts for that and hopefully in the future we'll be able to get funding. Our pool is up but it's non-functional. [The pool] filtration [system], we got air quality issues and we're working on those. I would like to have that up [available for use]. We made a weight room. I had to scrape together about \$15,000 to \$20,000 for that.

The following photographs (see Figures 1 and 2) are included to demonstrate the contents of this facility's weight room.



Figures 1 and 2. Previous locker room converted to weight room facility.

This superintendent expressed a great deal of pride in the accomplishment of piecing together this ensemble of weight lifting equipment for the youth. Though placed in what was once part of the gymnasium boys' locker room area, this rather small room now houses approximately \$20,000 of new equipment aimed to assist the youth to achieve an overall improved physical health and image of themselves.

As mentioned in Chapter III, emergent themes can be positive or negative. Two superintendents voiced negative themes (-PEProg) about the TYC facilities having weight lifting equipment, "I do not believe in weight equipment for our youth. We need a good conditioning program and exposure to 'lifetime' sports and activities that are part of a culture different from the culture that got them here, something other than street games." Reiterating this sentiment:

We don't have any weight training equipment. We don't have the facility. I really don't want my kids strong enough and muscled up; if they are doing their physical

training and PE correctly they are going to get a lot of muscle building. We don't need to turn them into Hulk Hogans and have to get our staff to try and restrain them. As long as I'm here we will not have a weight training program.

An illustration of dissimilar information obtained from a superintendent's request for a developmentally appropriate physical education program was this:

The age group that's within TYC are kids who are in the prime of their physical life, in the prime of their developmental life. I think there's a need for highly structured physical activities for kids to develop properly. You would need not only the skills, the personnel to carry this out, but also, persons with the knowledge to know what areas to work in. So, you would also need the expert of a professional physical education instructor or director to carry this out.

Other dissimilar information and, in this case, clearly a negative theme (-PEProg) surfaced when this superintendent remarked about swimming pools in Texas Youth Commission facilities:

There is actually a pool underneath that building over there. It is filled in. There is not a foundation for it. Cost overrun and political decisions [caused] no need for it here at this facility. *This facility will never have a swimming pool. We won't even talk about it,* (but, if the State would, that is what I would like to have).

This superintendent's comment related to "pool filtration problems and waiting for the system to be fixed" perhaps establishes a TYC corrections philosophy (-JA/PC)

theme of viewing these facilities and program activities as privileges. Further evidence of existing swimming facility damages were captured through photography ethnography at another facility. This photograph captures a swimming pool that has been condemned due to interior wall damage. This investigator could clearly see through the crack to outside (see Figure 3).

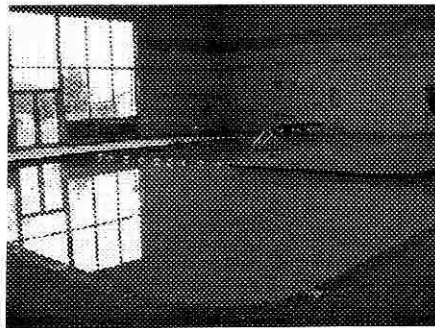


Figure 3. This pool was temporarily closed. Yellow warning tape stretched across area.

It was expressed to this investigator by the superintendent of this facility that the condemned swimming building and program offerings would not be in danger of no longer being used. In fact, the superintendent of this facility declared the value of being able to offer the youth these program activities and intended to fix the swimming pool facility area. These voices of the superintendents and the photograph ethnography of the facilities convey (a) the general need for facilities, program needs, and developmentally appropriate programming for youth while incarcerated; (b) the diverse perspectives of the role of weight lifting programs; and (c) the controversial aspect of facilities housing swimming pools.

Advice to Physical Education Students/Professionals

Asking superintendents to give advice to young physical education students/professionals served as another way to identify what superintendents value in their personnel and perhaps more importantly provided a glimpse of what they value in their physical education, recreation, or physical training programs. A deluge of advice responses was provided.

Qualitative research allows visual representation of data set entities (see Figure 4) of the phenomena under investigation to be conducted. This investigator recognized a pattern of advice and arranged an “advice quadrant.” The advice quadrants were traditional, encouragement, juvenile offenders (JO) specific, and juvenile offenders (JO) warnings. The richest data quotations are presented below the advice quadrant.

Traditional Advice	Encouragement Advice
<ul style="list-style-type: none"> ▪ Be fair ▪ Be firm ▪ Demonstrate consistency ▪ Show flexibility ▪ Be proactive ▪ Be energetic ▪ Always be ethical 	<ul style="list-style-type: none"> ▪ Have to care ▪ Accept the challenge ▪ Be an example ▪ Stay enthused ▪ Be innovative ▪ Be a team player ▪ People are basically called to be a teacher, be sure this is your calling ▪ TYC is a good stepping stone
<ul style="list-style-type: none"> ▪ Challenging group ▪ More than just teaching; they are a specialized population ▪ Don't be afraid to confront problematic behavior ▪ Be empathetic, open minded to understand youth ▪ Kids are labeled and have lost their self-esteem, self-worth, self-discipline, rebuild them ▪ Must earn respect ▪ Must be physically fit ▪ Be participatory 	<ul style="list-style-type: none"> ▪ Know your personal limitations or find another line of teaching ▪ Either you're cut out for this or you're not ▪ Have to handle the bluffs ▪ Must be able to teach appropriate behaviors through sports ▪ There are good kids. There are bad kids ▪ Let's see if you really do have what it takes to interact with teenage juveniles
JO Specific Advice	JO Warnings Advice

Figure 4. Superintendents' Advice Quadrant for physical education students and professionals.

The following three superintendents spoke to the passion of teaching:

Don't assume just because the kids are not fully formed that they don't know things. Education comes. It is not a top-down process. Education is a process that information comes from all directions. You can learn from people; very young,

very old, your peers, people not as bright as you. You can still learn huge amounts of information from those people.

One superintendent focused on advocating and prioritizing physical education programs:

Like anything else that's developed within systems, the more personal you come in and advocate, the more attention will be given. Just because, at this stage, physical education may not be on the highest priority, I would advise [them] to push within TYC or within the juvenile systems or country. [There's] a need for physical education for young people in growth and development, it's a need. I don't think we should minimize that just because the system may see that there [are] other things that need to be prioritized. I think a push needs to be there to prioritize physical education, the same as anything else.

Finally, this quote illustrates a superintendent's suggestion for professionals to consider working at in the juvenile justice system and with a sector of students that, at best, are a challenge to teach:

My advice would be that this would be a good stepping-stone. One, the control is something you don't have in public schools. Two, I welcome new ideas. So, all these young professionals graduating and with all these ideas, they could come in here and implement and try what they [have] learned in the books and to practice. But, more importantly, I think it would allow them to at least recognize that there are good kids, there are bad kids. I would tell them to come on down, try what

you learned. Let's see if you really do have what it takes to interact in the area of physical education with young teenager juveniles.

These quotes touched on the themes of (a) the motivation of physical education (MPE) as an avenue to learn from others; (b) the process of being educated occurs as a result of a variety of procedures; (c) working in the nuances of "systems" is unique, at best, and hints that the juvenile justice systems (JA/CP theme), in general, are distinctive experiences; (d) the importance of advocating for one's passion (i.e., physical education programs) is necessary and is a positive perceived need (+PN) theme in this present study. The advice question provided a natural lead-in for one of the questions that directed this study. That question was, "In your opinion, would there be a position or role for an adapted physical education specialist in the Texas Youth Commission system?"

Adapted Physical Educators' in the Texas Youth Commission

The Texas Youth Commission has incorporated the boot camp model into two agency facilities. Informants very clearly identify that the agency has stipulated that only youth without any physical and emotion disabilities are accepted into this format of rehabilitation. Two superintendents in "boot camp" facilities did not feel it was necessary to address this line of questioning. The remaining seven superintendents supported the need to hire personnel to provide adapted physical education instruction to meet the needs of the increasing numbers of juvenile offenders with disabilities coming into the

system. The following statement confirms the sentiment of those superintendents for an adapted physical education specialist within the facilities/system:

Yes, I do! We're starting to see a trend out of the courts [concerning] this issue of [youth with a disability] a handicapped here, a disability here. These courts are saying, "Well, we'll put you in a facility that can accommodate this." I know this campus went through the facilities [being] renovated. Some dorms have ADA rooms, those wheelchair bathrooms and bedrooms. The doors are wider for the wheelchairs.

Another superintendent remarked about the courts:

I don't know if the courts have changed [or] if the courts are dealing with kids with disabilities different than the way they are dealing with them now. But, kids are coming through with high physical needs, physically [disabled] handicapped. So it is a trend. There is a need, probably more so now than there's ever been since I've worked with the agency.

One superintendent shared his support for adapted physical education services in his facility and how youth with disabilities are assigned to his facility:

I say with no question, sure. Almost half of any institution has special education kids, maybe closer to 50%, but between 33 to 40% [youth] are classified as being emotionally disturbed kids. My facility specifically [has] a medical unit. We have kids who have all different kinds of conditions or problems that we work with.

We actually asked for a proposal to the program to ask for an additional therapist. Not just a regular recreation staff, but therapist. Unfortunately, we did not get that position so we just had to make do with what we had.

Another superintendent explained the placement and programming considerations for youth:

Other institutions refer to us [youth with disabilities or medical needs] and we either accept them on a permanent or temporary basis. A temporary basis usually [involves] a [youth] recovering from surgery. Once the doctor gives clearance, we will take [them]. Those [youth] assigned to us permanently go through the same requirements that all youth do, however, the kids that can participate, participate. We try to find other alternatives for the [youth] who cannot [participate].

This strong response of agency stipulations pertaining to the type of program to exist in a facility as well as the mention of the Americans with Disabilities Act (ADA) law and the courts all align with the theme of support system/governing agency (SS/GA) that enforces policy. The informant statement of “we asked for a proposal for an additional therapist” and “unfortunately we did not get that” establishes a philosophical stance by TYC corrections based influences (- JA/CP theme) to not recognize a need or suggests decision-makers may lack the knowledge base to make necessary changes based on need. The TYC system has one facility designated as a medical unit. The TYC Central office (SS/GA) may feel that programming (PEProg) needs and activities for the youth

are being satisfied. Finally, the stipulation that some facilities utilize a boot camp model with physical training programming as the substitute for physical education curricula parallels the (-PE/PD) theme.

The themes, which evolve from the final quotation, include following JA/CP philosophy by stating, “[youth] assigned to us permanently, go through the same requirements that all youth do” and the theme, (PEProg) may be construed from the comment “the kids that can participate, participate. We try to find other alternatives for those who cannot.” Though the last comment is rather indifferent to any specific type of programming; this investigator is somewhat encouraged by the superintendents use of the word “alternatives.” This perhaps suggests that some type of adaptation to the physical education activities may be occurring, though there is no evidence of a qualified adapted physical educator consultation to assist with any adaptation or modification of activities. This photograph (see Figure 5) provides a view inside the medical unit facility.



Figure 5. Inside facility medical unit.

Finally, only one superintendent stated, “I don’t think there is a need. But as far as an enhancement, it wouldn’t hurt us.” Though the terminology is lacking in these quotes,

the message is clear. Whether the Texas Youth Commission may not have been in compliance with the ADA law or if the system is preparing to accept more youth with disabilities; the superintendents overwhelmingly identified a need in adapted physical education services.

The superintendents' reference to trends occurring in the Texas Youth Commission lead to the next question, "With your experience, would you forecast any trends which may impact positively or negatively on the physical education programs in these facilities?" Just as with the advice question, an overwhelming amount of speculation of what future trends may create for physical education, recreation, and physical training programs was offered.

Future Trends

Two superintendents felt that nothing of any significance either positive or negative may occur. These two informants reiterated that regardless of future trends, the standards of the American Corrections Association were to be followed. Though after arranging a positive and negative trends list, the superintendents' pessimistic comments out-numbered the optimistic remarks 2 to 1.

Eight of the nine superintendents remarked that within the Texas Youth Commission a "no privileges" stance had been established. The interview data though revealed that facility requests for equipment or initiation of various physical education, recreation, or physical training programming are often completely supported by the Texas

Youth Commission headquarters. Analyses of the data exposed how some superintendents believed that swimming pools and weight lifting equipment were privileged offerings for the youth in their facilities. Though each varied, three of the most data rich superintendent quotations were:

I think TYC is impacted greatly by the Committee, the sentiments of elected officials. Many of the older facilities in TYC had real nice gymnasiums; what you would find in public schools. Gymnasiums with state of the art equipment and indoor swimming pools were the norm. The kids could use them. The agency has grown. I think we have added like 6 to 7 facilities since 1997. None of those new facilities have much by way of physical education equipment. There was some concern by elected officials that kids coming to TYC were being pampered too much. So, you don't see a lot of that in TYC anymore.

The influence from policy makers was repeated in this quote:

Actually in the last few [congressional] sessions, the increase in being more punitive as opposed to rehabilitated [has occurred]. Although, we're kind of taking a turn back to [the] rehabilitative side. The focus tends to not be on physical education. In some societies, those types of things are privileges.

This superintendent's remark provided interesting dissimilar information:

Off the top of my head as we continue to focus to standardized testing, we continue to focus on certain areas. The money goes to those areas and comes

away from other areas. If you look at standardized testing in Texas, none of it has anything to do with physical education. I think most politicians don't want to hear this but I think the trend is we're moving away from the idea that being physically fit is an important aspect of a person's life. If it was important they wouldn't be taking money away from those programs. We tend to put money into sporting events because they raise money. We don't put money into normal physical education. There's this idea that [if] we build bigger football stadiums, people are getting better physical education. That's just not true. Every community in this country is putting more money into new field houses and new football stadiums to seat more people. There's a greater interest in physical activity. The interest seems to be as a spectator and not as a participant. I think the trend should be reversed. I think we should have money being put into situations where people participate.

These quotes seem to support the themes of (a) support system/governing agencies (SS/GA) through the mention of policy makers, Congressional decisions, and elected officials influence on the corrections profession; (b) TYC corrections philosophy (JA/CP) of punishment through the no frills facility and programming; (c) negative physical education programming (-PEProg) by the removal of anything physical education activity perceived as a privilege; and (d) positive physical education programming (+PEProg)

from the suggestion to move from spectator to a more participatory role for individuals interested in being active.

The final line of inquiry was, “What types of on-campus or off-campus extra curricular/sport activities exist for youth in the facility?” This investigator hoped to obtain information regarding whether the Texas Youth Commission (a) organizes teams and competitions, (b) competes against area public or private schools and leagues, (c) follows University Interscholastic League rules in a variety of sport competition, (d) utilizes safety and security procedures, (e) identifies a percentage of the facility student body participating, (f) explains how coaches are selected, and (g) describes the number of youth using competition to transition back to the community.

On-Campus/Off-Campus Extra Curricular/Sports Activities

Based on nine superintendents; youth at the present time at only four facilities compete in on-campus intramural competitions. Three of these four superintendents were optimistic that future off-campus competitions would be developed with community leagues, area schools and in some cases against other Texas Youth Commission facility teams. Five of nine informants confirmed off-campus competition was being conducted in community/city leagues, against area school district teams, and against other Texas Youth Commission facilities. An example of sport competition opportunities within a facility and hope for expansion was:

We have a major track meet on campus. All the dorms participate. Every kid has to participate at least in one event. We have softball competitions. We have been looking at having a track meet that would compete [against and] out in the communities [with] other schools and public schools.

Another superintendent reported this about current competition patterns, “[We] really step out of the box more than anybody else because we compete. We go out here to the community and we play the teams in the TAPPS (Texas Association of Private and Parochial Schools) league.” Another responded:

The competition that I’ve seen since I’ve been here has been both against public schools and private schools. I don’t think that our kids have competed against other TYC programs. As far as I know we are the only TYC facility that has a baseball team that plays against other schools.

One superintendent shared this extensive response:

Fortunately for us one of our community advisory council members in the facility is also the director of the City of [Name] Recreation Department. So, we were able to tap into that league. Our first year, we competed in basketball. That lead [to] softball, volleyball [and] then track and field last summer. Now [we] play against some of the TYC teams but the league play is here in the City of [Name]. The kids are not always participating with the same age group. The city league is different companies and organizations in town. So our kids are having to play

people who are older than them. They have actually done very well. They come in with a whole lot of first place trophies. They have represented themselves well. The track and field [competed] through the Texas Amateurs Track and Field Association.

This final quote was included to provide a dissimilar view or perhaps a rather futuristic perspective of participation and competition in sport:

We should expand UIL (University Interscholastic League) so it includes more people. The problem is, I've got 10 kids playing and a bunch of kids watching. The same thing's true [in other schools]. We've got schools with 2000 students in it and you've got 40 playing football and 20 of them playing basketball. You've got maybe, male and female [athletes, approximately,] 200 athletes on campus. Instead of any of these other people feeling a part of anything, we've basically shut them out of the competitive activity. Somehow we need to expand it so everybody can participate.

It appears the choice to compete within the Texas Youth Commission system, area schools, community leagues, or other leagues may very well be decided by the superintendent in each respective facility. Youth competing in these off-campus competitions have been provided a 'wavier' to the University Interscholastic League age requirements which allows them to compete if over the age limit. The probe question

about safety and security measures used when taking youth off campus for competition was explained,

There's a system in TYC called custody and supervision rating and score (CSR). Kids receive a rating based on their offense. Kids have a low, medium, or high score. Let's say 15 kids on the team are going to travel and depending on how many of those kids are classified as high, or medium, or low [CSR score]; that tells us how many staff we are required to take. Usually [it] takes about 7 or 8 staff for about 14 to 15 kids.

The next probe question inquired about the selection process of the sports team coaches. Five of eight superintendents replied the coaches were under the auspices of the recreation department and the recreation director determined selection and hiring assignments. Selection requirements for the coaches was not contingent on an education degree and was often based on interest and playing experience in the sport assignments.

When asked what percentage of the current youth population achieve or "earn" the opportunity to compete on the facility sport teams, all superintendents commented that this percentage would be very small. The percentage ranged from 5 to 10% of the youth population would benefit from participation in the sport teams. The superintendents also clearly defined that an agency policy details that youth are only permitted to be considered on the sport teams (a) after completion of half of their committed stay;

(b) when the coaches, teaching staff, administration, and treatment team counselors sign off or “clear” the youth for participation; (c) by consistently achieving the needed treatment phase to continue practices; and (d) by not being placed into the security/segregation unit.

Superintendents’ comments about the benefits youth receive because of participation in sports competition ranged from (a) “it’s an opportunity to talk to other youth in their dorm and across campus;” (b) “competing, allows them to be in the ‘free world’ and gives them some normalcy in their life;” (c) “they get an chance to socialize with youth on the outside;” (d) “hey, they have earned a spot as a team member, they have selected a healthy, positive, activity, not a negative pursuit like the one that got them here and they get to experience some success;” to finally (e) “each one of them had to work to get to this level, they learned something about themselves, sportsmanship, been able to travel, and improve their self confidence, self image, learn to handle losing and develop some sport specific skills along the way.”

There are many themes that may be associated from the question and probes seeking information about on-campus and off-campus sports competition for youth. The entire question pertaining to aspects of sports competition represents the theme of sport and the importance of sport (+S/IOS) not only as the description of policy and procedures detailed by the superintendents but also for the youth. The range of comments about the effects and outcomes of participation in sport identify directly with the themes of the

motivation of physical education (+MPE) through sport competition. The responses addressing the question of safety and security measures taken when TYC youth and teams go off campus are laden with (JA/CP) philosophy from the support system/governing agencies (+SS/GA) of TYC as well as UIL policies and procedures. If the youth are not successful at keeping this aspect of their treatment phase and consequently lose their spot as a team member, their absence from the team then becomes a barrier (B).

The results from the superintendents' interviews served as the first layer or order of analysis in this study. These results were compared with the next layer of analysis and interpretation, that of the principal informant group.

Principal Perceptions

The primary focus of this study was on the administration and delivery of physical education within the male facilities of the Texas Youth Commission. The following section included analysis of data from the principals of the male facilities through demographic questionnaire information and one-on-one interviews conducted on-site at the facilities.

A total of 11 informants held the position of principal of the on-site schools. From this pool of 11, 7 interviews were transcribed for analysis of this study. One principal's information was obtained by email/traditional mail correspondence. Though not as long or as detailed as deemed appropriate, this information was included in this report. Due to

circumstances out of the control of the investigator, two interviews were conducted as a dual or focus group setting. These interviews were viewed as limitations of the study and thus removed from analysis. One principal was unavailable for a personal interview so the research materials packet was mailed to this informant. After three unsuccessful attempts to obtain the information, this informant's information was identified as lost data.

The demographic composite of the eight principal informants whose information was analyzed included six men and two women. The ages of the informants ranged from 36 to 63 years, ($M = 50.25$, $SD = 27.67$). The principals' years of experience with the juvenile offender population was between 3 and 12 years ($M = 6.94$, $SD = 9.01$). Principals had worked at this current job or a similar job from 3 to 40 years ($M = 14.94$, $SD = 42.28$). It should be noted that a number of principals had held principal positions in public school settings prior to their being hired within the Texas Youth Commission system. The group's highest degree achieved was two informants with doctorates of philosophy in special education and public school administration, four other informants earned masters degrees in education; one principal's masters' degree was in special education and one obtained a masters degree in physical education and educational administration.

Before the interviews were conducted, each principal provided answers to 10 demographic questions. The results assisted this investigator in grasping these educators'

knowledge of physical education. The reader is reminded that some principals provided more than one answer to these questions. When the principals were asked, "Is physical education a State required curriculum content area?" Seven of the eight educators responded positively. When asked, "Who teaches the physical education curriculum in the facilities?" Four principals' remarked personnel in the recreation department. Two educators stated juvenile corrections officers' staff taught the physical education activities, another mentioned the sports teams/athletic coaches provided these services, and two principals provided no responses.

The principals commented that the individual most responsible for determining what type of physical education curriculum is used in the facilities was (a) the federal and state legislation ($\underline{n} = 3$ responses), (b) the superintendent of the facility ($\underline{n} = 3$ responses), (c) the recreation director ($\underline{n} = 2$ responses), and (d) the principal ($\underline{n} = 1$ response). When asked to identify the title of the physical education curriculum being used in the facility (a) four principals stated the Texas Education Agency, Texas Essential Knowledge and Skills (TEKS) for physical education were being used, (b) one replied the Presidential Physical Fitness Program, and (c) one principal claimed, "This doesn't really apply to us. Our kids get this through the athletic teams."

When questioned how the youth's physical education progress or development is measured, (a) two principals provided no answers; (b) five educators stated a combination of answers that included attendance, participation, observation, tests and

credits awarded; (c) one mentioned using the TEKS; and (d) only one principal announced, “Technically we don’t offer PE, our coaches know the TEKS.”

A question inquiring about the kinds of behavior management techniques incorporated in the physical education classes resulted in all the principals reporting that a combination of techniques were used. The techniques included redirecting youth in a more productive behavior or outlet, using one-on-one counseling, securing the youth in a timeout or isolation setting, signing sports teams’ contracts, being referred to the principal, and being sent to the security segregation unit.

The last two questions were aimed at who provided the direct adapted physical education services and wrote the Individualized Education Program (IEPs) or the Individual Transition Program (ITPs) for the youth. Seven of the principal informants responded that there were not any adapted physical education services of any kind being provided for the youth at their facilities. However, one principal stated, both, “Yes and no” and that services were provided by a certified physical education instructor. Two principals mentioned that if services needed to be provided one would “consult with an area Education Service Center” and “if needed, I have two secondary level PE teachers” to fulfill those needs.

As stated in the previous section, the first assumption of this study was that physical education instruction or curricula is a part of public school programs and therefore should also exist in the male juvenile offenders facilities. The interview

question used to examine this was: “If a group of Texas Youth Commission youth were asked to comment about the physical education program offered at this facility, what would their response be?” Probes were used to obtain additional information. The principals’ perceptions are presented in three subheadings.

Projected Youth Comment About Programs

Principals’ reflections concerning youths’ comments about current physical education, recreation, and physical training program offerings within their respectful facilities varied. Three of the eight principals related this question to the agency physical training program and felt the youth would comment that the program is (a) required participation, (b) filled with various marching maneuvers, (c) designed to be of difficult structure, and (d) meant to “get them in shape.” Two principals expressed that the youth would remark, “it is often boring” and “There isn’t enough things for them to do. They need more activities.” Only two principals stated the youth would be pleased with the amount of activities offered. One principal did not answer the question.

Earlier in this Chapter, this investigator commented on how it appeared that the terms of physical education, recreation, and physical training are often used synonymously, however, are very different. Two of the principals’ statements were illustrative of this while reflecting on how the youth would comment:

I think it’d be positive in most cases. They definitely have it. They definitely have to do it. They understand that. We try to use it in a positive way here in education.

Now when you categorize the terminology in three different ways as physical education, PT or rec to me that's three different things.

Later in the interview, this informant used these terms inappropriately when asked how as a principal he measured the effectiveness of the physical education program:

I do day-to-day walk-throughs and observations to see the participation that the kids are involved. Evaluating the program every year, we meet with the rec supervisor, here I am bringing another subject in [mixing the terms], because he's the person in charge of that building. We try to incorporate him in the process, look at the programs that are offered, storage space, looking at things, we've recently purchased, but, just the evaluation part of it is done through professional development.

These comments reiterate some of the superintendent group's theme. Those themes are (a) the level of youth participation and activity or the PEProg theme; (b) the current physical training program requirements, which aligns with the JA/CP theme; (c) the structured environment and programs, again, the JA/CP theme; and (d) the need to establish clear separate definitions (-PE/PD theme) or mission statements for physical education, recreation, and physical training programs within the system.

Physical Education Parallel/Comparable to Public School Programs

Six of the eight principals stated the programs paralleled or were comparable to physical education programs in the public schools. The remaining two principals reported

the programs were “very inadequate and didn’t compare at all” to public school offerings. The following two quotes were selected to illustrate the parallel versus not parallel paradox:

I think it’s very close, very similar. I know that in a public school setting you can substitute things like ROTC, band, drill team for physical education privileges. Our kids cannot substitute those. They all do the PT. They all do the rec. I have 32 years of public school background and I was a certified physical education teacher which I didn’t teach because I was also a math teacher [and] I think these kids get very similar to what they would get in public school. In some cases, I think lots more.

One principal replied with an unparallel remark:

I taught PE in public school for a few years, so I know what the PE program should be and I was a football coach for 28 years. So, I know how to organize things like that and ours, ours is not very good, mainly because, one, we don’t have any certified teachers. Our PT staff are just people that have been hired. They have other duties that they have to do. There are days that we don’t have any PT staff and the JCOs (juvenile offender officers) have to run the classes. So, in comparison to a public school system, ours is not very good.

There is much that could be debated about the first quotation. Though the principal’s comments that youth in the TYC system are not able to substitute activities for

physical education as an agency, the physical training program and recreation program at many facilities serves as the substitute for a physical education program. As reported in the previous section, an agency ‘waiver’ can be used to substitute physical training and recreation for a legitimate physical education program. The informant refers to physical education as being a privilege rather than a right. This “privilege” remark is consistent with the corrections-based thinking. Finally, the quote suggested that this informant used previous memories and a dated personal knowledge base to comment on current developmentally appropriate physical education practices.

The unparallel quote repeated the issue that JCO staff is called on to provide a variety of services. These services often include conducting the physical education, recreation, and physical training activities for the youth. The themes in this segment of interview text are noticeably associated the TYC corrections philosophy (JA/CP) of structure and programming (-PEProg) as well as reiterates the theme of influence from the support system/governing agency (SS/GA) that oversees each facility.

Physical Education Programming Measure of Effectiveness

To obtain information of how youth are assessed/evaluated or how youth progress is measured principals were asked, “In what ways are measurements of effectiveness of the physical education, recreation, or physical training programs achieved?” Seven of eight principals gave either no answer, that evaluation was not being done, or the process involved subjective procedures such as observations of walking through activities to view

youth participation levels and youth fitness levels. Illustrative of this, one principal responded:

What I do is look and see. Look at the amount of security referrals that come out of those classes, the amount of behavior write-ups. We have no problems out of any of the classes. With the PT and rec, I know how it's set up but I don't actually participate in it. I don't actually get to watch the kids doing it very often. So, I don't really have any feeling about whether or not that's successful. A real low level success rate is that the kids look fit, a lot of kids come in overweight or they couldn't run to save their lives and they do begin to start looking fitter. I think that's a real gross measure.

Another principal shared:

We measure on mainly subjective type of measurements. They are planning to start administering the physical fitness test. That would get us something we could measure. At this point we're not measuring anything with paper and pencil. I would just have to say by the appearance and by the physical abilities of the students from the time they come in to the time they leave.

The themes which are implied in the contents of the selected interview excerpts include the current status of physical education activity and programming (PEProg) that serves as the means to measure youth progress and development through "subjective procedures," "a real gross measure," and "the kids look fit, that's a low level success." Other forms of

measurement identified are those through “participation levels,” the youths’ “appearance and physical abilities,” and “security referrals” based on behaviors (barriers, B theme). A final theme which was identified is the use of the terms of “PT and rec” again reiterating that within the TYC system there are no clear definitions (-PE/PD) for physical education, recreation, and physical training. Further, there are no clear program definitions for policy and procedures to conduct meaningful measures of effectiveness to judge programs.

As was done with the superintendent group, this investigator wanted to examine whether principals in the Texas Youth Commission facilities were aware of federal and state laws stipulating physical education as a mandated direct education service, especially for juvenile offenders with disabilities. The question that explored this was, “If [facility name] was evaluated by a representative from the Texas Education Agency concerning whether the physical education program satisfied state physical education curriculum and programming requirements; what would the evaluation reflect?” The results are presented in topics of: (a) commenting on the TEA program evaluation, (b) using/meeting the TEKS for physical education, (c) awarding grades or academic credit, and (d) defining the term physical education.

TEA Program Evaluation

When asked what TEA program evaluations might reflect, five of eight principals replied that their programs with their facilities (a) are meeting and following the

objectives; (b) “would be accredited, because what we do is large muscle exercise, that’s what they [the youth] get;” (c) would reflect positively; and (d) that what was provided was “better than average.” Two principals announced the programs would come up lacking and the evaluation would not be very good. One principal did not answer the question. Only one principal confirmed the claim made by the superintendent group that within the Texas Youth Commission system a physical education exemption exists by stating, “We have a letter of understanding from them [Central Office] authorizing us, basically saying whatever ya’ll do as long as it meets accountability and someone oversees it and it’s certified, it meets our expectations.” These principals’ statements do echo the superintendents’ earlier comments.

The issues that evolve from the principals’ anticipated TEA evaluation outcomes are that (a) accreditation would occur, (b) the programs offered in the TYC system are better than average compared to that found in the public school settings, and (c) a positive report would result. It appears that the positive report would occur due to the following criteria as identified by this principal group: (a) it meets accountability, (b) it is overseen by an individual in the TYC system, (c) it is certified, and (d) it meets the Central Office expectations. This group of principals provided descriptions about satisfying state physical education curriculum and programming requirements through meeting the TEKS and how grades or credit are awarded (see Table 1).

Table 1

Principals' Explanations of TEKS and Awarding of Grades/Credits

Informant #	Explanation
007	<p>We do award credit. In order to award credit we have to satisfy those elements.</p> <p>We use them [TEKS], but we do have a wavier, we don't have to meet all of them. If we were questionable in any area [it] would be the PE/PT program.</p>
011	<p>Each week we look at the TEKS and see the things we have done the past week and things we're planning to do for the next week fit in. [Grading] we base it on attitude, on their participation daily. We take attendance in these classes everyday. I do the rewarding of the grades. They're sent to the parents every 6 weeks. We try to have 10 PE grades every 6 weeks just like other classes do.</p>
015	<p>Students earn grades from the recreation staff. Exercise time, its sometimes led by rec staff and sometimes led by dorm staff. They take attendance and credit it during the rec time with rec staff. Rec staff keeps a grade book. A student has to earn 90 days credit or participation before he can get ½ a PE credit.</p>
019	<p>We try to use [TEKS]. Their grade is based upon participation. They take a written test at the end. The physical education program is part of the school day. It meets the TEA requirement for physical education. It meets the TYC requirement for physical education. The kids get it seven days a week. They also get PT on Saturday and Sunday. They do activities. We test them. We give credit. They get</p>

grades. They can get up to 1½ credits in PE. We're within TEA guidelines. We're just not a top-flag, top-notch physical education program.

- 023 It's pretty cut and dry. They have to accomplish 100% of the TEKS objectives and 80% of the subject objectives. They have to master a skills test to pass for each half credit. Grades [are] every 6 weeks.
- 024 The coaches know and have a copy of the high school PE TEKS. They document that they did the TEKS and they let them do a truly athletics program. If you go do athletics, that can substitute for PE. That's how we work it.
- 041 The [TEKS] are provided to the rec staff. We have a teacher of record [who] works with the physical ed and they're granted ½ a credit, not more than 2 credits for the entire 4 years. That's all that we can offer.

Note: Informant 031 provided no response.

However, one informant provided this detailed response:

I know they do the fitness testing. [Let's] pick Foundations of Personal Fitness [part of the TEKS] to designate them receiving credit, we study the text objectives and [identified] the one most comparable to what they're actually doing out there. We also ordered textbooks and have activities, teacher's guidance stuff available to the Rec staff. A chart that lists every objective from movement, social development, physical activity and health and it breaks it down to the

sub-objectives. Then it lists (PD) for performance or demonstration, (TO) is teacher observation, (TR) is test results, (ME) is mastery earned. So depending on if the child demonstrated [the skill. Credit or a grade is awarded].

One principal gave this lengthy response:

People get confused and say, "Oh, TYC is an alternative school. We're not an alternative school. We're a regular school. Most of the kids are way behind. They dropped out of school, stopped going. They don't have a lot of credits. So, we have a lot of seventeen year-olds with three high school credits. Less than 10% of our kids ever return to high school. Our focus is on getting them some vocational training and a GED. The kids, about 10 to 15% come in are on track with credits. We put them in high school classes but for the other 85 to 90% that's not what makes sense. We do goal setting, given their skill level and their educational history, their future plans. So, I think, at first they would have some questions about technically *we don't offer PE*. But I think when they sit down and look at it [they'd] see that it's not hurting, that the kids have PT, they have rec, they have an obstacle course and that it's not hurting them educationally, in that any kid who needs a PE class has access to it. They receive a true athletics from a certified phys. ed. teacher. I think they'd be fine. I think it would take some explanation but really, I'm not sure that it's a wise investment of our guys' time. They have five periods a day; an English class and math class, one of the three

life skills courses and two vocational courses or electives or PE. When they would sit down and see our kids' needs, I think it would be a disservice if we were told, "You have to put an hour of PE in everyday for every kid." I think they get enough of it everywhere else. We're not actually trooping them all off to PE for an hour a day. I just don't see the real benefit in that given our kids and given their needs. But the athletics, if you go do athletics, that can substitute for PE.

Though the descriptions varied, a clearer understanding emerges when the information is chunked together as in two quotes and the table. The principals have reiterated themes that were previously stated by the superintendents.

The two quotations prior to Table 1 were selected because of the rich dissimilar information each contained. The themes that were apparent were (a) attempting to meet state education standards (+SS/GA theme) through the use of fitness testing (+PEProg theme) and a TEKS curricula goals and objectives in "Foundations of Personal Fitness," (+PEProg theme); (b) conducting evaluations in the area of movement, social development, physical activity, and health (+MPE theme); (c) assuming through negative public perception that a juvenile justice facility school systems is under the auspices of an "alternative school setting," when in actuality the facility schools are independent, 'regular school systems' (barrier/label theme –B/L); and (d) accepting that most TYC facilities focus for youth is the completion of vocational education training and/or the general education diploma (GED) (JA/CP theme).

Information that was dissimilar from previously shared information was that (a) if an area was questionable for evaluation, it would probably be the current practices to satisfy physical education programming (-PEProg theme); (b) grades are sent to parents every 6 weeks (+PEProg theme); (c) a total of 90 non-consecutive (confirmed from field notes and interviews) days earns $\frac{1}{2}$ a physical education credit (PEProg theme); (d) mastering of physical education skills tests may differ from one facility to another (-PE/PD and -/+PEProg themes), following the example of a facility allowing a 100% TEKS and 80% mastery of the subject objectives to be an acceptable measure; and (e) the TYC system allows a “teacher of record” to sign-off on the earning of the TEKS and grades awarded to the youth. This “teacher of record” term is a (-PE/PD) theme because it is not clearly defined by the agency. These responses prompted this investigator to ask the principals to give a definition for physical education.

Define Physical Education

Principals’ definitions of physical education included, “It’s an outlet for them to use their energy” and “As a positive structured activity used to benefit or enhance their ability to work in a group in a positive way. I think physical education is one of the most positive programs I have.” One principal provided this interesting concept as part of a definition:

It’s more of a lifetime fitness thing. We’re trying to educate them on the benefits of being fit and active. That is one of the ways to tie it back to resocialization.

That is, a skill as something to do in society. A lot of people do recreational activities on weekends. A lot of our kids don't come from backgrounds [of] skiing or playing tennis but they can do things like running or jogging or just physical fitness stuff to keep them in society. That's not even counting keeping them physically fit and reducing stress and tying it into that.

The initial remark seems traditional in nature and the second and third quote leaves a glimmer of hope for this investigator's belief that the Texas Youth Commission may acknowledge the importance of physical education (+MPE theme). The final statement comes from a principal informant who holds a physical education degree. This informant has nicely meshed together physical education, fitness, and the Texas Youth Commission Resocialization Model. This principal touches on the importance of physical education, fitness, and an active life to assist youth to transition back into society. This demonstrates a progressive mindset recognizing physical education, physical fitness, and sports involvement as a tool for success in returning to the community and resonates a benefit youth can achieve (+PEProg, +MPE, +SS themes).

This investigator was extremely interested in determining whether the principals were attentive to the laws that designate physical education as a legislatively mandated direct service. This was investigated by asking, "Considering the Texas Youth Commission Resocialization Model, if the mandated physical education laws were no longer in existence at [facility name], what effect or outcome would this create in the

daily living experience of the youth?" Additional information was targeted at the youths' dorm/social life, educational accomplishments, or discipline/behavior outcomes that may be affected by the absence of physical education, recreation, and physical training opportunities. Results are presented in the following headings: (a) increase in discipline, aggressive behaviors; (b) outlet/energy release; and (c) detriment to the Resocialization Model.

Increase in Discipline and Aggressive Behaviors. Five of eight principals noted that the removal of the physical education, recreation, and physical training programs would create an overall facility safety concern (JA/CP theme) for staff as well as youth. Discipline referrals and student aggression, barriers (-B) theme, would indeed intensify.

Outlet/Energy Release. Four principals mentioned these programs were designed to allow their incarcerated youth to establish a bridge or a balance between school achievement (+MPE and +PEProg themes) and institutionalized living (-B/L theme). These programs were used to assist youth in learning teamwork strategies (+MPE and +PEProg themes). One principal shared this account:

We provided PE after school. Each evening each dorm would go out with it's 40 kids or 80 or 90 kids and play ball. That was a safety problem [having] a lot of kids [out] right when the sun was going down and a few staff [to watch]. With the winter hours it would get even darker, so, that was a safety hazard and accountability hazard. So, that's why we brought it back into the school. It would

be a terrible thing to take away physical education completely. You need that because it's an outlet and these kids don't have a lot of outlets. It's probably the best constructive outlet we have.

This principal clearly identified that the reason physical education was placed back into the school day was to assist with safety and accountability issues with a large number of students (barrier theme, -B) engaged in physical activity during the evenings. The mention of physical education as an "outlet" or outcome for the youth is positive (fitting the theme +MPE). However, in this particular quote, the principal does not recognize physical education as an academic curriculum area that can be construed as a negative (- PEProg) theme.

Detriment to Resocialization Model. Two of the eight principals stated that if these programs were no longer in existence, "Youth do become easily bored (a -B/L theme). It assists in more successful movement through the Texas Youth Commission treatment phases/levels (+JA/CP theme) to be released." Lastly, one principal shared, "I think it would be dramatic. Without that physical education participation, they don't get that structure (+MPE theme). It would be detrimental (-B/L theme) to the overall kids' Resocialization program if they did not have the structured PE (+/- PEProg themes)." These replies led the investigator to ask the principals the question, "What is the goal of the physical education, recreation, or physical training programs for the youth in your facility?"

Goal of Physical Education, Recreation, Physical Training Program

Four out of eight principals provided their depiction of what the goal of the physical education, recreation, physical training programs were. Three of the four principals' remarks included a reference to "resocialization, the whole goal is to get the youth back into society." General comments consisted of, "for fitness," "to use physical activity to make sure they stay active," "to fulfill educational needs by giving credits," and "to assist a kid to be a successful person in society." A more elaborate statement was, "the ultimate goal is to improve the youth physically and mentally by improving their self-image so they can be crime free for the rest of their lives."

These replies reflect a variety of correctional philosophies (JA/CP). Any of the statements regarding "resocialization" through reentry into society, mental and self-image improvement, as well as being "crime free for the rest of their lives" address the motivation from physical education (+MPE) activity and the corrections rehabilitation philosophy. These comments about fitness, physical activity, and physical improvement seemed best aligned with the corrections' philosophy of initiation/indoctrination (JA/CP theme) and the corrections' curricula content within the education program philosophy (JA/CP theme) and positive physical education programming (+PEProg) theme.

The next question was; "When you were hired at [facility name] and now in your current position, what was impressed on you as your most important/immediate responsibility?" This question was posed to attempt to discover the current status of the

physical education program within each facility. Also, it was the desire of this investigator to allow the principals to describe personal stories of decision-making and program development in the on-site schools. As needed, probe questions followed to obtain more physical education program information. Through the interview process, more historical background was obtained by asking the inheriting or initiating programs question first. The answers to this question are presented. Some principals provided more than one answer.

Inherited/Initiated Program

At the time of taking the principal position of the facility school, five of eight principals inherited the current physical education, recreation or physical training programs at their facilities. Three principals had initiated the facility program.

Most Important/Immediate Responsibility as Principal at Hiring

Duties expressed as the most important or immediate for principals were (a) four of eight principals responded, “safety, security, structure, and control” and (b) four educators stated comments related to the administration of the education department to meet the variety of agency accountability measures through TYC, TEA, and TEKS.” One principal contributed this dissimilar information:

It’s kind of a philosophical thing in correctional education. If we don’t get control and we don’t get order, then we can’t have teaching. It’s pretty quiet around here. That’s by design. It’s probably quieter than any high school. So, it was a mixture

of control, order, and then reading, math and GED scores. Our accountability measures [some of the] kids [take the] Test of Adult Basic Education (TABE) on reading, on math, and then GED. Those are our key accountability measures.

These responses can best be related to the themes of (-PE/PD) from the use of the term “correctional education.” Those remarks pertaining to gaining control to have order to then be able to teach follows the thinking of many behavioral management specialists as well as the TYC/CP philosophy system. Mentions of the GED and TABE are associated with meeting governing agencies (SS/GA theme) demands from the Commission, the state education office, and federal agencies.

Most Important/Immediate Physical Education/Recreation/Physical Training

Responsibility

Next, the principals were questioned about any important or immediate problems in the physical education, recreation, and physical training programs. One respondent shared there was no important or immediate duties to address related to the physical education program. Five of the eight principals recalled the impact of responsibilities rested on the TEKS being incorporated into the program. Illustrative of this focus, one principal reported:

One of those [responsibilities] was the essential elements that are part of the overall physical ed program. When I first started, the Texas Youth Commission had a waiver with TEA for doing the recreation part and granting them credit thru

the recreation for education. In fact it was called PT. Now we have PE and we have a teacher of record. We have a certified teacher here in the education department who is certified in Kinesiology and he is the one who grants the credits, based on whatever the rec staff tells him.

Another principal repeated an earlier theme of scheduling physical education as a way to provide more control in the day for the facility staff, rather than identify it, truly, as a curriculum content area:

Our school was designed for 250 [youth]. We built a brand new dorm with 96 beds. We didn't get anymore teachers, didn't get anymore classrooms. We still don't have any new classrooms so one of the challenges was to keep class size down. Incorporating PT into the daily school schedule, gave the kids a sense of normalcy. It drew down the number of kids in classes so we had 10% fewer kids in the school at any given time. The afternoon hazard of having 400 kids running around campus with the sun about to go down and them outside playing, it just provided better control.

Finally, one principal associated the response to the sports teams within the facility. This information was selected for its dissimilar information content. The principal stated:

[I was to] make sure the teams stayed the way they were. To make sure I lined up the coaches. Technically, I could put a stop to all the teams if I wanted to. I could just say I'm short of teachers and not release the coaches to coach. But, I'm real

committed. I'm a high school basketball official. I'm real committed to sports. I go to the games. I believe that the sports are a benefit and have a value for these kids, but, technically, if a principal were to come in who decides that the classes are too big and that sending a coach off at 12:30 to [coach] football when really they want to reduce the English classes, technically, they could close down the teams.

The previous interview quotations were selected because of the distinctive information each contained. These quotes revealed stipulations of the Texas Essential Knowledge and Skills in physical education from the governing agencies (GA theme) of the Texas Youth Commission and the Texas Education Agency. The uses of the terms “teacher of record” and “certified teacher” are use synonymously without any clear explanation (-PE/DP theme). The comment “based on whatever the rec staff tells him” is viewed by this investigator as an arbitrary practice of how credit or grades are awarded and interprets it as questionable (-PE/PD theme). A variety of terms are used, recreation, rec, PT, PE without any clear definition (-PE/PD theme). The unique information to be extracted from the quotes is one in which the principal reiterates using the scheduling of physical activity as a management or control tool in the facility (PEProg theme). The last principal quote strongly supported and advocated for sports (+S/IOS theme) in the facility and school schedule. This quote, also, suggested the ‘power of one’ or the latitude

principals have to continue (+S/IOS theme) or end sport competition (-S/IOS theme) in the facilities.

Further program descriptions of the physical education programs in the Texas Youth Commission system were obtained from the principal group with the question, “If the state could provide [facility name] with anything to further enhance the current physical education, recreation, physical training program; what would you ask for?” This question is designed to allow the informants to identify ‘perceived needs’ for the respective campuses. Probe questions were used to gain more information concerning (a) age-appropriate equipment, (b) adequate facility or activity space (i.e., play area, swimming pools, ropes courses), (c) exercise/fitness equipment, and (d) staff/personnel. Results are presented through a perceived needs category count and selected data rich statements.

Enhance Physical Education, Recreation, Physical Training Programs

The identified perceived needs count resulted in four needs categories. The principals provided multiple replies. The principals’ categories and counts were (a) staff, 9; (b) new, more, or upgraded facilities, 7; (c) money, 6; and (d) programming, 4.

The largest needs category was staff. All the principals requested more personnel positions. Five of the eight principals stated the need for certified physical education teachers in their schools. The next largest needs category of facilities included requests such as a multipurpose stadium and more gymnasium space. The informants’ category

requesting money also included funding to support higher salaries for personnel. This group of informants voted programming items as its last perceived needs request. Specific programming desires mentioned were individual, team, and lifetime sports and low level sports/activities that require a high level of physical activity involvement.

This investigator identified the following perceived needs statements from this informant group as dissimilar information, "I would like to see physical education recognized as an academic area or class so my staff in charge of this receive credit toward their Texas teaching service record." Another principal shared, "We need to place physical education on a higher priority so we can up the salary to attract people with the right or higher credentials to teach this topic." These informants' comments suggest a possible trend in principals recognizing physical education as an academic area of value in the education curriculum. To further illustrate a principal's identified perceived needs, the following valuable dissimilar information quotation was selected:

Out of the populations that we have, not everyone's cut out to be a baseball player, not everyone's cut out to be a football player, some run faster, some have swimming abilities. Our Mexican National population, we have about 20 [youth]. They're real big into what we call soccer but they refer to it as football. In Mexico and South America and in most of your European countries that is the sport of the day. Soccer, that's what we call it, so in asking for a facility I would ask for a

multipurpose facility, one where we could have the soccer, baseball, track events, swimming events, all the other things.

This informant's comment caused the investigator to further question the principal about any programming considerations due to cultural differences, interests, or activities for youth designated as Mexican National's, the principal disclosed:

They commit crimes. They get caught in the justice system. The students, the 250 that are here, the majority of them, about 78% come from this south region. The primary language that they know is Spanish and I make sure I have enough teachers on board that not only understand the language, understand the culture [but] are certified to teach in the language that these children bring to us. We have what we call an intercultural awareness committee. We have the Cinco de Mayo Celebration, the Mexican Independence from France, we also have another celebration in September, the Independence from Spain. We have certain activities that focus on [the] culturally diverse nature. They [youth] do some dancing competing, do some singing, do some artwork, a lot of other things.

It was expressed to this investigator that this honoring and respecting of cultural diversity in the Texas Youth Commission system is valued as an important part of the overall rehabilitation of the youth.

This entire line of inquiry satisfied the perceived need theme (+PN). The dissimilar information provided description creativity in culturally diverse physical

education activities and programming (+PEProg theme). These requests would directly impact the physical education offerings in each school.

Advice to Physical Education Students/Professionals

Asking principals to provide advice to physical education students and professionals allows advice to be conveyed from the most direct facility school leader. The principals are the link to the day-to-day policy and procedures in a school which directly effects the youth. A physical education program advice quadrant was developed (see Figure 6). The principals' advice quadrants remained the same as for the superintendents. Those quadrants were traditional, encouragement, juvenile offenders (JO) specific, and juvenile offenders (JO) warnings.

Traditional Advice	Encouragement Advice
<ul style="list-style-type: none"> ▪ Have a lot of structure ▪ Use rules ▪ Like kids ▪ Like being around kids 	<ul style="list-style-type: none"> ▪ You have to care ▪ Good opportunity to work with kids ▪ Most tremendous training ground for anybody ▪ Be a mentor
<ul style="list-style-type: none"> ▪ Opportunity to rehabilitate youth ▪ Come on out here, be full time, get paid year round ▪ Need special training to handle incarcerated youth ▪ Teach them the right way to play [sports] ▪ [It's] totally different in TYC ▪ You can't demand their respect...gain their respect. ▪ You respect them...they'll respect you 	<ul style="list-style-type: none"> ▪ Don't jump to conclusions ▪ Yes, they're criminals...you don't want to get hurt... ▪ They made a mistake...they're still kids ▪ Safer here than in public schools ▪ Don't be their friend, that's the worst thing you can do. They'll take advantage of you

JO Specific Advice

JO Warnings Advice

Figure 6. Principals' Advice Quadrant for physical education students and professionals.

This principal's advice struck the investigator as perhaps the most sincere and honest advice:

Sure these are juvenile offenders. They've done some of the most atrocious things that we can sit here and talk about. The state's taken away their freedom. There's no one here that are victims. The victims are all outside the fence. They're still kids and we have to remember that. The state of Texas has invested a lot of money to give [them] an opportunity to be different. I think all these things work together to do that. I just think if a person wants to work in this type of setting,

realize these kids made a mistake. Yes, they're criminals and no you don't want to get hurt. At the same time they're still kids.

Another principal provided this advice to higher education personnel preparing young physical education professionals:

If I [were] a professor, I would make some contacts with local facilities. I would see if I couldn't take a tour of the facility and begin to breakdown that perception, "You're so brave to work in a prison." My response is, "You're so brave to work in the public schools." I know my guys don't have guns. I know they're not high. I know they don't have a weapon. I know they ate three meals yesterday and I know they slept 8 hours last night. I have control over variables that you can't touch. I think we do a very poor job in correctional education of getting the word out that we're here, what we do, what we have to offer. I would get the students out there. Start killing some of that perception about, "Oh my God. Prison!" They're actually nowhere near as scary as some of the public schools right now.

These quotations are illustrative of a variety of themes. In general, there is an expressed acceptance of the youth as "criminals" (-B/L theme) or kids needing to work through the TYC corrections system to be rehabilitated (+JA/CP theme). The selection of words "crimes," "the fence," "prison," and "victims," "the taking away of freedom" (JA/CP theme) all depict descriptions of institutionalized living (-B/L theme) and treatment while on the 'inside'. The investment of money for the purposes of

rehabilitation fits the JA/CP theme. The references placed on youth that at one time used “guns,” “weapons,” “being high,” is a negative stigma (-B/L theme). All of these speak to the need to break through the perceptions associated with working and living in a correctional setting. This investigator also identified as a perceived need (PN theme) the breaking of the negative perception of correctional education.

The advice question provided a natural lead-in for the question, “In your opinion, would there be a position or role for an adapted physical education specialist in the Texas Youth Commission system?”

Adapted Physical Educators’ in the Texas Youth Commission

Six of the eight principal informants expressed positive remarks toward having an adapted physical educator to assist in meeting a variety of needs for the growing number of youth with disabilities in the Texas Youth Commission. One principal shared this:

We have almost 170 special ed [youth] out of close of 400 kids and most of them are ED [youth with emotional disturbance]. Very few of them are physically limited. We’ve had a kid in a wheelchair before. We’ve had a deaf kid, so yeah definitely. When you’re talking those kinds of numbers of special ed. kids, we need that.

One principal shared thoughts on what would be successful and what would not be successful by stating, “[The adapted physical education specialist] would have to have some kind of behavioral background or training or know from the onset the way to

motivate these kids, is not the way they do in the public school.” To provide the other end of the spectrum, a principal retorted, “I think they could benefit from it but I don’t think that it will ever happen. The money problem is just too great.” Finally, one principal equated this question to youth with severe and profound disabilities resembling more of what an occupational therapist/physical therapist might offer in services.

There is a definite misunderstanding as to the definition or job description an adapted physical educator would provide. The themes that can be associated with these comments are perceived needs (+PN theme) for such a position, a lack of money (- B theme), and a lack of knowledge or understanding of what an adapted physical education specialist could provide to the system (-PE/PD theme). If the principal group informants are unfamiliar with the duties an adapted physical educator might provide, the youth may not be able to benefit from appropriate adaptations and modifications to physical education programming and activities (-PEProg).

Like the superintendents, the principal group was also asked the question concerning future trends. “With your experience, would you forecast any trends which may impact positively or negatively on the physical education programs in these facilities?” From their perspective, future trends that may affect physical education, recreation, and physical training program offerings varied.

Future Trends

Two principals commented positively that organized sports competition and opportunities that allowed the youth to compete with other schools outside the facility were important program offerings (+S/IOS and +PEProg themes). One principal stated attempts to meet state education requirements (SS/GA theme) by using the TEKS (+SS/GA theme) were an important step to accreditation of the education program in the facility. However, this same principal shared this remark of a negative trend:

I'm seeing overall more and more emphasis from our central office on following TEA guidelines, being able to offer kids credit [and] making sure we're following the TEKS. But, I don't think we've ever said "Hey, PE is officially an education class. I see PE not being taken seriously". To me that's going backwards. It's not going in the right direction. It is all tied into the four cornerstones.

Other identified negative trends mentioned were the lack of money, facilities, equipment, and people to teach as well as the role politics play in the TYC system. Illustrative of the political climate was this account:

I do see this, "Get tough on crime!" [This] means that the general public hears things like [we have] a swimming pool or [the youth] are on a ropes course or our prisoners are out there playing sports; that doesn't go with the get tough on crime [mindset]. During [Bush's] tenure as governor of the state, we had our football teams. We had our basketball teams. We had all of that. Do I think there will be

incredible funding put in, extra funding for PE and programs? I think if we maintain them as we are, we'll be in business. I don't think they'll try and shut them down but do I think they'll pump big money into expanding them?

Absolutely not. Not a hope.

The themes that emerge from the above segments include: (a) the already mentioned, negative future trends (-FT themes); (b) the -JA/CP theme, due to not recognizing physical education as an academic class; (c) the “get tough on crime” aligns with the philosophical stance by TYC as well as the public at large (the JA/CP and – barriers theme); (d) numerous references toward the (SS/GA) governing agency theme from the mention of TEA, TEKS, [then governor] Bush, and politics; and finally, (e) the sport/importance of sport (+S/IOS theme).

The final interview questions inquired about the principal group views of sporting competitions and opportunity for the youth. The questions included, “What types of on-campus or off-campus extra curricular/sport activities exist for youth in the facility?” The line of questions was designed to gain information about how (a) teams and competitions are organized, (b) competition against area public or private schools and leagues is arranged, (c) rules from various leagues (i.e., University Interscholastic League) are followed, (d) safety and security procedures are fulfilled, (e) a percentage of the student body participates in competition, (f) coaches are selected, and (g) the number of youth use the competition opportunity to transition back to the community.

On-Campus/Off-Campus Extra Curricular/Sports Activities

Six of eight principals confirmed that youth compete in off-campus competitions against community leagues, area schools and in some cases against other Texas Youth Commission teams. One of the principals explained this support system (+SS theme), “Central office likes it ‘cause it’s good publicity.” Another principal described this contingency on competition for juvenile offenders:

We compete primarily against private [schools] because if a kid has a felony in the State of Texas, they’re not permitted to participate in the public school league. Most of our kids have felonies, so we compete [in] the TAPPS league. [They] have been nice enough to let us in the Texas Association of Private and Parochial Schools. We compete against them: the Catholic schools, the Christian schools, the Christians and the prisoners!

This final quote was included to provide a dissimilar view of participation and competition in sport:

We talked last fall of putting together a basketball team and going and playing in a tournament at other correctional facilities but we have not. That’s not a primary focus because of financial constraints, time constraints, travel constraints. We’re really isolated here.

It appears the principals do not take a direct role of involvement in the administration of various competition opportunities. This explanation was explained about meeting age requirements to compete:

I do have some concerns regarding the age that they are competing with because of adhering to all UIL rules. [The UIL] is very strict as to who can participate and who cannot participate. For example, if a student has spent more than 2 years in one grade level [they are] ineligible to participate in any type of activities. If a student has not reached the age of 18 on or before September 1st of each year [they are] ineligible to play. So, we have a lot of our students who are playing [at] 19, 20, and 21 [years]. When we play, they do more intramural type sports [rather than] scholastic competition and the UIL rules. They would be definitely ineligible because of their age.

The safety and security measures used when taking youth off campus for competition was described by one principal, “The kids, when they travel, they travel shackled.”

Another explained in a little more detail:

There’s policies and kids are given a Custody and Supervision Rating (CRS score). The agency generates that in the Central office. They look at a kid, his history, the seriousness of the offense, if the youth has had runaways, if the youth is an untreated sex offender, if half the length of stay [has been served]. They rate

them [with] numbers as low, medium, or high. They you need a one to four ratio of staff to kids (depending on the CRS score).

Half of the principals replied that the coaches were hired by the recreation department. As with the superintendent group, coaching assignments were not dependent on certification requirements or an education degree, though facilities preferred to hire coaches that could also serve in the education department. Assignments were decided by interest and playing experience in the sport assignments. When asked what percentage of the current youth population competed on the sport teams, all principals commented they did not know the number though felt this percentage would be small. The principals repeated agency policy that permitted youth to tryout and compete on the sport teams. These stipulations were to (a) complete half of their committed time; (b) be cleared by coaches, teaching staff, administration, and treatment team counselors for participation; (c) complete the treatment phases; and (d) remain free from any disciplinary referrals and not be placed into the security/segregation unit.

Principals commented about the benefits youth receive from participation in sports, (a) “it gives the youth an opportunity to socialize,” (b) “competing assists the youth to develop character,” (c) “youth get to experience the outside,” and (d) “they get to travel, eat from fast-food restaurants and be committed to something.”

There are many themes that may be generated from the on-campus and

off-campus sports competition question. This question addresses the theme of sport and the importance of sport (+S/IOS) by the principal informant group. The comments about the effects and outcomes of participation in competition and sport identify directly with the theme of the motivation of physical education (+MPE) through sport competition. The responses of safety and security measures to take TYC youth teams off-campus align with strict (JA/CP) philosophy themes, governing agencies themes (+SS/GA) of TYC, and UIL policies and procedures (+SS/GA).

These results from the principals' interviews serve as the second layer or order of analyses. These results were compared with the next layer of analysis and interpretation (that of the physical educators/recreation directors/physical training directors informant group).

Comparison of Physical Educators', Recreation Directors', and Physical Training Directors' Perceptions

Thirteen informants with position titles of physical education teacher, recreation director, or physical training director were available for individual interviews concerning perspectives of physical education programs within the Texas Youth Commission. A total of 11 informant interviews were transcribed. One informant corresponded with the investigator through email/tradition mail. Finally, because one interview was conducted as a focus group, that interview was withheld from analysis for this study.

The demographic composition of the 12 physical educator/recreation director/physical training director informants whose information was analyzed included 6 men and 6 women. The ages of the informants ranged from 26 to 52 years ($\underline{M} = 37.83$, $\underline{SD} = 8.76$). The number of years of experience with the juvenile offenders population covered between 1.5 and 18 years ($\underline{M} = 6.67$, $\underline{SD} = 4.83$). The years the physical educators, recreation directors, and physical training directors had performed the duties of their current job or similar job ranged from .05 to 21 years ($\underline{M} = 7.71$, $\underline{SD} = 6.25$).

One of the informants had completed a master's degree in physical education. Four of the informants had bachelor of science degrees in physical education or exercise/sport studies. Another informant had military trained as a recreation programmer. Five of this groups' informants had not completed a bachelors of science degree in any concentration and one informant failed to provide the information.

Job titles for these informants varied greatly. Dependent on the facility philosophy or focus, titles ranged from Recreation Program Specialist III (as a level III, person recognized as the Director of Recreation), Recreation Program Specialist I/II, Recreation Program Specialist III/Juvenile Corrections Officer IV/V (recreation director and assistant recreation director designated as part of the Juvenile Corrections Officers (JCO) personnel assisting with security within the school) and Captain - Program Administrator I (Physical Training Director within a boot camp setting). Finally, only one informant

designated his current job responsibility and title as a Physical Educator aligned with the educational component (school) of the facility.

Prior to conducting any interviews, each physical educator, recreation director, and physical training director provided answers to 12 demographic questions. The results assisted this investigator in grasping these educators' underpinning physical education programming knowledge. The reader is reminded that these informants often provided more than one answer to these questions. When the physical educators, recreation directors, and physical training directors were asked, "Is physical education a state required curriculum content area?" 7 of the 12 educators responded positively. When asked, "Who teaches the physical education curriculum in the facilities?" six informants remarked personnel in the recreation department. Three educators provided no responses; two stated PT instructors or cadet leaders (personnel hired in the boot camp facilities); one included juvenile corrections officers taught the physical education activities, and another mentioned this was student-lead 90% of the time. Finally, only one informant responded that a certified physical educator was the teacher.

This informant group reported that the individual most responsible for determining the type of physical education curriculum to be used in the facility was the (a) recreation director ($\underline{n} = 7$ responses), (b) superintendent of the facility ($\underline{n} = 5$ responses), (c) TYC Board of Directors ($\underline{n} = 2$ responses), (d) principal ($\underline{n} = 1$ response), and (e) a combination of entities ($\underline{n} = 1$ response). When asked to identify the title of the

physical education curriculum being used in the facility (a) six educators provided no answer; (b) three informants identified the TYC Physical Training Program; (c) one stated a combination of the Texas Education Agency, Texas Essential Knowledge and Skills (TEKS) for physical education, Cooperative Games and Innovative Games, and physical education lesson plans; and (d) one replied the Army Physical Fitness Manual.

When questioned if physical education assessments are conducted, (a) six informants responded with no, none, or no answer and (b) six replied affirmatively. When asked who is held responsible to conduct the assessments, (a) five informants provided no answer; (b) four educators reported the recreation director; (c) one claimed the juvenile corrections officers; (d) one stated the Captain, Program Administrator I (the PT director from one of the boot camp facilities), and (e) only one informant announced, the certified physical educator.

When queried about the name of the assessment tools currently being used (a) five educators stated some form of military physical training/fitness tests; (b) two remarked informal observation; (c) two commented the Presidential Physical Fitness test; (d) one responded participation and multiple choice tests; (e) one replied the TEKS complimented by another tool (i.e., the Presidential Physical Fitness test); and finally (f) only one provided an extensive list of the TEKS, the Presidential Physical Fitness test, the Army Physical Fitness Manual, the American Red Cross swimming and lifeguard tests, first aid exams, and cardiopulmonary resuscitation (CPR) tests and certifications,

and age appropriate youth fitness tests. A question inquiring how physical education measures youth development and progress produced a combination of replies. The techniques included the (a) informal observation of participation levels; (b) physical training tests conducted on a regular basis; and (c) TEKS and a combination of the President's Physical Fitness test, the Army Physical Fitness test, the Cooper Clinic tool, and the Fitness Gram.

Descriptive information about the general organization of the physical education class was obtained by a series of four questions. The initial question in the series asked how often the youth received the physical education class. Ten respondents replied class was offered five days a week. Two respondents stated class occurred seven days a week; on further inquiry it was explained that PT and recreation occur on the weekends, thus, those respondents equated that to mean seven days of activity. Student to staff class ratios ranged from the smallest 8:1 to the largest 80:1, with the average class size 40:1 youth to staff. The average allotted class time duration was 60 minutes. The three top ranked physical education "activities of choice" in order of choice were (a) basketball, (b) softball, and (c) a tie between soccer and football.

As stated in the previous analysis sections, the initial assumption of this study was that physical education instruction or curricula are a part of public school programs and therefore should exist in the male juvenile offenders facilities. The interview question

used was, “If a group of Texas Youth Commission youth were asked to comment about the physical education program offered at this facility, what would their response be?”

Projected Youth Program Comments

Physical educators, recreation directors, and physical training directors felt youths’ comments about the current physical education, recreation, and physical training program activities would result in these comments (a) “very positive,” “something to look forward to,” “their favorite part of the program,” ($n = 4$ positive responses), (b) “don’t get enough activities” (particularly outside activities), and “they want to be a little more challenged,” ($n = 4$ negative responses), (c) “all they get is 1 hour of PT,” ($n = 3$ responses), and (d) “they don’t want to lose the recreation privilege if they do something wrong,” ($n = 1$ indifferent response).

Themes that emerged from these comments are similar to some of the previous two informant groups. Those are (a) positive reactions to current activities and opportunities for youth to participate (+PEProg theme), (b) negative reactions to current activities and opportunities to engage in activity (-PEProg theme), (c) physical training program requirements, (JA/CP theme) and the need to clearly define the PT program from a physical education program design (-PE/PD theme), and (d) consideration that physical education activity is a privilege (JA/CP theme).

Physical Education Parallel/Comparable to Public School Programs

Seven of the 12 physical educators, recreation directors, and physical training directors stated the programs were parallel, comparable or “had more to offer than the public school physical education programs.” This comment illustrates how an informant perceives a difference:

They get to come to the recreation complex and participate in the game room, the swimming pool, or the gym. Everything’s so structured. We play awfully more than they do in a public school setting. Usually in public school, they have a PE class and they offer athletics, but ours is; we’re pretty well an all-including [program]. [The youth] they’re doing it seven days a week; whereas in public schools they’re only doing it 5 days a week. So, [our youth] they’re getting it 365 days a year, seven days a week.

Three informants shared negative comments and that the programs were “very different” from the public schools offerings. One informant shared this:

No, by all means no. Public schools are free to spend their money on [anything]. Whereas in this environment you have to worry more about safety; I believe you gotta make things safe, but I also agree that you need to dump money into areas to get these kids out and burn energy and teach them team sports and individual sports. I believe that stuff helps out a lot. I think that’s probably the difference. We’re not treated the same as a public school.

Two educators did not respond to this question. Though the design of this study was not one of compare and contrast, through the oral descriptions from the two opposite interview excerpts there seems to be a natural propensity to compare the Texas Youth Commission program facilities and activities to the description of public school offerings. The narrative of the amenities within the TYC facility creates a very positive image of physical education activities (+PEProg) for the youth. However, the account from the second quote portrays the TYC physical education with considerable disadvantages, at best, negative images of the physical education offerings (-PEProg) in the facilities.

Measure Effectiveness of Physical Education Programming

To obtain information about how youth are assessed/evaluated or how youth progress is measured, the physical educators, recreation directors, and physical training directors were asked, "In what ways are measurements of effectiveness of the physical education, recreation, or physical training programs achieved?" Four informants did not answer, however, many respondents provided more than one answer. Three educators stated measures were obtained by informal observation of youth participation levels. As mentioned in the demographic information for this group, four reported a variety of physical fitness instruments used to assist the staff to collect information to chart youths' progress. Finally, three members of this group stated progress was measured through a combination of standardized tests, sport-specific content knowledge, monthly department

and security reports. The theme this investigator generated from these collective responses was no clear program definition (-PE/PD).

Next, this investigator questioned if the physical educators, recreation directors, and physical training directors in the Texas Youth Commission system recognized physical education as a mandated direct education service, especially for juvenile offenders with disabilities. The question that explored this was, “If [facility name] was evaluated by a representative from the Texas Education Agency concerning whether the physical education program satisfied state physical education curriculum and programming requirements, what would the evaluation reflect?”

TEA Program Evaluation

When asked what TEA program evaluations might reflect, informants’ remarks were evenly mixed ($\underline{n} = 4$ confident, $\underline{n} = 4$ pessimistic, and $\underline{n} = 4$ indifferent responses).

Illustrative of a confident TEA evaluation was:

I think it would be a very positive one, in that I am pretty confident that we are in compliance with all the requirements according to ACA (American Corrections Association) Guidelines and INS (Institutional Policy Manual § 51.04) that we have here. That is our accreditation; how we receive our accreditation and as do all the facilities that we have to meet these standards and guidelines. Then of course, TEKS, which is Texas Essential Knowledge and Skills, we are meeting

those guidelines as well. So with those three guidelines, I think they would be very pleased to know that we are doing that.

Illustrative of a pessimistic remark was:

As far as TEA is concerned, we don't do a whole lot of instructing. It's more leisure type activities. Now, if [the youth] want to learn how to swim, we have taught swimming. Any kid that wants to learn about basketball or ping-pong or how to shoot horseshoes, we do individual instruction but we don't have a class per se [that] everyone's going to learn how to play [any particular activity]. We do offer individual instruction but basically we're just laid back.

One informant, indifferently stated, "It would reflect that we have records for every month [a] kid's been here. If they want to see that record, that's not a problem. If they want to see or have something that's measurable, the PT record would be the thing to use."

Within the first quote, because he mentioned the TEKS, INS, and ACA, it appears this physical educator was cognizant of current state, facility, and national association regulations (+SS/GA theme) necessary for accreditation of facility practices. Having this knowledge, this informant was able to produce documentation of TYC procedures (+JA/CP theme) and provided age-appropriate physical education activities (+PEProg theme). In contrast, the second quotation presents an apathetic posture to current physical

education programming practices and though a variety of activities are referred to there seems to be no assurance that a legitimate physical education curriculum is in place.

This quote also includes the term “leisure.” As mentioned in Chapter II, with some juvenile offender literature this term is more commonly associated with adult prison recreation programs. The term is not clearly defined (-PE/PD theme) and its use suggests that youth facilities emulate the adult prison system in programming methods.

The last comment included the use of the term PT (JA/CP theme). This informant expressed the importance of documentation of department activities to satisfy state and agency guidelines (SS/GA and JA/CP themes). The above quotations hinted as to whether these professionals attempted to use or not use the TEKS within each of their respective facilities.

Uses or Meets TEKS

Four physical educators, recreation directors, and physical training directors informants reported that some form of the TEKS is utilized in their schools physical education, recreation, and physical training programs. The remaining educators in this group revealed “no, the TEKS were not being used,” “didn’t know what the TEKS were,” or did not respond to the question. The probe question of how youth are awarded a grade or credit followed.

Grades Awarded/Credits Earned

From the physical educators, recreation directors, and physical training directors group, only seven provided an explanation of how a grade or credit was processed. From those seven, three educators explained a grade/credit was awarded based on youth participation and effort. Four respondents reiterated previous statements that a “teacher of record,” personnel certified in physical education, supervised staff and signed off on credits and grades. One informant provided this illustrative explanation:

Yes, [the TEKS] that’s the only thing [format to award grades]. It’s based on that [TEKS] form the Foundations of Personal Fitness. We take role, ask are ya’ll eligible to participate, and we put it in the grade book. The kids who don’t participate, they get a zero for that day. For credit to be awarded, it has to be 90 days [the youth attend]. It doesn’t have to be 90 consecutive days. That’s how they get their ½ PE credit; participation not attendance, because they all [are] going to come because they’re in TYC.

Two proclaimed, “As far as I know, they can’t ever earn any kind of credit down here” and “It was never really put into place, as far as I know.” Another educator shared, “[Grading is based on] not particularly skill level; upon effort, how hard they try to improve on a personal level [and] on teamwork, attitude, things like that.”

From the TEKS and the grades/credit sections, the responses provide similar and dissimilar physical education program (+/-PEProg theme) information of knowledge of

state agency (SS/GA theme) requirements. As with the other informant groups, these educators were asked to define physical education.

Define Physical Education

Five informants provided very brief definitions. In two cases mission statements served as the definitions and two others included reference to physical training as a definition for the term physical education. One educator's simplistic definition was, "The need for mental discipline as well as the physical discipline to work together to train your mind to do what is right." Another informant provided this chunked definition, "Your mind, body, and soul. Goodness gracious, exercise, motor skills, motor development, and cognitive skills." This mission statement was shared:

The mission of [facility name] Recreation Department is to provide our youth with opportunities to participate in recreational and social activities. These opportunities will allow youth to develop interpersonal and social skills. They will also provide a positive outlet for their energy and support a healthy lifestyle of physical fitness through a variety of activities both on and off campus. Our youth will be encouraged to enjoy themselves in a supportive, learning environment where safety is our first priority.

Themes that materialized from the above passages include the phrases "mental discipline" and "physical discipline" citing the mind and body toughness that is instilled throughout the TYC system (JA/CP theme). Mention of the "mind, body, and soul" triad

repeats other informants' earlier holistic statements. The terms motor skill, motor development, cognitive skills, and exercise are terms common to the physical education knowledge base (+PEProg theme).

Strong themes associated with the TYC system were evident in the mission statement. Those themes include the mission statement originating from the recreation department of this particular facility with no true mention of physical education other than "physical fitness" (-PE/PD theme). The term of physical fitness in the TYC system, again, aligns with the physical training component (-PE/PD theme) adopted by the agency. Two references to social skills and activities support the emphasis placed on "resocialization" (JA/CP theme) the youth in the program. Providing an "energy outlet" and an atmosphere that fosters "support and safety" fits themes already identified with the TYC system (JA/CP theme).

This investigator questioned the physical educators, recreation directors, and physical training directors about their understanding of the laws that designate physical education as a legislatively mandated direct service. This group was asked, "Considering the Texas Youth Commission Resocialization Model, if the mandated physical education laws were no longer in existence at [facility name] what effect or outcome would this create in the daily living experience of the youth?" Probes were used to explore further information concerning the youths' dormitory/social life, educational accomplishments, or discipline/behavior outcomes that may be affected by the absence of physical

education, recreation, and physical training opportunities. The results are presented in headings very similar to those used with the previous two informant groups. Heading titles are slightly changed to reflect the actual remark or “voice” of this group. The design of this question allowed each informant to provide any number of answers.

Increase in Assaults, Acting Out Behaviors. Seven physical educators, recreation directors, and physical training directors related negative comments that directly impact safety in the facilities. Those comments were “there would be complete turmoil around here,” “it would drive them [youth] crazy,” “there would be a lot of problems with the students,” and “oh, a lot more disruptions.”

Outlet. Three educators reported that these programs provide an outlet for the youth living in an institution. Illustrative of outlets resulting was this comment; “This provides them with a positive outlet of their energy, some type of physical and emotional outlet.” Remarks reflected positive outcomes, “It would be a good outlet, physically, mentally and provide a spiritual state of mind.” Another informant commented, “The youth usually display better behavior in dorms [after physical activity].”

Detrimental to Youth and Staff. Two informants’ comments represented the detriment the absence of any physical education programming would create for individuals in the facilities. Illustrative of detrimental outcomes were, “Lazy youth, lazy youth, we exercise their minds through school, we have to exercise their bodies. If we

didn't have the PT program, the physical fitness of the kids would be down. I believe the morale wouldn't be that great."

One informant shared:

I think it would be detrimental because the youth need at least one hour a day to be able to exercise their bodies. It would help them to maintain physical fitness. It is an outlet for the kids to express their emotions or disappointments in a more positive way. To release that anger, anxiety; this is going to help them rebuild their bodies. Many of our youth were out and participating in a lot of activities that caused them to be not as physically fit. Now, they have a chance to rebuild, rehabilitate themselves not only mentally and socially but also physically.

Increases in assaults and acting out behaviors very clearly align with negative themes (-B/L and -MPE). Providing positive outlets through physical education and activity are viewed as positive themes (+MPE and +PEProg). "Lazy youth" is not only a label but could be interpreted as an outcome and a barrier, all of which are negative. Finally, the inclusion of the phrase "rebuilding and rehabilitating" fits the correctional philosophy rehabilitation theme. The next question, though closely related to the last, was asked, "What is the goal of the physical education, recreation, or physical training programs for the youth in your facility?"

Goal of Physical Education, Recreation, Physical Training Program

A variety of replies resulted from 10 of the 12 informants. Four of the informants repeated the themes from the previous question. Four educators expressed the goal of the program focused on participatory levels to (a) just get them to participate, (b) get everybody involved, (c) keep the kids busy, and (d) be inclusive for all. Two individuals did not provide a response. One stated, "I want to see every youth become physically fit and successful in anything they do." Finally, illustrative of a very encompassing answer was:

My ultimate goal is not only to get a 90 to 95 participation rate out of all the students but also for them to have the understanding what physical education can do for you, your health, your life expectancy, your social life, too. I've been in physical education all my life. I played softball in city leagues. I've got more friends and it keeps me busy. It gives me things to do. That's my ultimate goal, I want these kids to see that it's a great way to meet people and have good health.

The statements related to this "goal of physical education" further described the objective or purpose and outcomes from involvement in physical education activities. These responses best relate to the themes of motivation (+MPE) and programming (+PEProg). To a certain degree, the comments align with (SS/GA) and the JA/corrections philosophy of rehabilitation theme.

Because this informant group consisted of those individuals directly responsible for providing the physical education, recreation, or physical training activity services, the fourth question consisted of, “When you were hired at [facility name] and now in your current position, what was impressed on you as your most important/immediate responsibility concerning the physical education program?” This question allowed each informant most accountable for the delivery of activities and daily organization of services to air their duties. First, 8 of 12 educators inherited their respective programs and 3 held the responsibility to initiate programming in the facility. One respondent did not answer.

Most Important/Immediate Physical Education/Recreation/Physical Training Responsibility

Examination of the interview data resulted in the identification of three major informant job tasks. Those tasks were (a) organization of the recreation program campus schedule ($\underline{n} = 3$), (b) development of further program growth ($\underline{n} = 2$), and (c) deliverance of a wider variety of activities and sports ($\underline{n} = 2$). Only one informant stated an obligation was to “teach” the youth physical education skills. Another informant stated a duty was to “make the PT program measurable.” The following interview text was included as dissimilar information:

There is no PE, none whatsoever, going on. There is no PT during school hours.

This is supposed to be taking place immediately after school. It has been

approximately 2½ years since these programs were put on hold, stopped. I'm no longer a recreation specialist but rather a JCO 5 and I am here in the system of education. I was reassigned as a JCO (juvenile corrections officer).

From the descriptions above, the themes generated from the passages, obviously, attach to positive and negative (+/-PEProg) programming. The comment containing "measurable" seems best suited as a JA/corrections theme as well as evidence of a governing agency's (SS/GA theme) attempt to satisfy issues of being in compliance with agency directives. The dissimilar information data resound issues of negative programming practices (-PEProg theme), the youths' lose opportunity to benefit (-MPE theme) in regular physical education activity and possible delay in physical development (-B theme).

Additional program descriptions of the physical education programs in the Texas Youth Commission system were obtained with the question, "If the state could provide [facility name] with anything to further enhance the current physical education, recreation, physical training program; what would you ask for?" This researcher knows of no better group to ask, the question of 'perceived needs,' than those most directly linked to the programs. More information was gained by inquiring about possible needs in the following areas (a) age appropriate equipment, (b) adequate facility or activity space (i.e., play area, swimming pools, ropes courses), (c) exercise/fitness equipment, and

(d) staff/personnel. Results are presented in perceived needs category counts and selected data rich statements.

Enhance Physical Education, Recreation, Physical Training Programs

The responses from this group were categorized as Actual Needs (AN) because the responses were generated from the individuals who provide the direct physical education services to the youth. Data were rich and diverse. The top four actual needs areas were (a) facilities (12), (b) recreation programming activities (8), (c) money/staff (tied) (4), and (d) equipment (3). The facility actual needs area contained an interesting array of requests. Those requests ranged from (a) a gymnasium, gymnasium floor, to more land; (b) a variety of sports fields to an all-weather track; (c) a new natatorium to pool repairs; and, finally (d) an outdoor sports complex to more covered areas due to inclement weather.

The second most highly requested actual needs area was recreation program needs. Again, this investigator reminds the reader to recognize that a physical education program focus compared to a recreation department focus is different. None-the-less, those recreation desires included needing (a) the recreation program reinstated, (b) the program expanded, (c) a game room revamped, (d) an orientation and land navigation courses developed, as well as (e) a ropes and confidence/challenge course designed and installed.

Next, money or funding for a variety of facility items and increasing the overall staff/personnel within the facility completed the third actual needs list. The last actual area was the equipment. These informants' dream lists consisted of, what many professionals in the physical education field would consider a basic need, basketball backboards to the not so basic or common request of playground equipment and bicycles.

The selected data further support the distinctiveness of this informant groups' comments. One informant expressed, "Help us get into UIL. We can't get into TAPPS because TAPPS changed their constitution and won't let us in." An earlier mention of professionals having at least the basics, one educator provided perhaps this illustrated comment, "We need a gym. It's just a slab of concrete and we recently got it enclosed. We've been having a fundraiser to get a floor but it was just so limited."

The request for a gym seems, at best, odd. This investigator assumed each facility had a gymnasium that was available year around for the youth. It was discovered this was not the situation. Photographs are provided on the next page to help substantiate the findings from the comments made by this informants' group is perceived needs of facility. The photographs offer a more comprehensive visual glimpse of common TYC design and practices in relation to outdoor sports activity pavilions. These visual images assist in the triangulation of data results.

There are a variety of barricaded and non-barricaded sport courts and fields. Some facilities have outdoor basketball half courts that extend from each dormitory with high

fence and rolled razor tops (see Figure 7). This form of segregation by dorm is not uncommon and is dependent on the type of offenders held in each dorm.

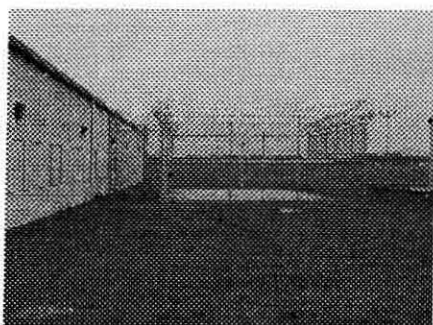
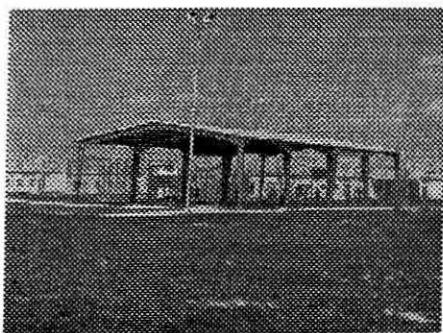


Figure 7. TYC outdoor basketball half court surrounded by razor fence.

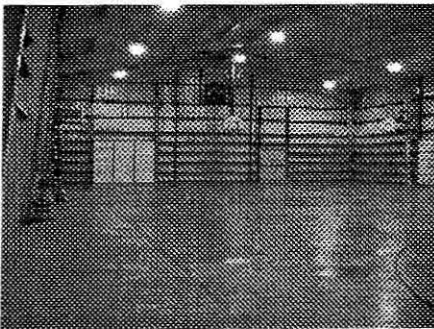
Facilities have outdoor pavilions (see Figures 8 and 9) that have basketball hoops at the ends and around the perimeter. Often these pavilions are used for other activities other than just basketball games or sport skill development. Some informants reported scheduling conflicts for the pavilion space causing youth physical education activities not to be held.



Figures 8 and 9. TYC outdoor basketball pavilion.

These pavilions are susceptible to inclement weather conditions. It was conveyed to this investigator that during the winter the buildings are drafty and damp, the concrete

floor often becomes slick causing difficulty to conduct activities and, at times, creates cancellations of activities. Most outdoor pavilions are not provided with electricity. Various facilities in the system have converted these open-air pavilions to become enclosed gymnasiums. After converting these buildings, as in the actual needs list, additional money is then needed to add lighting so the pavilions are more functional (see Figures 10 and 11).



Figures 10 and 11. Once an open-air pavilion with a concrete floor, now enclosed housing basketball hoops, an attached weight lifting area, and equipment storage, however, it is non-heated.

Some facilities have no gymnasiums. Construction is underway to give this facility the basics -- a gymnasium. However, until the building is completed, the asphalt road serves as the basketball court. (see Figure 12).



Figure 12. Portable basketball hoops are placed on their sides to safe guard against the Texas wind.

Some of the facilities actual needs were to acquire all-weather tracks. The next photograph offers evidence of a lack of a suitable track surface to use for track and field events and physical education activities. Other facilities use the perimeter road or concrete sidewalks as a track. Informants have shared statements of concern over the youths' health and running on hard surfaces (see Figure 13).

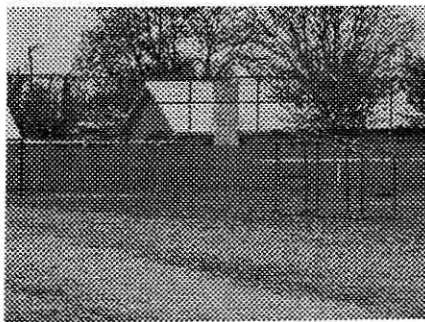


Figure 13. Facility grounds rut/dirt path designated as the track. Daily youth running occurs in this supposed rough resemblance of a "track." Plans to expand may assist in establishing an all-weather track.

Another facility actual needs request was swimming pool additions and repairs. That photograph (Figure 3) depicted a swimming pool wall in need of structural repair. Other informants reported swimming pool repairs and care are often not priorities. In this investigator's opinion schools that already have pools should follow the necessary steps to properly care for these amenities so the youth could continue to benefit from there use. However, from already presented data, there is evidence to suggest this is not true and such facility services are considered privileges.

A final facility needs request was for a multiple sports complex and more enclosed areas to combat against the variety of weather and heat patterns known to Texas. Awnings or tents that can be used in a variety of ways are often raised in a centralized area between various sports fields.

The second actual need by the physical educator/recreation director/physical training director group was a variety of recreation activity requests. After traveling to the state facilities, this researcher recognized these programs are extremely diverse. Each program differs, depending on the agency treatment focus, facility type, and the status or level of juvenile offender. The statements presented on the next few pages were selected to illustrate these variances.

The JA/Corrections philosophy punishment/discipline (JA/PC theme) has been adopted within the facilities. Often, facilities used the physical training program to address the youth's physical education needs. In these facilities, physical education

and/or recreation programming have been removed from the daily schedule. Decisions have been made to no longer have recreation activities such as wellness courses or a two-lane bowling alley (see Figure 14). In some cases the courses have been dismantled. Activities such as hiking excursions, cycling, canoeing and others have not been allowed. One informant expressed the need to have these activities reinstated, “It would be beneficial. It would be very beneficial for the youth, the staff, and the Texas Youth Commission if there was a way that we could implement those activities for these kids to help them.”

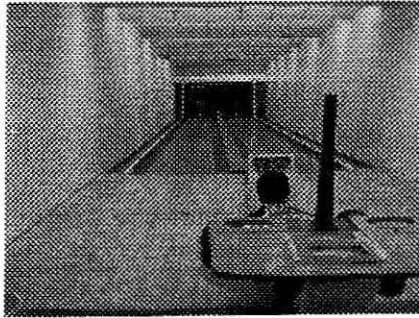


Figure 14. Once used by youth, the door of this activity center is now locked and the opportunity to bowl is not an option.

On the tour of another facility, there was obvious depreciation, aging, and damage to a variety of recreation game room tables and other equipment (see Figure 15). An informant simply added, “As you can see from the tables, I’d like to revamp my game room. The kids really enjoy their time in this area, but, they’ve [tables] taken a lot of wear and tear.”



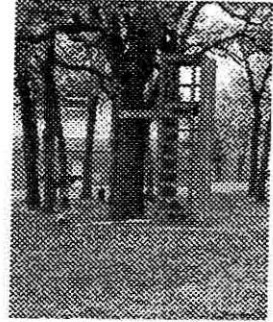
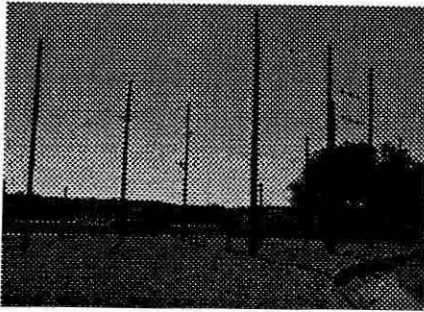
Figure 15. The equipment in this recreation room was aged and damaged.

Outdoor recreation activities are popular within the TYC system. One informant noted:

In the perfect world to have an orientation or a land navigation course would be good. It would really fit our overall program objectives. Those youth getting close to separation [leaving] the program, we take them out at night for some night hikes and natural learning classes about the wildlife. We have a lot of natural rock formations and critters out there. It's a great opportunity for them. The Commandant (Superintendent) comes and speaks with them; a sort of closing interview. The kids that eventually make it really enjoy that. We are hoping to have that [orientation/land navigation course] installed and have the equipment in the future, but you never know.

Finally, one informant commented, "I would ask for the ropes program to be set up outside our fence in the park area. I think that's an ideal site for the high elements ropes." This was the only informant to mention a ropes course developed outside the

facility grounds. Other facilities have an obstacle course, challenge course, or confidence course on campus and are often visible (see Figures 16, 17, and 18). The following photographs are included to better represent the design and layout of these activities.



Figures 16 and 17. High and low element activities available for youth participation.

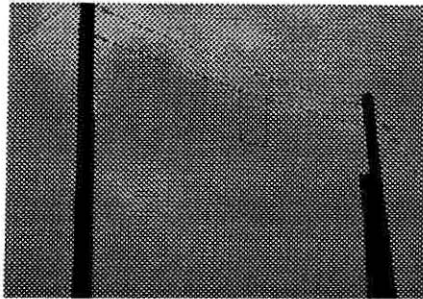
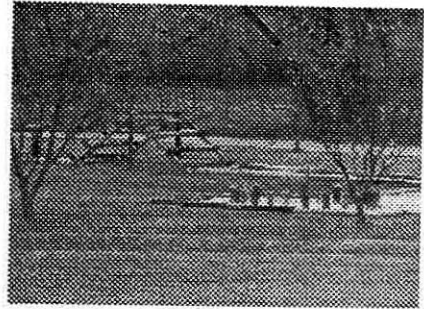
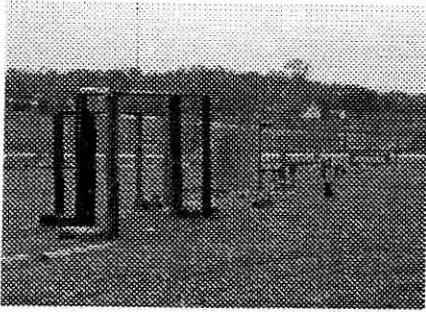


Figure 18. A high trapeze challenge in a TYC facility.

Though rope courses vary, completion is required to advance to the next treatment phase. Facility staff are provided training for certification. After certification is awarded, those certified staff can conduct rope courses sessions. Some facilities have what are referred to as challenge courses or obstacle courses (see Figures 19, 20, and 21).



Figures 19 and 20. While touring this facility, this investigator witnessed youth being timed to complete this challenge/obstacle course.

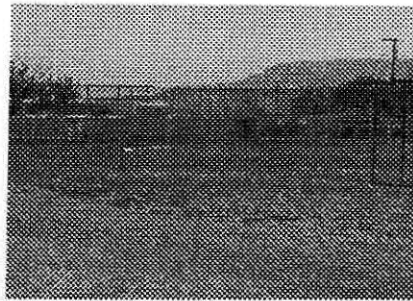


Figure 21. This obstacle course is currently used by the youth under the direction of facility physical training personnel.

During the tour of this facility, a desire was expressed to upgrade the obstacle course. There are future plans for expansion to include a larger military drill/maneuvers competition area (see Figure 22).

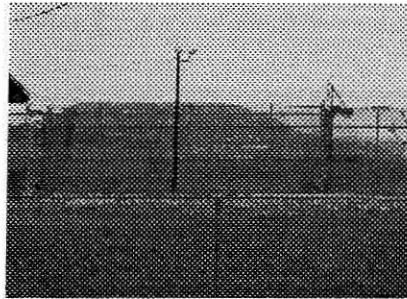
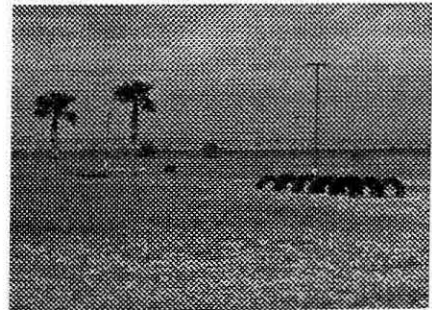


Figure 22. Current military drill/maneuver competition area ready for future expansion.

This course was designed and built with the assistance of campus and community input. Part of that campus assistance was from the facility youth. Juvenile offenders held a committee position and contributed verbal input and then were actually involved, physically, in the building of the course. Those youth involved in the process had an investment in the project (see Figures 23 and 24).



Figures 23 and 24. In contrast, this facility course provides various stations for the youth to be challenged.

The final actual needs category related to this physical educator, recreation director, and physical training director group was a desire to acquire more types of equipment. Through the touring of each facility there was an opportunity to view assorted

forms of equipment. Some informants were anxious to show the equipment storage areas (see Figure 25), others were hesitant. The following photograph depicts a mixture of equipment within a TYC facility.

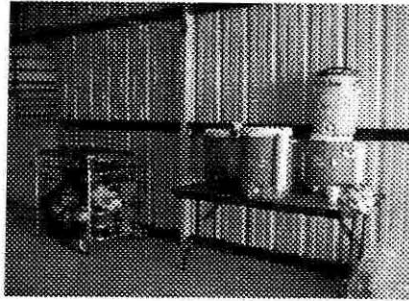


Figure 25. Equipment in this storage bin was susceptible to cold, damp, temperatures.

Touring this facility and viewing the storage bin allowed the researcher to understand the informants' concern for equipment in need of repair. Out of view from the camera were balls and different types of equipment that were well used and soon would need to be replaced. Viewing this storage bin and surrounding storage areas assisted the researcher in gaining a clearer impression of the type of physical education program offered to the youth. There was not a wide array of equipment available that would be needed to conduct a well-balanced, age-appropriate physical education curriculum.

In contrast, another educator shared views of another facility's equipment storage rooms. The informant proudly identified an assortment of equipment acquired by the department (see Figure 26). An expression of excitement exuded from the informant when the discussion was held about program needs. This particular informant shared descriptions of the department activity offerings.



Figure 26. Well-equipped TYC facility physical education storage.

During the tour of other facilities, the researcher was able to grasp an understanding of the emphasis placed on the types of activities valued within the facilities. At some facilities, the storage rooms held football equipment or basketball uniforms and boxes of shoes (see Figure 27) available to youth who successfully achieved positions on various sports teams.



Figure 27. Boxes of shoes are stored until another season of play.

In summary, the verbal descriptions and photographs of actual needs from the physical educators, recreation directors, and physical training directors group collectively provides valuable insight into the diversity of programs throughout the TYC system. The

identification of those actual needs may impact future program development and implementation.

Just as was the case with the other informants' groups, the physical educators, recreation directors, and physical training directors were asked what advice they would give to physical education students and professionals wanting to work with this population of youth. The advice from these informants should afford comments from daily class and activity setting experiences.

Advice to Physical Education Students/Professionals

This informant group advice quadrant consisted of traditional, encouragement, juvenile offenders (JO) specific, and juvenile offenders (JO) warnings. However, another advice category evolved from the data of the physical educators, recreation directors, and physical training directors' informants. This investigator titled this category as the Physical Education/Sport Specific Advice (see Figure 28). This category included advice specific to physical education activities, sport rules and regulations, and instruction capabilities and knowledge.

Traditional Advice	Encouragement Advice
<ul style="list-style-type: none"> ▪ Flexibility ▪ Don't criticize ▪ Listen ▪ Patience ▪ Creative ▪ Honest ▪ Love kids ▪ Likes to be around kids ▪ Well groomed ▪ Well mannered 	<ul style="list-style-type: none"> ▪ Have to grow to care about what happens ▪ Welcome the challenge ▪ Be a role model ▪ You've got to make a commitment ▪ Want to make a difference ▪ It's my mission, what I am to do ▪ It's very rewarding ▪ I enjoy working with the youth. I love it
<ul style="list-style-type: none"> ▪ Challenging group ▪ Don't be too prejudice ▪ Good counseling skills ▪ Must be able to motivate, make what you do interesting ▪ Handle diversity ▪ More regimented ▪ Understand abilities and disabilities 	<ul style="list-style-type: none"> ▪ Safer than out there in public school ▪ Must be physically fit to physically restrain ▪ You've got to get across safety first ▪ Put up with kids cussing you out everyday, don't take anything home ▪ Handle [self] under stressful situations

JO Specific Advice

JO Warnings Advice

Figure 28. Physical Educators, recreation directors, and physical training directors' advice quadrant for physical education students and professionals.

Illustrative advice statements included, "We have to be therapeutic, we have to resocialize these students and organized sports and team building is good. Knowledge in sports, cooperative games and therapeutic games [is needed]." Another comment was, "Teach them how to work with others, get along, call things [refereeing], talk and communicate while they're playing." Also, "You need knowledge in rules regulations, umpiring and officiating various sports and activities. A college degree and experience is

best.” And, finally, “Have experience with different sports and give them choices.” The next question asked was, “In your opinion, would there be a position or role for an adapted physical education specialist in the Texas Youth Commission system?”

Adapted Physical Educators’ in the Texas Youth Commission

Two of the 12 informants did not respond to this question. Four physical education, recreation, and physical training program informants expressed rather indifferent remarks about having an adapted physical educator available to provide services within the TYC agency system. Statements illustrative of this were, “I’ve only seen a couple of kids that we’ve had out here in this particular setting that were handicapped. They could perform everything that we had. They could compete right along with our regular kids.” One informant shared, “Well, I don’t really know, to tell you the truth. Now, [name of facility] got some mentally challenged youth; I don’t know about the [youth with] physical [disabilities].” This explanation helped the investigator to better understand the placement process of youth with disabilities in the agency:

No [there’s not an adapted physical educator need] in my setting, but in [TYC facility name], we transfer all young men in wheelchairs and that’s where they’re putting our special need youth. They should have someone who specializes in adaptive [adapted] education because I know they have kids in wheelchairs, kids with amputations, so at that facility they should have one. We had mats for him. We weren’t trained to do anything with him but he needed some special, adaptive

[adapted] physical education. We have one [youth] that his eye is glass and he can take it out. He just has safety goggles.

Another informant reflected:

We have specialized programs for the medical unit and the kids. We have to limit what they do. We use the kids as spotters. [At] each workstation there was the “medical kids” helping the regular kids get through. We let them play in the basketball tournaments. The ones who can, we have to monitor them. We get reports each week on who’s on restrictions and then we have to modify our programs that way. If they’re playing in the gymnasium, we let them have cards and chess and the kids who can play, we let them play. There’s not a whole bunch in the physical part of recreation that you can do for those kids; again, the board games, the foosball games, stuff like that, you have to see what they [can do]. That’s about the only thing you can really do at this point.

These comments suggest limited understanding of the knowledge base about the role an adapted physical educator could provide via services (-PEProg, -MPE, and -Barriers themes). These passages also imply or leave the impression that these informants believe it is their responsibility to adequately adapt, modify, and program for youth with disabilities in the TYC system (JA/CP and SS/GA theme). There appears to be no hint from any of the informants that information could be obtained from an outside source (i.e., an adapted physical education consultant from a regional service center) (-

PEProg and –Barriers theme). One informant suggested that training in adapted physical education inclusion techniques could benefit the staff, youth, and agency (+PEProg, +B/MPE and +SS/GA themes). The suggestion that training would be beneficial is recognition of a limitation in offerings of the physical education, recreation, as well as the physical training programs (-PEProg and –JA/CP theme).

Six informants indicated a belief that youth would benefit from additional physical education program activities that were adapted (+PEProg, +MPE theme). Illustrative of how adapted physical education services may benefit youth, “Large percentages of our kids were on drugs that alter their behavior and having a person that has knowledge in that, that can work with the kids and knowing what they’re working with would be a tremendous help here.” An informant shared:

I can definitely see a need. Our population changes all the time so you never know who’s going to come in with some type of physical disability or limitations. I know of a student that had polio and it was very hard for him to do the physical training that was required. They tried to modify it as well as they could. Due to limited staff and everything, there had been mention of possibly using the pool or some type of alternative. I would like to see that. I know of another unit [that] they do have equipment for that. I have worked with different ones [youth with disabilities] that have limitations. Even with the weight equipment, I can modify

it. I can adjust things. I feel pretty confident if a student did have a need that we would be able to provide that. Right now, because it's [the program] more recreational [in] physical education, we're real limited.

One informant recalled:

We adapt everyday. The students we get here, they all have a challenging need in their educational background and community background and I can see us having more training if there is a handicapped student here with a particular disability. I do have a student here who has cerebral palsy and the students will tell you what their disabilities are. A lot of times it's visual. They don't have the dexterity. They don't have the coordination and that goes with our youngest group to our oldest group. We need one [an adapted physical educator].

Other themes that consistently arose from these interview excerpts were politically incorrect use of terminology. The use of the terms "adaptive" physical education versus "adapted" is one example. Other examples, illustrative of the variety of phrases used to refer to youth with disabilities included, "mentally challenged youth," "medical kids," "those kids," and finally, "different ones," and "a handicapped student." All of these phrases do not follow person-first terminology and could be construed as -Barriers and even better fit into the themes of -Labels.

This informant group reflected on future trends that would positively or negatively impact on the physical education programs in their respective facilities. Their remarks about future trends varied.

Future Trends

Three informants from this physical educator, recreation director, and physical training director group remarked, “There’s not anything that comes to mind either positively or negatively. My superintendent is very supportive.” Almost at the other end of the continuum, three other educators proclaimed, “Taking away the physical education/recreation programs or even rumors of removal of these programs” served as negative trends. Another negative trend response was, “The students are smarter, tougher, and more violent.” One informant stated, “The program focus is too correctional versus recreational”. Lastly, one individual stated, “The administration doesn’t seem to see the big picture. They say yes to something we need, promise it, and then take it away; or don’t follow through. They place the money on another program focus and then my plans, my programming, has to change.” Perhaps the most dissimilar information about both negative and positive trends in the system was:

Our positive trend is the kids are receiving therapy, whether it’s in the resocialization [model] or the discipline in the dorms, the work we do with them in the community; all those are real positive aspects as far as the humanitarian things we do for the kids. The negative part [trend] is we’re trying to put too

much into a 16-hour day schedule. It's more than the students can handle. It's more than they can even process or assimilate. They do need the physical activities and I'm gonna be stingy with my part. I don't want to give up anything [physical]. On the 16-hour day schedule all the other [programs], the CD (chemical dependency) program and the sex offender program and the resocialization [model], core groups, behavior groups, all those things; I feel like we can tie behavior groups into my department. I believe we can tie in some of the core group activities with the therapeutic recreation, like the ropes.

The themes of positive and negative future trends (+/- FT theme) have already been identified in the above passages. Further themes that became apparent were the references made to the (a) JA/correctional philosophy of indoctrination (+JA/CP), (b) positive and negative aspects of the removal and/or reinstatement of a physical education/recreation program (+/-PEProg and +/-MPE theme), (c) negative aspect of the 16-hour day schedule of the resocialization model in the TYC governing agency (-JA/CP and -/+SS/GA themes), and (d) use of the term therapeutic recreation without any clear program definition (-PE/PD theme).

The last question on the interview schedule was designed to gain as much information concerning this group's perspectives of sporting participation and competitions for the youth in their facilities. Questions included, "What types of on campus or off campus extra curricular/sport activities exist for youth in the facility?"

Probes were arranged to gather information about (a) team and competition organization; (b) TYC, public, private, and/or league competition; (c) league rules (i.e., University Interscholastic League); (d) safety and security procedures; (e) TYC student body percentage participating in competition; (f) coach selection; and (g) youth transition back to the community through sporting opportunities.

On-Campus/Off-Campus Extracurricular/Sports Activities

A comment by one of the informants in this group plainly stated, “Oh, Central Office likes it when the kids compete. It’s good publicity.” Two of the 12 informants stated their facilities competed in on campus (see Figure 29) and off-campus competitions against community leagues or local teams; area schools, public and private leagues, and in some cases against other Texas Youth Commission teams.

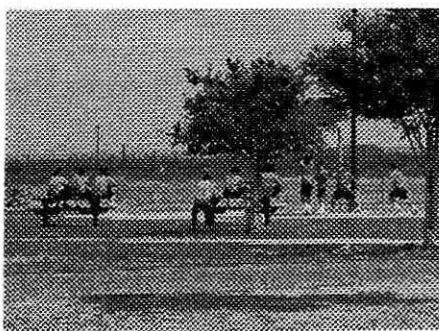


Figure 29. Outdoor basketball intramural competition.

At two facilities, informants anxiously described the high level of competition involved in drill marching and military structured movement (see Figure 30). During the tours of these facilities, this investigator was able to observe groups of youth marching from place to place around the facility. Part of this marching is TYC program philosophy

another part is instilled in those facilities that adhere to the boot camp model. Many informants expressed this as a form of physical exercise for the youth.



Figure 30. Youth marching in unison to get from one place to another. The youth invited this investigator to join the group.

These 12 informants in this group represented 10 TYC school facilities. From these 10 facilities, only one facility did not have competitive opportunities for the youth. A statement illustrative of this no competition stance within this particular facility was:

We use to have like 31 intramurals in a year. But, now, we don't even have anything that they could be going off campus for as far as any kind of sports things. At this particular time, it's not happening. It was a few years back. We would compete [but] currently; we don't have a program.

On further examination, this informant stated the administration had removed all physical education, recreation, and sporting competition opportunities and opted to only follow the TYC system of physical training program and procedures. One informant expressed this desire to increase the opportunities for the youth, "At this time we're trying to coordinate more interagency competitions. The basketball team, the kids really

get into that. It's an incentive for them." However, informants were quick to include the percentage of youth that earned the privilege to participate in the sporting competitions was low and ranged from 5 to 10% of the student body. The informants in this group were knowledgeable of the current UIL age requirements. These informants were the individuals responsible to take the youth off campus. All of this informant group explained the safety and security policies within the TYC system.

Though the following excerpts are lengthy, each provide a thorough description from the 'voices' of the informants most directly responsible for the youths' introduction and preparation into sport, the sports programs and competition procedures:

We offer football, baseball, basketball and track. We're involved with the TAPPS. We use their district and the academic teachers are our head coaches. Our JCOs are the assistant coaches. Football we average 26 or 28 kids. They have to be here half their minimal length of stay. They have to have a phase; a four level phase system, they have to be a 2.5. They have to be 30 days out of security. They [must] be qualified [obtain signatures from all teachers and treatment team members] to try out for the football team or whatever team. Once they pass that, we take those kids along with security staff and the coaches. We play against 1 and 2-A schools. When we get to our district games those are 5-A schools. They have a tendency to tear us up. When we get back into the gate, the kids are searched before we come back on campus.

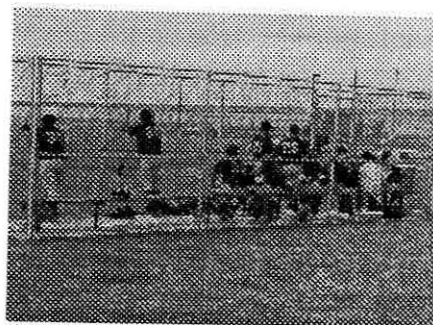
Another informant explained:

Last year, in basketball season we went to 2 public school basketball tournaments. We played a 10 game season and played against only one other TYC facility. I have a squad of 12 [youth], try to take 10 and most of the time travel with 8. We're going to have a softball team. If we could just catch 1 tournament, softball is so hard, if we could do 1 tournament, a men's class D slow-pitch kind of medium to slow, then we have done something. This is my first year of track and field. Safety, that's always a factor. Security, these kids have committed an offense and some of them run. There's a ratio set from TYC and then we have own local ratio here.

This description of sport competition in another facility was shared and enclosed photographs confirm evidence of TYC youth competing against area public schools (see Figures 31 and 32):

We have intramurals as well as playing against area high school teams. I'm pretty sure we're the only facility to play baseball. We follow UIL rules. Our volunteer counsel assists in paying for the kids practice t-shirts, tournament equipment, umpiring fees and tournament fees. The Kiwanis' give \$600.00 a year to our program. The state has policy that won't allow them to pay for those items for us. That's not just for us but any of the teams in the state. Now, the state allowed us to purchase uniforms through our student funds. We have an "athletic" dorm. This

building house the youth that made their levels, tried out for the team, made the cut, and has continued to be successful.



Figures 31 and 32: Youth playing baseball against area high school teams.

Other unique, dissimilar information brought out by one informant was:

The big thing about this type of program is our kids are here for 'x' amount of months or for 12 months. Once I get a kid that's in a phase 3 or 4 to participate in this year's basketball team, next year all those kids the majority of them, are gone. So, I'm building from scratch. We're all pretty much in that same type of environment, so it's gonna be an equal field. We're all brand new teams each year. They all have the same amount of chance to win. Winning builds character. The participation builds the character in the kids. It's gonna help them succeed.

A final part of this question concerning sport competitions for youth was designed to investigate if sport involvement while in the facility, naturally led to sport competition once "in the free." This investigator wanted to inquire if the TYC agency had knowledge of any youth pursuing sport competition after release? Five of the 12 informants reported feedback from released youth who shared positive information of attempts to tryout for

teams in schools, recreation centers, and junior colleges after their release. The following commentary provided a summation of transition into society through sport:

Most of the students in these teams probably will not go back into their local school. A lot may have to go back home or are going in a transition [setting] such as a halfway house or placement. If they've already received their GED, a lot of students, due to their age will not be able to compete. They will not even be able to go back into the public school but maybe able to get into alternative classes, maybe night classes. The students that leave the TYC system, they have a lot of requirements. They have to meet parole requirements, education requirements, work requirements, volunteer requirements. I have talked to some students. They want to continue on. They are interested in possibly junior college. They want to continue their education or some type of trade or training, but not necessarily going back into the public schools. A lot of it is limitation on age. Probably a low percentage can actually go back to their home schools to compete and a lot of it is their age.

The themes that evolved from these informant explanations speak directly to sport and the importance of sport within the agency, for the youth, and the value staff places in the program by the level of involvement as described in these passages. The governing agency and JA/CP themes evolved by the mention of the Central Office liking the publicity that results from the facility sports teams' successes and the strict agency policy

that is adhered to before any youth can leave campus. There were many statements of the benefits of sport participation (+S/IOS theme).

Facilities

Part of program portrayal relies on data generated through firsthand observation. Besides conducting the interviews with each of the informants, firsthand observations included touring the facility grounds to view gymnasias, athletic fields, weight lifting rooms, swimming pools as well as recreation facilities such as ropes courses, obstacle courses, challenge courses, and game rooms.

Over 185 digital photographs were gathered as part of a visual program portrayal that captured various images. The use of the photographs/visual data assisted this investigator in proving or disproving the comments informants were contributing. This approving or disproving the comments between the three informant groups' interviews and through visual data comparison provided triangulation of the data. Some of those digital images have already been utilized in the analyses throughout previous sections of this chapter. From the informant interview contents, photographic observations, and field notes this segment on the TYC facilities completes the data analyses.

Historically, the facilities' existences ranged from being the first state orphanages (approximately 1889) that delivered orphaned children by railroad as well as a World War II Army bomber airbase and an Army Air Corp base transformed to accept dependent, neglected, and delinquent youth. Most of the facilities were located on the

outskirts of a near-by small town whose route was often marked by small road signs designating each facility as property of the Texas Youth Commission system. Each facility greeted visitors by an entrance sign that sometimes included a lengthy drive up a long road and into a parking lot marked with signs of directions to follow. From the parking lot each facility's 14' to 20' fence, some with rolled razor wire and others that arched back onto facility grounds, and security guard house were visible (see Figure 33.)



Figure 33. The rolled razor fence and guardhouse greets visitors and clearly established the purpose of this barricade was to protect.

On arrival at each facility, this investigator would have identification, faxed schedules of the days meetings, and interview equipment ready to be searched by awaiting guards. After telephone calls confirmed my arrival, I was directed through a variety of magnetized doors that slammed and clanged from behind, finally allowing entrance on the grounds. Employees provided escort to and from facility buildings.

In addition to each facility's own unique historic origin, the facility entrance sign title posed an interesting detail to be examined. Entrance signs served as the initial

cataloging process for facility pictures that followed. This investigator recognized that the titles frequently were suggestive of the facility focus and treatment.

Contained in the facility titles were state school, residential treatment center, regional juvenile center, state juvenile correctional facility, boot camp, and correctional academy. This investigator questioned any differences that may exist between them. After touring each facility and speaking to the informants, these thoughts and impressions were formed.

State School

The origin of the phrase ‘state school’ comes from the late 1850s Texas Legislature’s passing of laws to exempt children under the age of 13 from any criminal prosecution. These children were, instead, sent to a separate facility to house children. More directly, the term arose from the opening of state schools for boys after the Civil War. The first state school for boys opened in 1889. Then a girls’ state school of training opened in 1916. Though, these facilities have a deep historical foundation, many have a particular treatment concentration or program (i.e. boot camp, chemical dependency/drug treatment, seriously emotionally disturbed/mental health disabilities, sex offender, violent offender).

Residential Treatment Center

These facilities housed youth with medical needs that ranged from severe emotional disabilities which included mental health issues to dependency/substance

abuse issues, that required the staff and personnel to be trained to deliver specific treatment to those in residency. Often treatment included psychotropic drug therapies and an assortment of intense counseling settings and sessions.

To this investigator, the phrase ‘residential treatment center’ does indeed accurately define the atmosphere within the surrounding fence. The words residential, residency, or resident relates to a place where an individual lives and receives specialized clinical treatment. The key word ‘clinical’ in this definition further identifies the difference of this TYC facility to other TYC facilities with their own specialized treatment focus. “Clinical” infers the use of medical or psychological/psychiatric treatments.

This is reiterated by this description in the Juvenile Justice and Delinquency Act (JJDA) of 1974 (P.L. 93-415, 42 U. S. C. 5603 § 103. Definitions) and subsequent amendments. The content of the JJDA states that within a “treatment” facility that medical, educational, special education, social, psychological, and vocational services, corrective and preventive guidance and training and other rehabilitative services are designed to benefit addicts and other users by eliminating dependence on a variety of controlling substances.

Regional Juvenile Center

These facilities projected an open, warm, and caring atmosphere. It appears the term “center” relayed a program approach aimed at establishing these youth as the

“center” of all else that occurred on this campus. There was a clear balance of centering on not only the youth, but also the family. At one of the programs, the faculty was very proud of the focus on independent living skills for the youth. This facility included a dormitory solely for the purpose of preparing the youth with the necessary independent living skills to be successful “in the free.”

The facility has a on-grounds “athletic dorm” for youth who have successfully made the tryout process, achieved education and treatment goals, and consistently met program stipulations. When the physical education/recreation/physical training informant was interviewed, this was shared:

We have a number of parents that attend the kids’ games against the area high schools and we’re thrilled to have them come in. Our youth need to see parents can be a part of their rehabilitation. We are very proud of our teams here and see all of that as a vital part of being successful on the outside. If we have kids whose parents can’t come inside, we have members of our volunteer counsel that are here to cheer them on. Sometimes that’s the closest we can come to getting a parental figure here.

State Juvenile Corrections Facility

One superintendent provided this brief distinction between corrections facilities and other forms of incarceration settings,

A detention center is a temporary placement, either public or private. A correctional setting is a public or private placement for youth after adjudication and disposition [occurs]. The adult prison system and TYC [the] difference being that we're a correctional facility, but not a prison. Our kids are here under civil commitment, where in the adult system you're actually there under a criminal conviction and it does make a difference. For instance, when you're filling out applications for a job, the questions always: Have you ever been convicted of a felony? And our kids can honestly say no.

Boot Camp

This facility (see Figure 34) was small. The staff that this investigator met exuded a strong military bearing attitude. The youth and the staff wore military fatigue uniforms. The facility has adopted military terminology for its daily scheduled procedures (see Appendix H theme Military/Physical Training). The enclosed photograph provides a glimpse into the barracks for the youth.



Figure 34. Platoon barrack in boot camp facility.

Correctional academy

This facility, also, follows a boot camp program focus. For this investigator the use of the terms correctional beside academy seems to be a dichotomy, at best, though a very interesting choice of words. The informants at this facility placed much emphasis on the program's mission to develop leadership skills in the youth. The word academy means, "a school for a special field of study" (Webster II, 1984). Perhaps, then the special field of study at this particular facility is "leadership development" of the youth. Within the superintendent result section, comments and analyses of the leadership model have been highlighted.

These thoughts and impressions are provided to assist the reader to visualize a world unknown or available to many, a world within our world, that of institutionalized living in the Texas Youth Commission system. As final summary, general characteristics are displayed in Table 2. Though the descriptions indicate some differences between the facilities, the descriptions do not definitively identify a difference in approach to the responsibility for providing physical education programs of the students housed at these sites. The bottom line is that all facilities are designed to protect (a) the public, (b) the staff that work with the youth, and (c) the youth.

Table 2

General Characteristics of Male Texas Youth Commission Facilities (N = 10)

Characteristic	Range	Average
Age	10 to 21	16 years
Reading Level	4 th to 10 th	6 th Grade, 0 mo
Math Level	4 th to 10 th	5 th Grade, 3 mos
Last Grade Completed	4 th to 10 th	8 th Grade, 44%
Intelligence Quotient (IQ)	Mean score <100	77
Facility Population	64 to 540	270 youth
SpecEd Population	30 to 58%	44%
SED/Mental health	19 to 68%	44%
Youth Length of Stay	12 to 48+ mos	18 mos (2000)
Youth Ethnicity	Hispanic	40%
	African-American	34%
	Anglo-Saxon	25%
	Mexican-Nationals	1 to 4%

Syntheses of Results

A total of 29 interview results were used to comprise this summary. The findings are combined to one collection of perceptions of physical education programs in male

facilities of the Texas Youth Commission. Quotations were selected for the similar and dissimilar content. Because qualitative research honors the discovery of similar and dissimilar views, achieving complete agreement is not a goal. The reader is reminded that with each question not every informant offered an answer and in some cases, multiple or replicated answers were provided.

Total Group Demographic Information

Informants ($N = 30$; females 10 and males 20) ranged in age from 26 to 63 years, $M = 44.5$, $SD = 18.54$. Informants' years of experience with juvenile offenders a range of 1.5 to 28 years, $M = 14.75$, $SD = 25.09$. Years informants had been working at present or a similar position range between .05 to 40 years, $M = 20.03$, $SD = 33.42$.

Projected Youth Program Comments

The first question asked the informants what types of comments the youth would make about the current facility physical education program. Nine of the 30 informants responded that youth were required to perform the physical training program, however, they did not like this Texas Youth Commission program. Eleven of the informants reflected the youth would comment negatively about there not being enough variety of activities or that more opportunities to be active was needed. Six of the informants stated youth would comment positively about the program offerings. Three of the informants did not provide an answer.

The probe question addressing the degree to which the current physical education, recreation, and physical training program were comparable or parallel to programs in the public school sector, resulted in 18 informants out of 30 affirming that they felt the current facility physical education programs did indeed compare or were parallel. Many of the informants thought the TYC programs offered more and were better than what was found in the public school setting. Eight informants reported that the programs were not adequate and could not be considered parallel or comparable to public school offerings.

When asked, “What ways are measures of effectiveness of the physical education program arrived at?” The informants stated a variety or combinations of procedures were utilized to arrive at some measure of effectiveness. This question generated a tremendous amount of replies. Identified procedures being used in the TYC system were (a) informal observation of youth participation levels and fitness, (b) youth behavior/security referrals, (c) youth health issues, (d) department specific monthly reports, (e) physical proficiency tests/PT scores and fitness testing results, (f) youth progress checks through TEKS cards, and (g) sport specific content knowledge exams.

TEA Evaluation

The second question posed to the informant groups was, “If a member of the Texas Education Agency evaluated the physical education programs on fulfilling state curriculum and programming requirements, what would that evaluation reflect?” Eleven informants reported the evaluation would reflect positively. Seven of the informants

stated the programs were in compliance and meeting the necessary standards set by the state, the agency, and correctional governing agencies. Eight informants contributed negative reactions to this inquiry and three informants did not answer the question.

Probes in this sequence of questioning directly asked if the Texas Essential Knowledge and Skills for physical education was adopted and being met or how grades/credit were awarded. Thirteen informants announced that the TEKS were not incorporated into the physical education program. On the other continuum, 12 informants stated affirmatively that the TEKS were not only being used but would help with the facilities to achieve accreditation requirements. Two informants did not know if the TEKS were being used. Descriptions and explanations of TEKS usage as well as how grades and credits were awarded are presented in Table 1.

This investigator recognized the questions to define physical education and inquiring what the goal of physical education was for the youth were closely associated. Though there were variations in the replies, when reviewing the definitions and goal statements, this researcher identified like terms and phrases being used. Those like phrases were “it’s serves as an outlet,” “to nourish the body, the mind, and the spirit,” and finally, “to assist youth with improvement in personal fitness and the physical training demands.”

Physical Education no Longer in Existence

A third interview question asked the informants, “What effects or outcomes would occur if physical education was no longer a mandated curriculum area for the youth?” The informants were asked to quantify any possible effects or outcomes to the youth’s daily living experiences in the dormitory, in school and with discipline matters. Only three of the 30 informants disclosed that without physical education activity programming, the outcome would be detrimental to the Resocialization Model the agency follows, the youth, and the staff. Seven informants shared that the youth would lose a valuable outlet. The largest response was that there would be an overall increase in acting out behaviors would result. The inappropriate behavioral increases would dramatically affect the safety for all in the facility.

Important/Immediate Responsibility

Fourth in the interview questions was, “When hired at [facility name] and now in your current position, what was impressed as your most important/immediate responsibility?” Follow-up probes also inquired as to how the informant acquired the position, either inherited or initiated. Finally, and perhaps most significantly, the informants were asked to identify any immediate or important concerns for the physical education program in each of their respective facilities.

This line of questioning laid the foundation for an incredible array of replies. First, those informants that inherited their programs equaled 18; leaving 11 educators that

initiated their current programs. The superintendents' top three duties or responsibilities were to rehabilitate youth, to assess facility programs, and ensure safety and security for the public. Likewise, the principals' top three immediate or important responsibilities were ensuring safety and security for all, providing structure and control for the youth and facility, and administering accountability measures for the education programs to satisfy agency, state, and governing standards.

When asked to apply this question to the physical education program, the superintendents' responses included to establish the sports teams as a part of the recreation department, to instate the physical training program at each facility, and to achieve compliance with the state through the program offerings. The principals perceived their duties ranged from utilizing the TEKS in the education program to making sure the sports teams were not dismantled. As a final point, the physical educators, recreation directors, and physical training directors' duties were to satisfy (a) campus wide organization and scheduling of activities, (b) deliverance of a variety of activities, (c) create program growth, (d) teach sport activities and skills, and (e) meet agency program standards.

Anything From the State to Enhance Current Programs

All informants were asked to identify what they would ask for from the state to further enhance the existing physical education program offerings. Referred to as the 'wish list' or perceived and actual needs question, the superintendents' and principals'

responses were labeled as perceived needs and the physical educators, recreation directors, and physical training directors' responses were labeled as actual needs. The top four requested items are presented in Table 3. Staff and facility consistently ranked in the top three replies from all three informant groups. However, some of the informants quickly reduced the perceived needs items to simply having enough budget/money to use the resource as needed (i.e., hire staff, enhance or develop facility, buy equipment, develop a variety of programs).

Table 3

Informant Groups' Top Four Perceived and Actual Needs

Group	Ranking of Perceived and Actual Needs			
	1	2	3	4
Super. (<u>n</u> = 9)	Staff	Facilities	*Programming & Recreation	*Equipment & Money
Prin. (<u>n</u> = 8)	Staff	Facilities	Money	Programming
PE/Rec/PT (<u>n</u> = 12)	Facilities**	Recreation** programming needs	Equipment**	*Money** & Staff

(N = 29; Primary investigator did not vote.)

* Tie in voting

** Actual Needs

Advice

This question was designed to allow all the informants to provide advice for physical education students and professionals interested in pursuing employment within facilities that house incarcerated populations. In the previous informant analyses, advice quadrants were developed and placed into this text. All of the informant groups' responses fit into the advice quadrants of traditional, encouragement, juvenile offenders specific, and juvenile offenders warnings. Only the physical education, recreation, and physical training group data results evolved into an additional advice column. This fifth advice column was termed Physical Activity/Sport Specific Advice (see Advice Quadrants in each informant section).

A secondary question posed to all the informants was, "In your opinion would there be a need, position, or role for an adapted physical educator in the TYC system?" Nineteen educators answered in a supportive, positive fashion that an adapted physical educator knowledgeable about ways to work with the youth would be beneficial. Six other individuals retorted indifferent or negative remarks as to the real need or purpose of the system having an adapted physical education specialist. The final probe that followed the advice question was to have the informants' forecast any positive or negative trends that may impact current physical education programs. Though numerous speculations of future trends were aired, there were some repetitive replies given. Those positive replies expressed were (a) the physical education program requests were well supported by the

TYC Central Office in the state, (b) the development of sports competition for the youth was of great value, and (c) the installation of TEKS into the education program was a very appropriate step to further legitimize programming. Negative identified future trends ranged from (a) a philosophical stance of “no privileges” places physical education as a no privilege activity, (b) not enough money in the budget to pursue program desires, to (c) the 16-hour TYC schedule is too much for the youth to assimilate. A number of positive and negative future trends are listed (see Appendix H).

On-Campus and Off-Campus Extracurricular Physical Activity and Sports Competitions

This multiple layered question was designed to examine the informants’ views of the extracurricular/sport competitions available to the youth. Twenty-three of the 29 informants reported that on and off campus extracurricular sports and physical activity competitions occurred in nine of the 10 facilities. Two informants from 1 of the 10 facilities shared that their facility restricted any on and off campus competitions. One facility allowed only physical training sessions to occur for the youth. Fifteen informants explained the coaches were hired through the recreation department and that a very small percent (5 to 10%) of the youth population actually went through the process of trying out and competing on the sports teams that played against community league teams, area high school squads, and other TYC athletic teams. All of the informants identified a variety of benefits the youth would experience by participation on these teams.

Safety and security measures were often explained with ease and it was repeatedly made known were established by TYC agency policy. Two out of the three informant groups shared that occasionally information would be received that youth successfully sought out participation in community teams, leagues, and recreation programs after release.

Physical Education in the Resocialization Model

This study was driven by one broad question, “What are the Texas Youth Commission personnel perceptions concerning physical education programs for male juvenile offenders within the Texas Youth Commission facilities? Based on the analysis of the perceptions of juvenile offender agency personnel, the following explanation was provided for physical education in the Texas Youth Commission. Physical education services for male juvenile offenders in the agency Resocialization Model appears to be evolving.

The Resocialization Model consists of the four cornerstones of the program, correctional therapy, disciplinary training, education, and work. All youth must complete the Four Phase Treatment Program and goals prior to being released from their committed sentence. There is a direct relationship between the TYC agency and local, state, and federal legislation and standards. However, an indirect relationship appeared to exist with the TYC agency and TEA state mandated physical education programming requirements. The agency is the recipient of a Memorandum of Understanding or

“wavier” which allows the agency to provide alternative programming or substitution activities in place of a physical education program.

The Treatment Program and team of counselors have a direct relationship with the ropes course activities and requirements youth must complete. The Correctional Therapy and Disciplinary Training cornerstones have a direct relationship with the physical training program and activities. Correctional Therapy adopted a wide variety of recreation program activities. From the Education Program, the data supported that the recreation and physical training programs served as substitutes and were considered the physical education program equivalent. There appeared to be an agency effort to incorporate the TEA Texas Essential Knowledge and Skills of Physical Education curriculum guideline. Though not all agencies have adopted these physical education guidelines, the data suggested movement in that direction.

Both the recreation program and physical training program are permitted to award grades based on attendance (the 90-day rule). Sports competition is highly regarded within the TYC agency. Though only approximately 10% of the youth earn the privilege to tryout and compete, the data supported participation in these extracurricular activities was to prepare the youth for release.

The facilities that strictly adhered to a boot camp model were permitted to award credit for daily participation in military exercise and movement. Finally, the Work Cornerstone has indirect relationships to the ropes course, recreation, and sport offerings.

Some youth earn swimming certifications in a variety of skills. Informants described opportunities for youth to work within these programs and expressed that the work opportunities assisted the youth to attain treatment goals and obtain opportunities after release.

CHAPTER V

DISCUSSION

When you open a school door, that's the first step to closing a prison.

(Novelist Victor Hugo, 1984)

The purpose of this research was to investigate the perceptions of select Texas Youth Commission personnel concerning the administration and delivery of physical education programs in the male juvenile offender confinement facilities in the state. Chapter V has been written in the form of a manuscript based on the analyses of the results in Chapter IV: Physical Education Programs: Perceptions within the Texas Youth Commission. Following the instructions for submissions to the Journal of Correctional Education, the title page includes: the title of submission, authors' name, address, telephone number. The manuscript follows the Publication Manual of the American Psychological Association publication guidelines with the following headings: abstract, method, discussion, limitations of the study, recommendations, conclusions, references, and tables and figures.

Running Head: Physical Education Programs

Physical Education Programs: Perceptions in Male Juvenile Offender Facilities

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Running Head: Physical Education Programs

Abstract

The purpose of this study was to investigate perceptions of superintendents, principals, and physical educators, recreation directors, and physical training directors, ($N = 30$) concerning the administration and delivery of physical education programs within 10 male secured juvenile justice agency facilities in the State of Texas. A program portrayal through qualitative methodology was utilized for this study. The interview guide consisted of seven semi-structured open-ended questions and probes. Through verbal descriptions and photography ethnography images data were analyzed to provide an answer to this broad research question: What are the juvenile justice agency personnel perceptions concerning physical education programs for male offenders? Through constant compare analyses, 10 themes evolved: physical education/program definitions, juvenile agency/correctional philosophy, military/physical training, motivation for physical education, support system/governing agency, barriers/labels, sport/importance of sport, advice, perceived/actual needs, and future trends. It was concluded that all groups (a) misused the terms physical education, recreation, and physical training; (b) utilized the correctional philosophies identified in this study; and (c) expressed a deep commitment to successfully rehabilitate youth. Further, all groups valued sport opportunities for purposes of normalizing, socializing, and transitioning youth back into society, though, not all facilities had sports teams. In addition, all groups recognized (a) local, state, and federal support systems/governing policies; (b) barriers and labels; and (c) future trends which impacted program offerings. Perceived physical education

program needs for the superintendent's and principal's groups were staff and facility. In contrast, actual needs for the physical educators, recreation directors, and physical training directors were facilities and recreation activities. Further, the results of this study established grounded theory and an explanation of physical education services in male juvenile offender facilities.

Key words: juvenile offender, physical education, recreation, physical training, incarceration (283 words)

Physical Education Programs: Perceptions in Male Juvenile Offender Facilities

Confinement in any correctional facility can have a major impact on the ultimate outcome of an individual's development (National Commission, 1998) including physical and motor development. This may be especially true for the juvenile offenders housed in the variety of justice agency facilities. Enrollment in some form of a structured physical education program to address individual developmental needs is of utmost importance for these youth. Presently though, very little information about physical education programs for juvenile offenders and its contribution to the comprehensive developmental process is available.

The literature related to juvenile justice agency physical education programs for adolescent offenders in the United States is lacking. Though literature is lacking, a few physical education advocates have implemented various types of physical education/activity programs in correctional settings (Fenske, 1982; Hunsberger, 2000; Johnson, 1975; Thomas & Thomas, 1988) and researchers have conducted empirical quantitative studies that examined the physiological and psychological responses of individuals in confinement after participation in various physical fitness training programs (Collingwood & Engelskjerd, 1977; Folkins, 1976; Gettman et al., 1976; Hilyer, et al., 1982; Peterson & Johnstone, 1995). The experimental groups' results in these studies demonstrated significant increases in a variety of physiological measures when the population had access to activity programs. Consistently, the experimental groups' psychological measures (i.e., anxiety, depression, self-esteem, mood states)

significantly decreased resulting in improved overall mood and happiness, and lowered recidivism rates.

Researchers have examined the effects of physical training programs coupled with leisure education, participation, and counseling techniques on delinquent behaviors (Aguilar, 1987; Munson, 1988; Munson, Baker, & Lundegren, 1985; Yin, Katims, & Zapata, 1999). Other researchers reported slight attitudinal changes toward recreation participation, and mixed results in (i.e., no significant differences in delinquency-related measures to significant differences between male to female) self-reported delinquent behaviors.

A number of descriptive research surveys were conducted to determine the recreation patterns and pursuits of male inmates; to ascertain the status of recreation programs male, female, and coed incarceration populations; to examine the administrators' attitude, programming offerings, and staff involvement; and to assess recreation programs for adult female inmate populations (Aguilar & Asmussen, 1989; Crutchfield, Garrette, & Worrall, 1981; Jewell, 1981; Williams, 1981). Reported results included (a) inmates participate most often in passive activities during incarceration, with younger inmates being the most active prison group; (b) sports most often selected by inmates were basketball, softball, volleyball, and weight lifting; (c) sports-oriented program offerings caused program benefits to be questionable; and (d) programs contained no definite overall pattern of services. Directly related to the juvenile offender population, Schleien and O'Morrow (1981) examined correctional directors' positions on

the purpose of recreation programs at four juvenile offender development centers in Georgia. These researchers stated that administrators had favorable attitudes and were broad-minded toward activity program offerings.

More recently, according to Little (1995) the political climate and public perception of correctional facilities and practices may have stymied research efforts. However, with offender facility populations at an all time high and projected to continue to increase, it is critical to pursue new research ideas (Hitchcock, 1990) that will enhance efforts to truly address the needs of juvenile offenders. The idea explored in this study was to investigate the perceptions of superintendents, principals, and physical educators, recreation directors, and physical training directors about the administration and delivery of physical education programs and services for male juvenile offenders.

Method

Luna and Price (1992) have supported the idea that practitioners cannot rely merely on quantitative information to drive correctional pedagogy and treatment and stated "with qualitative research, correctional educators can learn more about the life experiences affecting their clientele and thus relate this information to more effective program planning" (p. 119). A paradigm for program portrayal through qualitative research methodology (Greene, 1998; Olson, 1980) was used in this study. This broad question was posed, "What are the juvenile justice agency personnel perceptions concerning physical education programs for male offenders?" Questions were modeled after case study interview research conducted by Williams' (1972) analyses of

recreational pursuits of male parolees and Mendell and Kidd's (1981) evaluation of leisure activities offered state penal institutions.

Informants

An intact group sampling design was used (Thomas & Nelson, 1996) of juvenile offender agency personnel. Informants were personnel who (a) held the position of Superintendent ($n = 9$) at one of the juvenile offender facility schools; (b) held the position of Principal ($n = 8$) at one of the juvenile offender facilities schools; (c) held the position of Physical Educator, Recreation Director, or Physical Training Director ($n = 12$) at one of the juvenile offender facility schools; and (d) were employed in one of 10 juvenile offender secured facilities selected for the study. As is true with all qualitative research, the senior researcher was the final informant of the study.

Informants ($N = 30$; females 10 and males 20) ranged in age from 26 to 63 years, $M = 44.5$, $SD = 18.54$. Informants' years of experience with juvenile offenders a range of 1.5 to 28 years, $M = 14.75$, $SD = 25.09$. Years informants had been working at present or a similar position range between .05 to 40 years, $M = 20.03$, $SD = 33.42$.

Pilot Study

The interview questions (see Table 1) developed for this study were tested in a pilot study with 10 informants. Informants were superintendents ($n = 3$), principals ($n = 3$), and physical educators, recreation directors, physical training directors ($n = 4$) within female juvenile offender facilities in the Texas Youth Commission system. The pilot study aided the primary researcher in developing interview, observation,

photography, and field note techniques. More importantly, the data collected enabled the primary researcher to determine the effectiveness of the interview questions.

Seven broad semi-structured questions and extensive probes were developed. Interviews lasted approximately 45 to 60 minutes. The interviews were recorded, transcribed, and an initial coding established preliminary themes used to determine changes needed to the existing interview schedule prior to continuing the remaining study. As a result of the pilot study and in keeping with qualitative research methodology the schedule remained flexible during the interview process (Strauss & Corbin, 1990).

Table 1.

Pilot Study Interview Questions

1. If youth were asked to comment about the physical education programs at [facility name], what would their response be?
2. If a state education agency representative evaluated [facility name] physical education program concerning whether state physical education curriculum and programming requirements were being satisfied, what would the evaluation reflect?
3. If physical education programs were no longer mandated by law [facility name], what effect or outcome would this create in the daily living experience of the youth in this facility?
4. When you were hired at [facility name] and now in your current position, what was impressed on you as your most important/immediate responsibility?

5. If the state would provide you with anything to further enhance [facility name] current physical education program, what would you ask for?
 6. What advice would you have to physical education students/professionals interested in employment opportunities in this facility and with this youth population?
 7. Explain to me any on-campus or off-campus extracurricular physical recreation and sports competitions that exist for your youth and your position on these programs.
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Procedure

A meeting with the Texas Youth Commission agency administration and Department of Education representatives was conducted. During this meeting approval to conduct a qualitative study to investigate and describe the male physical education programs was secured. To increase the probability of participation of the informants to be interviewed, an interagency memorandum was sent to each of the facilities examining that proper protocol would be followed and that the administration and education departments supported this research.

In the spring of 2001, the confirmation interview schedule was verified. The informants were contacted to determine possible dates, times, and places for interviews. In the event an informant could not attend, the interview was conducted by telephone and through email ($n = 2$).

Data Collection Protocol and Analysis

The qualitative analysis method adopted for this study followed the guidelines of Miles and Huberman's (1994) three-phase process. Strauss and Corbin (1990) recommended that collection of data and the process of analysis of those data coincide to allow the emergence of any premise or theory substantiated within the data.

Data collected were from in-depth, audiotaped recorded interviews, observations, and photography ethnography. The use of this multimethod data collection process from different questions, sources, and methods established triangulation (Erlandson, Harris, Skipper, & Allen, 1993). All of these steps assisted in establishing credibility of the data analysis and assisted in the overall evaluative process of the male juvenile offender physical education programs (Bullock & Coffey, 1980).

Interviews were transcribed into text format from the audiotapes and entered into a word processing program by a team of professionally trained transcribers. The principal investigator reviewed the tapes, transcribed and read the transcripts, and followed up with email contacts to ensure data accuracy.

Negative or unique case analyses were identified to process biases. Member checks were conducted through telephone calls and email correspondence to solicit reactions of the informants to the researcher's reconstruction of the text data and themes (Strauss & Corbin, 1990). These steps ensure the validity of the contents of the interview in text format (Erlandson, et al., 1993).

Photography verified and captured the visual space or appearance of the facilities. Photographs including indoor and outdoor facilities and equipment provided visual comparisons to the key informants' actual words. Photographs were sights and images considered public pictures and did not infringe on the youths' personal space. Photography ethnography did not include any of the juvenile offenders who could be identified. Finally, through combining the text of interviews, the visual images of photography, and the field note observations the reader is allowed a glimpse of the physical education programs within the juvenile offender agency.

Results and Discussion

Three distinct groups of informants' data were analyzed and presented in a first-, second-, and third-order layered process. The layered analysis involved presenting the (a) interview questions and answers, (b) emergent themes, and (c) responses in each informant group segments. The qualitative method and process of analyses resulted in the emergence of 10 themes: physical education/program definitions, juvenile agency/correction philosophy, military/physical training, motivation for physical education, support system/governing agency, barriers/labels, sport/importance of sport, advice, perceived/actual needs, and future trends. The interpretation of these themes serves as the topic of this discussion. When appropriate, informant quotations and photographs were included.

Define Physical Education and Program

The informants were asked to define physical education. Though there were variations in the replies, when reviewing the definitions and goal statements, this primary investigator identified like-terms and phrases being used such as “it serves as an outlet,” “this attempts to nourish the body, the mind, and the spirit” and, finally, “to assist youth with improvement in personal fitness and the physical training demands.”

All three groups misused the terms physical education, recreation, and physical training based on traditional definitions in the professional literature. Often the terms were used synonymously. Actual content of what comprised a physical education program seemed clouded. Content replies included phrases like “structured physical education,” “structured recreation time,” “structured activity time,” “large muscle exercise,” and “large muscle activity.”

Jewell (1972) remarked most facilities lack an academically trained professional and face a perennial problem of inadequate facilities for progressive, up-to-date programming. Schleien and O’Morrow (1981) and Neal (1972) reported that many personnel are unfamiliar with how to adequately program physical education activities as potential elements of success for youth in rehabilitation.

Throughout the juvenile agency, the recreation, physical training programs and extracurricular sports were substituted for the physical education curriculum. As a result, the status of a physical education program appeared low. Illustrative of that was:

[We] have a written permission from [the state education agency] that [we] don't have to have physical education here. We have a rec program but we just don't have one department that's basically all they do is rec. We have a 16-hour schedule day and there's only so many hours to get group in, get [physical] training in, personal time. We still have them perform recreational activities on the weekends.

Informants reported in one facility, a decision was made to eliminate all activities except the physical training exercises and calisthenics. This primary investigator interpreted this elimination of activity as a position that physical education activity is not a legitimate rehabilitation instrument that could be used to assist youth in completing program goals. It was not seen as a privilege to be earned nor was it used as leverage or reward leading to a desired outcome. One recreation director stated:

There is no PE, none whatsoever, going on. There is no PT during school hours. This is supposed to be taking place immediately after school. It has been approximately 2½ years since these programs were put on hold, stopped. I'm no longer a recreation specialist but rather a JCO 5 (juvenile corrections officer) and I am here in the system of education. I was reassigned as a JCO.

Informants' responses to various questions concerning the physical education program are presented. Nine of the 29 informants across all groups projected that youth comments would focus on the stringent demands of the physical training program that was required of all youth as part of the facility rehabilitation model. Eleven of the

informants across all groups reflected that the youth would negatively comment that there were not a variety of activities or that more opportunities to be active were needed. Six informants across all groups shared that the youth would provide positive answers and three of the informants did not answer the question.

Five superintendents, 6 principals, and 7 physical educators, recreation directors, and physical training directors felt the current physical education, recreation, and physical training programs were comparable or parallel to programs found in the public school sector. Many of the informants thought the juvenile offender programs offered more and were better than those offered in public schools. Eight informants thought that the programs were not adequate or comparable to public school offerings.

The informants were asked in what ways are measures of effectiveness of the physical education program arrived. The types of measures being used in the juvenile offender facilities were (a) informal observation of youth level of fitness and youth participation levels, (b) number of youth behavior/security referrals, (c) youth health issues that arise, (d) department specific monthly reporting, (e) physical proficiency tests/PT scores and the results of fitness testing, (f) checking youth progress through state curriculum guideline, and (g) sport specific content knowledge exams.

Following Crutchfield, Garrette, and Worrall (1981) and Aguilar and Asmussen (1989) roles and purposes line of questioning, the primary investigator queried the informants about what types of immediate or important roles were they asked to address in their facilities. The superintendents' top three roles or responsibilities were to

rehabilitate youth, to assess facility programs, and ensure safety and security for the public. Likewise, the principals' top three immediate or important responsibilities were ensuring safety and security for all, providing structure and control for the youth and facility, and administering accountability measures for the education programs to satisfy agency, state, and governing standards. For the physical educators, recreation directors, and physical training directors, roles emphasized were providing further measures of protection and well being for all, modeling appropriate behaviors, and extending counseling techniques for youth.

Perhaps most significantly, the informants were asked to identify any immediate or important role that needed to be addressed for the physical education program in their facilities. The superintendents' responses included (a) establishing sports teams as a part of the recreation department, (b) instating the physical training program, and (c) achieving compliance with the state through program offerings.

For the principals, duties specific to the physical education program ranged from (a) nothing in particular, (b) utilizing the state curriculum guidelines into the education program, to (c) making sure the sports teams were not dismantled. As a final point, the physical educators, recreation directors, and physical training directors' duties were to satisfy (a) campus wide organization and scheduling of activities, (b) deliverance of a variety of activities, (c) create program growth, (d) teach sport activities and skills, and (e) meet agency program standards.

Juvenile Agency/Corrections Philosophy

Years ago, Calloway (1981) identified that the establishment of a corrections philosophy was needed. Crutchfield, Garrette, and Worrall (1981) and Aguilar and Asmussen (1989) reported that the philosophies that exist in adult confinement facilities include institutional adjustment tool, institutional privilege, diversionary service, educational service, and rehabilitative service.

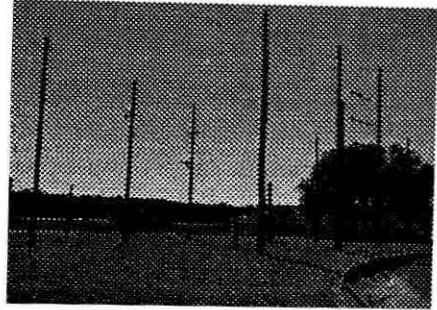
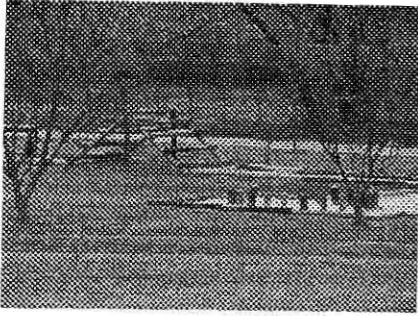
Throughout the course of this investigation, philosophical patterns within the juvenile agency became evident to the senior researcher. These correctional philosophy patterns were related to initiation/introduction into the system, punishment/discipline while in the system, curricula content within the education program, and rehabilitation means to assist youth to meet their treatment goals. The emphasis on the correctional philosophy theme was illustrated by this comment:

Since the mid 90s, with the election of Governor Bush [President George W. Bush] there was a hard line in the sand drawn on juvenile corrections and the way juvenile corrections was delivered. Up to that point [it was] treatment based, then it became more corrections based. Finding a good balance is real important.

Military/Physical Training

That “hard line drawn in the sand” philosophy resulted in all facilities incorporating components of a physical training exercise program and standards adopted by the agency (Roberts, 1998). During tours of the facilities, the structured military protocol movement was evident as youth marched in platoon formation while calling

cadence and marching. Informants described the physical training exercises, the confidence/ropes courses (see Figures 1 and 2), and the military style marching (see Figure 3) and drill competitions that the youth would perform.



Figures 1 and 2. Confidence/ropes courses vary from facility to facility.

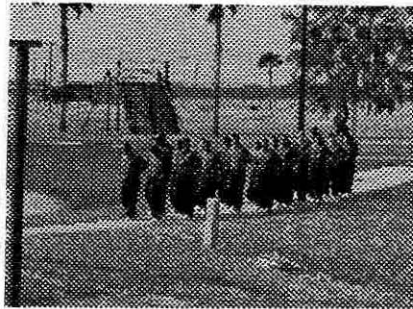


Figure 3. Military style movement -- marching.

The military/physical training theme was clearly evident in 2 of the 10 facilities that employed a boot camp format. These informants' interviews contained many military terms. Terms included cadets (youth), cadet leaders (staff), Commander (Site Superintendent), Lt. Commander (Principal), Captain (PT Director), and Lieutenant (PT Assistant Director). Youth were housed in facility barracks or platoons. Dormitory names were traditional military code names of Alpha, Bravo, Charlie, Delta. Daily life events

included latrine calls (bathroom calls), inspections of personal boxes and beds, and bunks made per military standards.

Motivation for Physical Education Programs

Jackson (1975) reported that as youth, inmates expressed a dislike for physical education classes while in school. However, Schleien and O'Morrow (1981) stated that administrators of juvenile facilities believed clients deserved to enjoy themselves through a variety of activity offerings. Other rationales to offer physical education programs in confinement settings include to alleviate hostile aggressive behaviors and compliment the goals of correctional institution (Fenske, 1982), to modify behaviors (Wollard, 1972), and to provide a natural corrective to disciplinary problems (Jewell, 1972). A comment by a superintendent illustrative of this was:

Well, it's real important in a correctional setting to have any kind of incentive for kids. If you [don't] have that outlet, you'd probably have more fighting, you'd probably have more problems amongst these boys because they wouldn't have an outlet for their physical energy.

Another superintendent stated, "It's a supervision tool for us." However, another unique response was this comment:

Without physical education, the drawback that you would see would probably become health issues. If you don't get out and exercise your health starts to wane. From some of the research I've read, lasting effects on kids that don't get physical education when they're young have a tendency to have higher incidences of

diabetes, higher incidences of other kinds of health problems, and incidences of obesity tends to be increased when young people don't get physical activities. So, I think there's a lot of drawbacks if they were to discontinue physical education or physical training programs at any institution or facility including public schools.

Governing Agencies/ Support Systems

Informants remarked about what type of evaluation they thought the state education agency would award their current physical education program. Eleven of the 29 informants (2 superintendents, 5 principals, and 4 physical educators, recreation directors, and physical training directors) reported the state education agency evaluation would reflect positively. Eight (half physical educators, recreation directors, and physical training directors) informants felt an evaluation would be negative. Seven (over half were superintendents, $n = 5$) replied the programs were meeting the necessary standards set by the state, the agency, and correctional governing agencies. Thirteen (approximately half were principals, $n = 6$) informants announced that state curriculum guidelines were not being incorporated into the physical education program. On the other end of the continuum, 12 (4 from each group) informants stated affirmatively that the state curriculum guideline was being used and would help with the facilities to achieve accreditation requirements. Two informants from the physical educator/recreation director/physical training director group did not know if the state curriculum guidelines were being used.

Various grading processes, award credit, and meeting of state and national standards for accreditation all fit within this governing agency theme. Standards of juvenile offender agency, the state education agency, the American Corrections Association, as well as federal statutes must all be met. Illustrative of the distinction of working with these entities was a superintendent's comment:

I just came back from a facility where they were [preparing] to go through an American Corrections Association audit. One of the standards was checking to see [if] we were in compliance with the physical education program. They were apparently told by TEA, you need a PE class out of your high school. They have PE out of the school and they've got additional recreation and I think we're in compliance with the recreation. I think TEA would probably say we're out of compliance in the physical education part of our curriculum.

A superintendent from a different facility contributed:

Our system is a bit unique. We have the recreation staff who are actually conducting the classes and we have the certified PE person who supervises that and signs off on that and ultimately determines the grade from input from the recreation people. Now, ideally, that's not how I would prefer to do it. I would prefer to have a PE teacher/coach both certified and qualified in here teaching and structuring those activities. I think if that person were doing it, would make a more fluent system. If that were occurring the awarding of grades would be probably more accurate. The system is flawed.

As previously mentioned, the status of a physical education program was low. An agency waiver from the state education agency permits facilities to construct the type of program deemed necessary at each facility. However, there appears to be a positive shift to meet accountability measures through the incorporation of the state curriculum guidelines. One principal added, "I'm seeing overall more and more emphasis from our agency central office to follow the state education agency guidelines, being able to offer kids credit and making sure we're following the guidelines."

Whitehead and Lab (1989) stated that the debate over successful correctional treatment has been raging for some time now and though public perception of prison populations appears to be low, there was a variety of support entities or systems related to physical education programs and sports in the juvenile agency. Some of those support systems were the federal and state juvenile justice agency administration, local and state education agencies, family, volunteer counsels, and community recreation leagues and organizations. Athletic competition occurred through private and parochial leagues, the state amateur track and field association, and for some facilities inclusion in the state high school extracurricular athletic association.

Barriers/ Labels

Societal perceptions and images, as captured by the media of incarcerated individuals (Calloway, 1981; Hartke, 1972; Hormachea, 1972; Hunsberger, 2000), have contributed to various barriers and labels often associated with this population. However,

the data from this research supported that barriers and labels exist inside the agency facilities.

The informants speculated on the possible effects or outcomes to the youth's daily living experiences in the dorm, in school and with discipline matters if the physical education program was removed and no longer existed in the agency offerings. Only three informants believed the outcome without physical education activities would be detrimental to the overall rehabilitation model the agency follows, to the youth and the staff. Seven informants shared the youth would lose a valuable outlet as a way to release anger, emotions, and frustrations. Nineteen (7 superintendents, 7 physical educators, recreation directors, and physical training directors, and 5 principals) informants stated an overall increase in acting out behaviors would result. One physical educator stated:

I think it would be detrimental because the youth need at least one hour a day to be able to exercise their bodies. It would help them to maintain physical fitness. It is an outlet for the kids to express their emotions or disappointments in a more positive way. To release that anger, anxiety; this is going to help them rebuild their bodies. Many of our youth were out and participating in a lot of activities that caused them to be not as physically fit. Now, they have a chance to rebuild, rehabilitate themselves not only mentally and socially but also physically.

These behavioral increases would dramatically affect the safety for all in the facility. Those youths' behaviors would delay successful treatment phase levels and result in placement into the segregation/security confinement.

Jewell (1972) stated that efforts are needed to dissolve the we/them, the free versus not free, and the good against the bad dichotomies. At a time of political correctness, and as an advocate for accepting others race, gender and sexual identity, religion, disability or difference, through a word or phrase count to (Miles & Huberman, 1994) over 40 differing descriptive labels (positive and negative) were located that described the youth in these facilities.

Examples of positive label phrases were, “kids with special needs,” “good kids, bad kids; they’re still kids,” “regular kids,” and “free world kids”. Interpretation of negative label phrases included, “juvenile delinquents,” and “lazy youth.” A natural propensity to attach a negative label existed from the crimes the youth committed, “sex offenders,” “murders,” “jail populated kids,” “substance abusers,” and “violent offenders.” Perhaps the most unique label was “the Christians and the criminals” used during a description of youth participation in an athletic competition with a term from a church sponsored school.

Sport and the Importance of Sport

Jewell (1972) and Schleien and O’Morrow (1981) warned that sports programs in correctional settings are heavily sports team oriented. However, sport, trying out to make a team, experiencing the components of travel, sportsmanship, leadership, successful completion of treatment phases to remain a team member, experiencing success as well as losses were all reasons the juvenile agency system supported youth participation in athletic competition.

Twenty-three of the 30 informants reported that on and off campus extracurricular physical activity and sports competitions occurred in the facilities. Two recreation directors shared that their facilities restricted any on and off campus competitions. One physical training director reported that only physical training sessions were scheduled for youth. Informants across all three groups ($n = 15$) explained that the coaches were employed through the recreation department and that only a very small percent of the youth actually experience the process of trying out and competing on the sports teams that play against community league teams, area high school squads, and other juvenile offender facility athletic teams.

All of the informants expressed a belief that youth would experience a variety of benefits by participation on these teams. It was repeatedly confirmed from all three groups that youth participation in extracurricular activities provided a normalizing experience, an opportunity to socialize with agency youth and youth “on the outside or in the free,” and most importantly it prepares the youth for resocialization or reentry into the “free world” (the community). Illustrative of the fact these programs may be the best example to emulate the real world situations youth encounter was this physical education teacher’s comment:

Only about 10% of boys get the opportunity to earn an opportunity to tryout (it’s a privilege) for the team. Youth have to be at the highest level (4 out of 4), earn good grades but the youth must also make a commitment to change. The re-arrest rate [facility name] is half the national average and of all the kids at the school to

go to college; all have come from [coach name] athletic program. So, it's working. It just depends if you're one of those people that's been wronged, if you can accept it [that youth are playing extracurricular sports].

All the informants explained agency policies for safety and security measures used when traveling with youth to sporting competitions. Finally, two out of the three informant groups (i.e., superintendents and principals) stated that occasionally information would be shared that youth would successfully seek out participation in community teams, leagues, and recreation programs after leaving the juvenile justice system. A photograph confirmed juvenile agency sports teams competing against area public schools (see Figure 4):

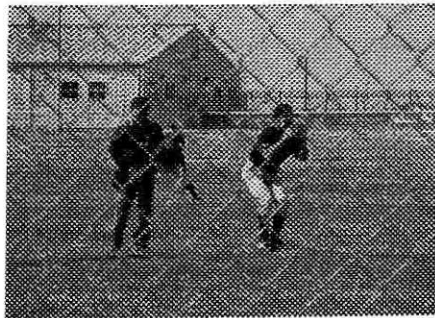


Figure 4. Youth playing baseball against an area high school.

Informants reported that competition occurs in the sports of football, basketball, baseball, track and field, and volleyball.

Advice to Physical Education Students and Others

All informants were asked to voice their advice for physical education students and professionals interested in pursuing employment in facilities that housed incarcerated

populations. Data from the all groups supported four areas (see Figure 5) of advice -- traditional, encouragement, juvenile offender specific, and juvenile offender warnings. Only the physical educators, recreation directors, and physical training directors contributed another advice category titled physical education/sport specific.

Informant comments fitting the physical education/sport specific advice category included, "Teach them how to work with others, get along, call things [refereeing], talk and communicate while they're playing." Also, "You need knowledge in rules regulations, umpiring and officiating various sports and activities. A college degree and experience is best."

Traditional Advice	Encouragement Advice
<ul style="list-style-type: none"> ▪ Be fair ▪ Be firm ▪ Demonstrate consistency ▪ Show flexibility ▪ Be proactive ▪ Be energetic ▪ Always be ethical 	<ul style="list-style-type: none"> ▪ Have to care ▪ Accept the challenge ▪ Be an example ▪ Stay enthused ▪ Be innovative ▪ Be a team player ▪ People are basically called to be a teacher, be sure this is your calling ▪ TYC is a good stepping stone
<ul style="list-style-type: none"> ▪ Challenging group ▪ More than just teaching; they are a specialized population ▪ Don't be afraid to confront problematic behavior ▪ Be empathetic, open minded to understand youth ▪ Kids are labeled and have lost their self-esteem, self-worth, self-discipline, rebuild them ▪ Must earn respect ▪ Must be physically fit ▪ Be participatory 	<ul style="list-style-type: none"> ▪ Know your personal limitations or find another line of teaching ▪ Either you're cut out for this or you're not ▪ Have to handle the bluffs ▪ Must be able to teach appropriate behaviors through sports ▪ There are good kids. There are bad kids ▪ Let's see if you really do have what it takes to interact with teenage juveniles
JO Specific Advice	JO Warnings Advice

Figure 5. Advice Quadrant for physical education students and professionals.

Perceived/Actual Needs

Hormachea (1972) believed that it is vital that administrators support the programs with a variety of activities and equipment. Referred to as 'wish list' or perceived/actual needs, all informants identified what they would ask for from the state to further enhance the existing physical education program offerings. The superintendent and principals' responses were identified as perceived needs items. Physical educators,

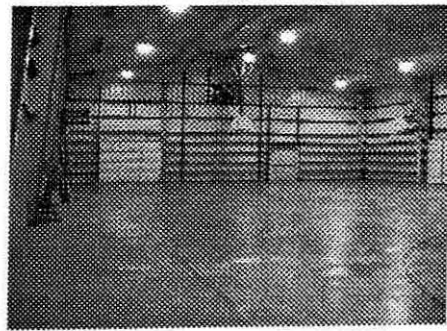
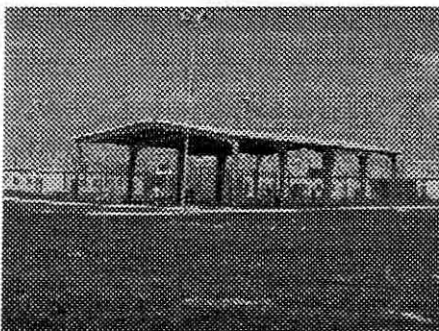
recreation directors, and physical training directors' needs items were recognized as actual needs items. Regardless if perceived or actual, the top two replies from all the informant groups were staff and facility. However, some of the informants quickly reduced the perceived/actual needs items to having enough money to use as needed for the budget (i.e., employ staff, enhance or develop facility, buy equipment, develop a variety of programs).

Nineteen (7 superintendents, 6 principals, and 6 physical educators, recreation directors, and physical training directors with) informants supported the benefit of having an adapted physical educator knowledgeable about work with the youth with disabilities. Six informants made indifferent or negative remarks about the need or purpose of an adapted physical education specialist in the system. Informants reported a range from 19 to 68% of the youth as those having disabilities. The agency average was 44% of the total youth population were identified as adolescents with disabilities needing specialized treatment. Only one of the agency's facilities was established to house youth with disabilities.

Throughout the agency programs seem to be fragmented with various personnel attempting to provide "a little physical education" services, "a little recreation," and "a little physical training." It was then posited that perceptions of program needs were not clearly defined or matched so youth would be the benefactors. However, the wish list of desires and this type of comment may directly impact the types of program offerings available to the youth:

Many of the older facilities in TYC had real nice gymnasiums; what you would find in public schools. Gymnasiums with state of the art equipment and indoor swimming pools were the norm. The kids could use them. The agency has grown. I think we have added like 6 to 7 facilities since 1997. None of those new facilities have much by way of physical education equipment. There was some concern by elected officials that kids coming to TYC were being pampered too much. So, you don't see a lot of that in TYC anymore.

A gymnasium is a basic need to physical education programs; however, some facilities did not have this basic amenity. Often in the place of a gymnasium are open-air pavilions. These pavilions (see Figures 6 and 7) are without electricity and susceptible to inclement weather conditions. During the winter, the concrete floor often becomes slick causing difficulty to conduct activities and creates cancellations of activities.



Figures 6 and 7. Various facilities in the system have converted these open-air pavilions to become enclosed gymnasias. After converting these buildings, as in the actual needs list, additional money is then needed to add lighting so the pavilions are more functional.

Future Trends

Brayshaw (1981) stressed the importance of correctional personnel receiving training to equip them with knowledge of activities, counseling techniques, and teaching skills. The informants' average years of experience working with the juvenile offender population was 15 years. Informants' perceptions of future trends were both positive and negative.

Positive replies from the informants were (a) that physical education program requests would continue to be supported by the agency administration, (b) the development of sports competition for the youth was of great value, and (c) the installation of state physical education curriculum guidelines into the education program was a very appropriate step to further legitimize programming. Illustrative of a positive comment was, "Let's do more, do more activities, more recreational stuff, more interscholastic competition."

Negative identified future trends ranged from (a) a philosophical stance of "no privileges" which places physical education as a earned activity, (b) not enough money in the budget to pursue program desires, and to (c) the 16-hour agency schedule is too much for the youth to assimilate and should be reconsidered. As one informant stated, "We're going to be holding our kids longer, filling our facilities. This will challenge our current physical education program offerings as well as staff."

Finally, as an informant of this study, the concluding interpretations from the primary researcher were triangulated through interviews, personal observations, and

photographs. As a global perception, the data supported that all three groups “buy into” the correctional philosophies identified in this study: initiation/introduction into the system, punishment/discipline while in the system, curricula content within the education program, and rehabilitation means with youth. One philosophy referred to as the “diversionary tool” (Aguilar & Asmussen, 1989) did not evolve. The juvenile agency 16-hour rehabilitation model incorporated by facilities included in this study allowed very little need or time for diversion. These interpretations were evident from use of like terms, phrases, and responses communicated from each group. All informants expressed a deep commitment to foster the successful rehabilitation of all offender youth.

Each group clouded the terms physical education, recreation, and physical training. The physical training program was the “constant” entity in the agency facilities. It serves as the foundation of the agency rehabilitation model. In contrast, the recreation program exists for the purpose of providing an outlet of fun against the rigors of institutionalized confinement though an administrative decision can cease all activities. This caused “a sprinkle can effect of physical education programming.” It appeared physical education had not been recognized for its full academic potential by any of the three groups. There appeared to be a recent concerted effort to mesh together the variety of activities that all three programs offer (i.e., physical education, recreation, and physical training) in an attempt to satisfy state curriculum standards. All three groups accepted the role military/physical training protocol served for the facility and staff to effectively

control movement and daily exercise sessions with the youth. However, only 2 of the 10 facilities followed a stringent boot camp paradigm.

Each of the groups identified benefits for a physical education program to exist as part of facilities offerings. Though this primary investigator recognized only a few informants related reasons such as to meet, foster, and develop the physical growth and motor development needs of youth. Perhaps because of the magnitude or seriousness of the responsibility placed on the staff to rehabilitate the youth, all three groups were well aware and versed in local, state, and federal governing agency policy and standards. Likewise, all three groups provided scenarios of community and state supported systems and groups.

Expressed themes of barriers and labels became evident across all three groups. These were apparent through politically incorrect terminology as well as outdated physical education programming concepts and administrative decisions (i.e., cessation of physical activities to filling in swimming pools) voiced by the informants. Sport and the importance of sport seemed to achieve support from most superintendents as well as the physical educator/recreation director/physical training directors though not all facilities had sports competition opportunities available. Principals appeared to be more hesitant to support youth leaving facility grounds citing safety/security, logistics, and distance and travel time issues. Each group freely provided advice for physical education students and professionals interested in working with these youth. Statements from each group

identified the need to foster interest and new ideas and to recruit personnel from a variety of professions to juvenile corrections.

The primary investigator recognized that the perceived wish list arose from the superintendents and principals' data because these informants' responses were based on personal observations or communication with others. The actual needs wish list originates from the physical educators, recreation directors, and physical training directors responsible for the daily organization, presentation, teaching, and follow-up of activities with the youth. The superintendent and principal groups top two perceived needs were staff and facility. The top two actual needs from the physical educators, recreation directors, and physical training directors were facilities and recreation activities. Finally, all groups provided like-future trend comments.

In summary, data were analyzed to provide an answer to the research question: What are the juvenile justice agency personnel perceptions concerning physical education programs for male offenders? Thirty informants answered 7 questions designed to allow their voices to be heard concerning the administration and delivery of physical education services to male juvenile offenders. Ten themes evolved that were interrelated and reflected the nuances of physical education programs within the world "juvenile corrections." From those themes the following perceptions about male physical education programs in juvenile facilities evolved:

1. Informants (5 superintendents, 6 principals, and 7 physical educators, recreation directors, and physical training directors) perceive that administering and

delivering a combination of physical training, recreation, and sports to male juvenile offenders provided an above average physical education program and service.

2. Informants (2 superintendents, 6 principals, and 4 physical educators, recreation directors, and physical training directors) perceive that current physical training, recreation, ropes course, extracurricular sports competition, and aquatic activities constitute the physical education program and align with the state agency education curriculum guidelines and requirements.

3. Informants from all three groups supported that providing physical education services to incarcerated youth, particularly, the unique needs of youth with disabilities, was an identified concern.

4. Informants, from across all groups, perceive that the mission or “all that they do” in the physical training, recreation, ropes course, and extracurricular sports competition and aquatic activities are targeted to (a) improve youth physical fitness and health, (b) offer a normalizing life experience during incarceration, (c) develop youth social/interpersonal skills, and (d) assist youth with transition from confinement to post-release independence in the community.

A product of the compare contrast methodology was the following grounded theory. Grounded theory is the outcome of inductive analysis through constant comparison of emergent themes of phenomena. Based on the analysis of the perceptions juvenile offender agency personnel the following theory is posited to illuminate physical education programs in male juvenile facilities.

Physical education programs in Texas male juvenile offender facilities are comprised of and more closely resemble military style physical training exercises. In some cases recreation, outdoor challenge activities, aquatic activities, and sport opportunities enhance the program.

Limitations of the Study

Listening to the voices of personnel in charge of the administration and delivery of physical education services to male juvenile offenders can provide valuable programming information. However, prior to identification of any recommendations and conclusions, the limitations of this study needs to be addressed.

Interpretations of the findings in this study are limited. Presently, there is a dearth of empirical research conducted on juvenile offender physical education programs. The lack of any knowledge base created the primary investigator to create generalizations from information conducted with adult incarceration populations, correctional recreation programs, leisure education and correctional populations, and physical training literature.

While the informant group represented all the long-term facilities of one geographical region in the United States (Texas) generalizations of findings to other juvenile offender populations should be made cautiously. The primary investigator had previously taught juvenile offenders and is an advocate of offering a variety of programs and services; therefore, the researcher's bias may have influenced the results. A concentrated effort was made to permit unique evidence and concepts to surface. This primary researcher believed the informants' responses were truthful and sincere,

however, this can never be guaranteed. Interviews conducted in any form other than a one-to-one personal interview were removed from the study. Regardless of these limitations, the findings provided a clearer understanding of the administration and delivery of physical education program services for male juvenile offenders.

Recommendations and Conclusions

Because program and philosophy, equipment, educational background of personnel providing physical education services, sport competition, and, even, youth population, all vary with each facility, it is recommended that the physical education, recreation, and physical training programs be clearly defined. Definitions would provide direction to each program so more concerted effort could be made to meet the physical and motor development needs of the youth, substantiate the physical education program as a valued instructional curriculum area, thus, assisting the education department in the facilities to more thoroughly satisfy state and agency correctional standards.

Future research exploring the perceptions of juvenile offenders of physical education programs through qualitative research applications would benefit those in the corrections profession. Another research topic would include the comparison of physical fitness levels of juvenile offenders with non-juvenile offenders.

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APPENDIX A

FACILITY LIST: TEXAS YOUTH COMMISSION

Facility List: Texas Youth Commission (Pilot study female facilities *)

1. Brownwood State School Unit I: Male; Sex offender treatment program
2. Brownwood State School Unit II: Female; Personal discipline, behavioral control, self-image, pro-social choices; acceptance of responsibility for actions program *
3. Corsicana Residential Treatment Center: Co-ed; Seriously emotionally disturbed/mental health disabilities program *
4. Crockett State School: Male; Seriously emotionally disturbed/mental health disabilities, regular high school diploma or GED preparation and testing program
5. Evins Regional Juvenile Center: Male; Chemical dependency treatment/independent living preparation program
6. Gainesville State School: Male; Chemical dependency treatment/delinquent alcohol and drug abuse program
7. Giddings State School: Co-ed; Predominately violent/chemical dependency/sex/capital offender program *
8. J. W. Hamilton Jr. State School: Male; High school diploma or GED, vocational training, college courses thru Blinn Junior College program
9. Jefferson County State School: Male; Chemical dependency treatment program
10. McLennan County State Juvenile Correctional Facility: Male; Chemical dependency and aggression management program
11. San Saba State School: Male; Chemical dependency and sex offender program
12. Sheffield Boot Camp: Male; Military style training/violent offender program; cadets
13. Victory Field Correctional Academy: Male; Military style training/drug treatment program; cadets
14. West Texas State School: Male; Violent offender program

APPENDIX B

INTERVIEW SCHEDULE CONFIRMATION FAX

Interview Schedule Confirmation Fax

To: [TYC Facility Contact Person]
 [TYC Facility Name]
 [address]
 [address, TX. Zip code]
 [phone]
 [fax]

From: Linda C. Hilgenbrinck
 [address]
 [address, TX. Zip code]
 [home phone]
 [home email address]

Date:

REG: Dissertation Research Interview Schedule Confirmation

Your involvement in my dissertation topic of "Physical Education Programs: Perceptions Within the Texas Youth Commission System" is essential. Permission to collect data through interviews, report card grade/credit form, photography ethnography, and printed information/media coverage has been granted by Dr. Chuck Jeffords, Director of Research and Statistics and Dr. Deborah Nance, Superintendent of Education. No photographs of staff or juvenile offender youth will be taken. The following interviews and collection of documents have been scheduled to take place at your facility:

Name: [Facility]

Date:

Audiotaped interviews (approx. 45 mins.) scheduled for:
 Photography of physical education facilities/equipment may follow interviews.

Superintendent: [Name]

Principal: [Name]

Physical Education Teacher of Record: [Name]

1. Report card form to document awarded grade/credits:
2. Printed information/media coverage of TYC sport competitions (can include any TYC internet coverage):

Should you have any questions or concerns, please feel free to contact me. Thank you!

APPENDIX C

PERMISSION LETTER: HUMAN SUBJECT REVIEW BOARD

RESEARCH CONFIDENTIALITY AGREEMENT

CONSENT FORM

Permission Letter: Human Subjects Review Board

TEXAS WOMAN'S
UNIVERSITY
DENTON/DALLAS/HOUSTON

HUMAN SUBJECTS
REVIEW COMMITTEE
P.O. Box 425619
Denton, TX 76204-5619
Phone: 940/898-3377
Fax: 940/898-3416

January 3, 2001

Ms. Linda Hilgenbrink
1009 Bull Run
Denton, TX 76209

Dear Ms. Hilgenbrink:

Re: Physical Activity and Sport: Perceptions Within the Texas Youth Commission System

The above referenced study has been reviewed by a committee of the Institutional Review Board (IRB) and appears to meet our requirements in regard to protection of individuals' rights.

If applicable, agency approval letters obtained should be submitted to the IRB upon receipt prior to any data collection at that agency. The signed consent forms and an annual/final report are to be filed with the Institutional Review Board at the completion of the study. A copy of your newly approved consent form has been stamped as approved by the IRB and is attached to this letter. Please use this form which has the most recent approval date stamp when obtaining consent from your subjects.

This approval is **valid one year from** the date of this letter. Furthermore, according to IRB regulations, another review by the IRB is required if your project changes. If you have any questions, please feel free to call **the Institutional Review Board at the phone number** listed above.

Sincerely,

Dissertation/Theses signature page is here.

To protect individuals we have covered their signatures.

Research Confidentiality Agreement: Texas Youth Commission

RESEARCH CONFIDENTIALITY AGREEMENT

This agreement is made by and between the Texas Youth Commission (TYC) and Linda Hilgenbrink, hereinafter called Research Consultant.

Research Consultant has undertaken research related to the work of TYC. This research project is briefly described below. TYC finds that such research is of benefit to TYC and will be in furtherance of the duty assigned to TYC in Section 61.031, Human Resources Code, "to carry on a continuing study of the problem of juvenile delinquency in this state...". Research Consultant will be considered a professional consultant of TYC for the purposes of carrying on the described research and for compliance with Section 51.14, Texas Family Code.

Research Consultant agrees to maintain the confidentiality of all records and information that might identify a child as a ward of TYC. Research Consultant agrees that no publication shall contain the name or other identifying information or photograph of any child who is a ward of TYC.

Research Consultant agrees to provide TYC with a copy of the final research document.

Description of research project: Value of Physical Education, Physical Activity and Sport in Rehabilitating Juvenile Delinquents.

This agreement is entered into this 10th day of November 2000.

Dissertation/Theses signature page is here.

To protect individuals we have covered their signatures.

Consent Form
 TEXAS WOMAN'S UNIVERSITY
 SUBJECT CONSENT TO PARTICIPATE IN RESEARCH

You agree to be interviewed and audiotaped for the research titled PHYSICAL EDUCATION PROGRAMS: PERCEPTIONS WITHIN THE TEXAS YOUTH COMMISSION SYSTEM, which is being conducted by

Investigator: Linda C. Hilgenbrinck, MS, 940-383-9635

Advisor: Ron French, Ed.D, 940-898-2575

Participation is entirely voluntary; you can withdraw your consent at any time without penalty and have all data that you have contributed returned, removed from the research records, or destroyed.

The following points have been explained and all questions have been answered.

1a. THE REASON FOR THE RESEARCH IS

The research will help provide information for professionals in the corrections, education, and exercise science and health and other professions advocating for offender populations. The research will emphasize the role of physical education programs for the juvenile offender youth population.

1b. THE BENEFITS THAT YOU MAY EXPECT ARE

There are no direct benefits to the participants', however it should increase understanding of physical education programs within the unique realm of offender populations and particularly juvenile offender youth populations.

2. THE PROCEDURES ARE AS FOLLOWS

- a. The investigator will schedule an interview data collection time of approximately 45 to 60 minutes with follow-up contact contributing as much as 90 total minutes.
- b. The interview will take place in a quiet, accessible site designated by the TYC personnel and agreed upon by the investigator and the interviewee.
- c. The interview will be audiotaped and the investigator will contact the informant through email to confirm the information.
- d. The interview will be comprised of semi-structured questions like (a) Describe to me your role in the delivery of physical activity and sport programs to the juvenile offender youth at this facility; and (b) Describe to me how juvenile offender youth earn credit for participation in physical education activity.
- e. Photography ethnography observations will be conducted (see attached draft). Photography ethnography will allow the integration and comparison of the images and text will assist in the triangulation method of data analysis. The visual data will be catalogued, studied, sorted into themes to derive knowledge for another perspective of the subject/study. Photography will be taken to illustrate a finding that may be considered significant compared to

what the informants state about the facility and programs. This method of photography ethnography attempts to achieve a balance between text and image of the organization (Harper, 1998; Miles and Huberman, 1994; Patton, 1990).

3. THE RISKS ARE

A. Loss of confidentiality: The transcriptionist will be informed of confidentiality of material and identity of informants. Only the research team will have access to identification records. A signed consent form is part of this research.

B. Loss of time: Time will be kept to a minimum in order to acquire the necessary information.

C. Subject material in the question schedule and written, could be considered sensitive: Informants' will be assured of rights to withdraw from the study or to pass on any question or part of a question at any time. Informants will be given an opportunity to contribute further data by contact through email.

D. Sensitive nature of the research: The numbers of the primary researcher and advisor for the study will be given in advance.

4. THE RESULTS OF THIS STUDY WILL BE CONFIDENTIAL and will not be released in any individually identifiable form, unless otherwise required by law. *"Confidentiality will be protected to the extent that is allowed by law."*

- a. Audiotapes and data will be stored in locked files in the investigators' office at home.
- b. Confidential numbers rather than names will be used on audiotapes and instruments. The key linking numbers to names will be stored in a locked file.
- c. Tapes will be erased within 3 years (by September 1, 2004).
- d. Transcripts and the key linking confidential numbers to names will be shredded within 5 years (by September 1, 2006).
- e. The research team will be the only individuals to listen, read, and analyze the transcriptions of the interviews.

5. DEBRIEFING

The opportunity to confirm information will occur by emailing the informants. You will also receive a summary of the results of the study. This form includes the address and phone number of the investigator and faculty advisor should you wish additional information anytime during the next 3 years.

6. The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research. If you have any questions about the research study you should ask

the researchers: their phone numbers are at the top of this form. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact Ms. Tracy Lindsay in the Office of Research & Grants Administration at 940-898-3377 or email HSRC@TWU.EDU.

Signature of Key Informant

Date

The above consent form was read, discussed, and signed in my presence. In my opinion, the person signing said consent form did so freely and with full knowledge and understanding of its contents.

Representative of Texas Woman's University

Date

PLEASE SIGN BOTH COPIES OF THIS FORM. KEEP ONE AND RETURN THE OTHER TO THE INVESTIGATOR.

A COPY OF THE TRANSCRIPT OF YOUR AUDIOTAPED INTERVIEW AND A COPY OF THE RESEARCH REPORT CAN BE MAILED TO YOU, UNLESS BY YOUR SIGNATURE YOU SIGNIFY OTHERWISE.

Please print.

Name:

Street:

City:

State:

Zip Code:

Phone:

Confidential #:

APPENDIX D
INTERVIEW GUIDE

Interview Guide

1. If I asked a group of TYC youth (male/female) to comment about the physical education programs offered at [name of facility]; what would their respond be?

Probes

- Would you say [facility name] physical education program is on the same level or is comparable to public school programs?
- Explain how you as the [job title] measure effectiveness of the physical education programming at [facility name] for the youth.

2. If [name of facility] was evaluated by a representative from the Texas Education Agency concerning whether [name of facility] physical education program satisfied state physical education curriculum and programming requirements; what do you think the evaluation would reflect?

Probes

- Are the Texas Essential Knowledge and Skills for physical education being met?
- Are grades awarded every six weeks via letter grades or based on participation, attitude, dress, performance, TEKS curriculum completion?
- Keeping in mind the specialized treatment focus for the youth in this facility; define physical education.
- Public school association/relationship/collaboration for youth offenders transitioning to another district

3. Considering the TYC Resocialization Model involving Disciplinary Training, Corrective Therapy, Education, and Work; if the mandated physical education laws were no longer in existence at [name of facility] what effect or outcome would this create in the daily living experience of your youth in this facility?

Probes

- What's the goal of the physical education program for the youth?
- Dorm life
- Education
- Discipline

4. When you were hired at [name of facility] and now in your current position, what was impressed upon you as your most important/immediate responsibility?

Probes

- What was your most important/immediate responsibility concerning the physical education program?
- Did you inherit or initiate the physical education programs?

5. If the state would provide you with anything to further enhance [name of facility] current physical education program; what would it be? What would you ask for?

Probes

- Age appropriate/gender specific equipment
- Space: play area, swimming pools
- Exercise/fitness equipment
- Staff

6. What advice would you have for young physical education professionals interested in pursuing employment opportunities within facilities such as the TYC system and with this population of youth?

Probes

- What skills or abilities would attract you to hire a physical education professional at your facility?
- In your opinion, would there be a position or role for someone as an APA specialist, etc.?
- With your experience, would you forecast any trends which may impact positively or negatively on the physical education programs in these facilities?

7. My line of inquiry has thus far focused on [name of facility] physical education program; however, I thrived in extra curricular/sport activities throughout my school years. Share with me, if any, on-campus or off-campus extra curricular physical recreation and sports competitions that exist for your youth and your position on these programs.

Probes

- Compete against public or private schools; against other TYC facilities
- UIL age limits i.e. basketball, etc.
- Safety/Security issues i.e. weight training, etc. (locker rooms)
- Gender specific issues
- What % of student body is involved in sport competition?
- How are coaches selected?
- Number of kids that play, if go back to home school district? (transition)

APPENDIX E

FIELD NOTES: CONTACT SUMMARY FORM

SAMPLE DIARY ENTRY

Field Notes: Contact Summary Form

Informant Identification:

Date & Time of Interview:

Notable body language & facial expressions; quality, tone & voice volume (question #)

Main issues or themes from this contact.

Other salient, interesting, illuminating or important information from this contact?

Photos taken (list areas):

Gather report card grade/credit form; newspaper/print articles about TYC competitions:

New questions for next contact and site:

Field Notes: Sample Diary Entry

[Facility name, date of interviews, weather, region geography scenery/interests]

Was up early (4:30 am) to try to get to the airport by 6:30 am. I'm kind of looking forward to a flight there and back...so glad I didn't drive...and getting more interviews done. Not real excited about getting into Dallas so late but one does what one has to do! The flight went well. Beautiful day. Found the taxi/rental car area and facility is close to the airport. The road to the facility is on a road considered "corrections/prison row"...adult confinement facilities are near-by...still a distance from the city. This facility is relatively new.

Coming down the highway, the sun really makes the rooftops and fence around the facility visible. The facility has little movement occurring inside the fence. It is constructed in a large circular formation surrounded by a 20-foot tall fence that curves at the top into the facility grounds. That curving makes the fence more difficult to climb and hold onto, compared to a fence that goes straight up. As I get out of the taxi and ask about how to contact the driver for my return trip (yes so far I've gotten to leave and go back home with each trip) I get a business card from the driver and she drives off. As I turn to make my way to the guard house gate entry, I am met by yet another set of steel rolling doors that clang and buzz as magnets release to set into place the opening and closing process that I have yet become acquainted with prior to being allowed inside. The guard house contains sectioned areas divided by heavy doors that slam shut, a metal detector everyone must pass through, and large glass windows that allows the guards to observe those coming in and looks onto the inside of the facility grounds for those coming out.

During a tour of the facility, I am told by an **interviewee**: "If anything should happen today; run."

LH: (I laugh out loud and look at the interviewee) "Run – right – you're kidding!"

Interviewee: "No, I'm dead serious. Run to the administration building or the guardhouse...somewhere you can be locked safe within the inside. The facility is at a heightened level of awareness due to anticipation of a "cronk"...we're in a very controlled movement throughout the facility." (**LH:** Oh!?) Yeah, controlled movement means all staff available comes and observes and assists with youth walking to and from classes, across the grounds...lots of other places...for everyone's safety." **LH:** "Cronk?!"

Interviewee: Yeah, that's the possibility of a fight...a beating...a riot caused by the youth...you know. (**LH:** To self...No...I didn't know). The facility personnel all know to be ready and watch for signs (**LH:** To self...They weren't kidding.)

Was able to get the interviews completed. Interviewed four people. Whew! Didn't get off to a good start on the last interview. In fact, the last interview was just horrible. The interviewee was suspicious of me, my questions, signing the consent form...it seemed...suspicious of everything. My first impression, not good! This person came across as arrogant, unpleasant. Wonder what he thought...I could really actually care less. I was going to take 45 to 60 minutes of his day...and all he had to do was talk to me!

This facility has a really large gymnasium...may be the largest one yet! This facility could benefit from more fields, equipment, space, etc. There are plans to expand. During one of the interviews, I could see from the office window, youth running...I was told they were a track team practicing handoffs and sprints for upcoming track competitions. That's quite a site to see, after the comment was made to run to a safe place...if anything should happen.

I went stand-by prior to my original ticketed flight...and got home earlier than planned. I remained safe, today...(Ha) even from the track team!

APPENDIX F

DRAFT LETTER FOR PHOTOGRAPHY ETHNOGRAPHY DATA COLLECTION

PHOTOGRAPHY ETHNOGRAPHY INVENTORY LOG

Draft Letter for Photography Ethnography Data Collection

Chuck Jeffords
Director of Research and Statistics
Texas Youth Commission
4900 North Lamar
Austin, TX 78765

[date]

[name]
[address]
[address]

Dear [name]

Linda C. Hilgenbrinck, a doctoral student at Texas Woman's University in the Department of Kinesiology with a specialization in adapted physical education, has permission to collect data through interviews, observations, and photography ethnography format for her dissertation topic of "Physical Education Programs: Perceptions Within the Texas Youth Commission System". This research will take place between the months of January to May of 2001. It should be understood that the above researcher may conduct the photography ethnography to assist in the data analysis by the use of a comparative method of transcription of audiotaped text compared to photography ethnography of indoor and outdoor facilities and equipment.

Photography ethnography will allow the integration and comparison of images with text to assist in the triangulation method of data analysis. The visual data will be catalogued, studied, sorted into themes that derive knowledge for yet another perspective of the research subject/study. Photos will be taken to illustrate a finding that may be considered significant compared to what the informants state about the facility and programs. This method of photography ethnography attempts to achieve a balance between text and image of the organization (Harper, 1998; Miles and Huberman, 1994; Patton, 1990).

It is understood, on any day of data collection, while in any of the secure TYC facilities, TYC officials may deny permission to take photographs for any reason. At no time will photographs be allowed while juvenile offender youth are present. At no time will any photographs include any juvenile offender youth.

Thank you.

Chuck Jeffords
Director of Research and Statistics

Photography Ethnography Inventory Log

[Disk color, date, facility name]

1. Entrance sign of facility
2. Gymnasium (indoor)
3. Gymnasium rules/banners
4. Locker rooms
5. Stage-off gymnasium
6. Weightlifting room
7. Fitness equipment (i.e., exercise bikes, treadmills)
8. Softball field with lights, bleachers, softball fence
9. Outdoor basketball court
10. Challenge obstacle course
11. Ropes course – low elements
12. Ropes course – high elements
13. Football field
14. Tennis court
15. Volleyball court (indoor/sand court)
16. Game room: billiards, table tennis, foosball
17. Playground equipment
18. Swimming pool
19. Lifeguard equipment
20. Baseball field
21. Batting cage
22. Equipment
23. Track and field
24. Drill field
25. Bowling alley
26. Canoe
27. Bike

APPENDIX G

INFORMANT DEMOGRAPHIC INFORMATION QUESTIONNAIRES

Informant Demographic Information Questionnaires

Superintendent (identification number _____):

Facility Information, please provide the following:

Name and specialized treatment program of facility:

Current population of facility: _____ Considered capacity? _____ Yes _____ No

Indicate female and/or male population sizes/percentages: Male _____ Female _____

Age range of youth housed at facility: _____

Estimated youth racial/ethnic percentages in facility: (attempt to total 100%)

_____ African-American

_____ Hispanic

_____ Anglo-Saxon

_____ Native American

_____ Asian

_____ Other

1. Is physical education a required curriculum course at this facility? _____ Yes _____ No: If yes, who teaches the physical education classes: _____

2. Who determines the physical education curriculum at your facility? (person(s) most responsible)

☐ Director of facility

☐ Federal or State Legislature

☐ Board of Directors of TYC

☐ Local Legislature

☐ Superintendent of facility education program

☐ Principal of facility education program

☐ Physical educator of facility

☐ Recreation director of facility

3. Name the physical education curriculum used in your facility; if any?

4. Youth who qualify for inclusion in the physical education program? Approximate percent of population receiving physical education? _____

5. Is state certification required to teach physical education in your facility? _____ Yes _____ No: If yes, what type/level of certification is required? (i.e., K-12th grades physical education; all levels, etc.)

6. Is state certification required to teach the outdoor wilderness challenge physical education curriculum activities? ____ Yes ____ No: If yes, what type/level of certification is required for the outdoor wilderness challenge model? _____

7. Is a state certification required to teach boot camp physical education curriculum activities? ____ Yes ____ No: If yes, what type/level of certification is required for the boot camp model? _____

8. Is academic credit given for class time to satisfy state legislative physical education curriculum requirements? ____ Yes ____ No: identify the number of credit units required ____

Demographic Information, please provide the following: (Each informant provided this information, regardless if they were superintendents, principals, or physical educators/recreation directors/physical training directors.)

1. Age: _____

2. Female _____ Male _____

3. Job Title:

4. Number of years at present position or similar position: _____

5. Number of years working with juvenile offender youth: _____

6. Education background: (Number of years completed)

<HS Grad	HS	UnderGrad	Grad Work +
6 _____	10 _____	13 _____	17 _____
7 _____	11 _____	14 _____	18 _____
8 _____	12 _____	15 _____	19 _____
9 _____		16 _____	20 _____

7. Undergraduate degree in:

8. Masters degree in:

9. Doctorate degree in:

Physical Education Teacher (identification number _____): please provide the following:

1. Is physical education a required curriculum course at this facility? _____ Yes _____ No: If yes, who teaches the physical education classes: _____

2. Who determines the physical education curriculum at your facility? (person(s) most responsible)

- | | |
|---|--|
| <input type="checkbox"/> Director of facility | <input type="checkbox"/> Federal or State Legislature |
| <input type="checkbox"/> Board of Directors of TYC | <input type="checkbox"/> Local Legislature |
| <input type="checkbox"/> Superintendent of facility education program | <input type="checkbox"/> Principal of facility education program |
| <input type="checkbox"/> Physical educator of facility | <input type="checkbox"/> Recreation director of facility |

3. Name the physical education curriculum used in your facility, if any?

4. Are physical education assessments conducted? _____ Yes _____ No: If yes, who conducts the assessments?

- | | |
|---|--|
| <input type="checkbox"/> Physical educator of facility | <input type="checkbox"/> Recreation director of facility |
| <input type="checkbox"/> Adapted physical educator specialist | <input type="checkbox"/> Diagnostician |
| <input type="checkbox"/> Physical therapist | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Physician | <input type="checkbox"/> Local university personnel |
| <input type="checkbox"/> Therapeutic recreation specialist | <input type="checkbox"/> Regional education consultant |
- Other: _____

5. Name the physical education assessments used?

6. Class frequency per week:

- ☐ Once a week ☐ Twice a week ☐ Three times a week ☐ Four times a week ☐ Daily

7. Physical education class size: (TYC personnel to youth ratio)

- ☐ 1:20 or less ☐ 1:40 or less ☐ 1:60 or less ☐ 1:80 or less ☐ > 1:80

☐ Other: (i.e. 2:20: explain as needed.) _____

8. Physical education class duration:

- ☐ 25 min. ☐ 30-40 min. ☐ 45-50 min. ☐ 55-60 min. ☐ 90 min.
- ☐ varies 20-30 min. ☐ varies 30-45 min. ☐ varies 45-50 min. ☐ varies 45-90 min.

Other: _____

How is physical education progress measured?

9. Please check each box of physical education curriculum activity offered in this facility: AND Rank the top 3 activities via youth popularity (1 number one choice; 2 number two choice; 3 number three choice)

Individual Sports/Activities:

- | | |
|--|---|
| <input type="checkbox"/> Aerobics | <input type="checkbox"/> Parcourses (outdoor wellness trails) |
| <input type="checkbox"/> Boxing/punch bag | <input type="checkbox"/> Physical conditioning |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Putt putt golf/golf |
| <input type="checkbox"/> Gym/outdoor weights | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Isometrics | <input type="checkbox"/> Track and field events |
| <input type="checkbox"/> Jogging/running/walking | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Kick boxing/tae bo | <input type="checkbox"/> Other: _____ |

Dual Sports/Activities:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Badminton | <input type="checkbox"/> Horseshoes |
| <input type="checkbox"/> Billiards (pool) | <input type="checkbox"/> Racquetball |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Shuffleboard |
| <input type="checkbox"/> Bocce ball | <input type="checkbox"/> Table tennis |
| <input type="checkbox"/> Croquet | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Dance | |
| <input type="checkbox"/> Handball | <input type="checkbox"/> Other: _____ |

Team Sports/Activities:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Soccer |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Football/flag or contact | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Softball/fast pitch or slow pitch | |

Adventure-Based Wilderness Challenge Activities:

- | | |
|--|---|
| <input type="checkbox"/> *Boot Camp: Military drill, ceremony, physical training | <input type="checkbox"/> Navigation/night/daytime |
| <input type="checkbox"/> Camping | <input type="checkbox"/> Orienteering |
| <input type="checkbox"/> Canoeing/kayaking | <input type="checkbox"/> Ropes challenge-high |
| <input type="checkbox"/> Climbing/wall, tower, rock, pole | <input type="checkbox"/> Ropes challenge-low |
| <input type="checkbox"/> Cycling | <input type="checkbox"/> Ropes challenge- ind. |
| <input type="checkbox"/> Hiking | <input type="checkbox"/> Ropes challenge- team |
| <input type="checkbox"/> Rappelling | <input type="checkbox"/> Traversing |
| <input type="checkbox"/> Snorkeling | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Survival training | |

What indoor/outdoor facilities are available for physical education activities?

- | | | |
|--|---|---|
| <input type="checkbox"/> Basketball-outside | <input type="checkbox"/> Handball/racquetball court | <input type="checkbox"/> Tennis court |
| <input type="checkbox"/> Baseball/softball field | <input type="checkbox"/> Horseshoe pits | <input type="checkbox"/> Track |
| <input type="checkbox"/> Bowling lanes | <input type="checkbox"/> Parcourse/outdoor wellness trail | <input type="checkbox"/> Volleyball court-outside |
| <input type="checkbox"/> Football field | <input type="checkbox"/> Soccer field | <input type="checkbox"/> Weight room |
| <input type="checkbox"/> Gymnasium-inside | <input type="checkbox"/> Swimming pool | |

Other: _____

*If Boot Camp briefly explain daily schedule/regime:

Principal (identification number _____): please provide the following:

1. Is physical education a required curriculum course at this facility? _____ Yes _____ No: If yes, who teaches the physical education classes: _____

2. Who determines the physical education curriculum at your facility? (person(s) most responsible)

- | | |
|---|--|
| <input type="checkbox"/> Director of facility | <input type="checkbox"/> Federal or State Legislature |
| <input type="checkbox"/> Board of Directors of TYC | <input type="checkbox"/> Local Legislature |
| <input type="checkbox"/> Superintendent of facility education program | <input type="checkbox"/> Principal of facility education program |
| <input type="checkbox"/> Physical educator of facility | <input type="checkbox"/> Recreation director of facility |

3. Name the physical education curriculum used, if any?

4. How is physical education progress measured?

5. When a youths' behavior becomes problematic, regarding participation in physical education activities, check any specific behavior management systems used:

- | | | |
|--|--|--|
| <input type="checkbox"/> Token economy | <input type="checkbox"/> Restitution | <input type="checkbox"/> Combination of techniques |
| <input type="checkbox"/> Contracts | <input type="checkbox"/> Isolation/exclusion | (use comment segment) |
| <input type="checkbox"/> Response cost | <input type="checkbox"/> Counseling | |

Comments:

Identified Special Education Population, please provide the following:

1. Disability specific/special education percentages within facility: (provide top three)

_____ Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder

_____ Blind or Visual Impairment

_____ Cerebral Palsy, Stroke, and Traumatic Brain Injury

_____ Deaf or Hard of Hearing

_____ Learning Disability

_____ Mental Retardation

_____ Orthopedic Impairments/Physical Disability (also any juvenile using a walker, wheelchair, crutches)

_____ Serious Emotional Disturbance, Behavior Disorders, and Autism (also any juvenile with mood disorders, depression, mental illnesses, etc.)

_____ Other Health Impairments (also any juvenile with AIDS, Asthma, Cystic fibrosis, Diabetes, etc.)

2. Are adapted physical education consultants used to develop Individualized Education Programs (IEPs) for special education youth? _____ Yes _____ No; If no, Who writes the physical education IEP?

3. Are adapted physical education consultants used to develop physical education Individualized Transition Programs (ITP) for special education youth? _____ Yes _____ No; If no, who writes the physical education ITP?

APPENDIX H

CODES, EMERGENT THEMES, RESPONSES

Codes/Emergent Themes/Responses

Program portrayal perceptions were represented by numerous themes. These themes and codes included: (a) physical education/program definitions, (b) juvenile agency/corrections philosophy, (c) military/physical training, (d) motivation for physical education, (e) support systems/governing agency, (f) barriers/labels, (g) sport/importance of sport, (h) advice, (i) perceived/actual needs, and (j) future trends. Common to qualitative research, themes and responses overlapped. Themes and responses were negative or positive.

Theme – Physical Education/Program Definitions (+/-PE/PD)

Responses:

Physical education	Structured physical education
Recreation	Structured recreation time
Physical training	Structured activity time
Physical fitness	Large muscle exercise
Recreation Program Specialist III-Dir.	Large muscle activity
Recreation Program Specialist I/II-Assist.	Therapeutic recreation
Juvenile Corrections Officer IV (JCO IV)	Correctional education
Juvenile Corrections Officer V (JCO V)	Recidivism rate
Teacher of record	Positive (+PEProg)
General (PEProg)	Negative (-PEProg)

Theme – Juvenile Agency/Corrections Philosophy (+/-JA/CP)

Responses:

Corrections	Prisons
Residential treatment center	Structured environment
Regional juvenile center	PE recognized non-academic class
State school	Substitutes Rec/PT for PE
Boot camp	Resocialization Model
Correctional academy	Custodial Supervision Rating Score
State juvenile correctional facility	Free world food
Initiation/indoctrination	In the free
Punishment/discipline	Free world
Rehabilitation	Free world kids
Curricula content/education program	Recidivism rate
Safety and security	Protect the public

Theme – Military/Physical Training (+/-M/PT)

Responses:

Platoon	Latrine calls (bathroom calls)
Cadets (Youth)	Making their bunks
Cadet Leaders (Staff)	Common area or squad base
Commander (Site superintendent)	Physical training (PT)
Lt. Commander (Principal)	Structured time
Captain (PT Director)	Muscle failure
Lieutenant (PT Assistant Directors)	Cognitive life skills
Stand By Your Area Inspection	Cumulative life skills training
PT record	Structured military style movement
Drill marching	Calling cadence

Drill song qualified
 Drill competition
 Military companies

Box inspections
 Bed inspections
 Dormitories: Alpha, Bravo, Charlie, Delta

Theme – Motivation for Physical Education (+/-MPE)

Responses:

Success through the physical
 Improved health/staying in shape
 Improved self confidence
 Improved self image
 Treatment phase achievement
 Stress/energy release/outlet
 Introduction to sport concepts
 Sportsmanship
 Teamwork
 Social interaction
 Developmentally appropriate
 Incentive
 Combat obesity & other health issues

Structure
 Discipline
 Supervision/management tool
 Activity pursuit
 Participation
 Challenges youth
 Handle losing
 Fun
 Coping
 Free-time
 Personal space
 Therapeutic improvement

Theme – Support Systems/Governing Agency (+/-SS/GA)

Responses:

Texas Youth Commission Central Office
 Texas Education Agency Central Office
 Facility staff
 Texas Association of Private and Parochial Schools (TAPPS)
 Texas Amateur Track and Field Association
 University Interscholastic League (UIL)
 American Corrections Association (GA-ACA)
 Federal Government (GA-Feds)
 Committee members
 University Interscholastic League (UIL)
 Congressional sessions

Public schools
 Volunteer Counsel
 Community Advisory Counsel
 Community colleges
 Community
 Others
 The courts
 Elected officials
 In compliance
 Not in compliance

Theme – Barriers/Labels (+/-B/L)

Responses:

Institutional living
 Loss of freedom
 Crime/Criminology
 Stigma – Juvenile offender youth
 Stigma – Facility staff
 Self-abuse
 Destruction of property
 Squabbles
 Dropping out of school
 Jail populated kid(s)
 Kids with special needs
 ED [emotionally disturbed] kids
 Teenage juveniles
 Good kids/bad kids

Fear
 Disruptive behaviors
 Segregation/confinement time
 Societal perception/image
 Safety/security/injury
 Unrest
 Fighting
 Disagreements
 Training schools
 Disability here
 Handicapped here
 Physically handicapped
 Juvenile corrections
 Juvenile offender youth

Delinquent(s)
 Dependent children
 Orphans
 They're still kids
 Sex offenders
 Violent offenders
 Chemically dependent youth
 the Christians and the Criminals
 Mentally challenged youth
 Mexican Nationals
 Regular kids
 Medical kids
 Those kids
 Free world kids
 Reform schools

Delinquent youth
 Neglected children
 Orphaned children
 Murders
 Substance abusers
 Capital offenders
 Hulk Hogans
 Lazy youth
 Slower minded kids
 Special education needs student
 Rascals
 Slow learner
 Infirmary boarded kids
 Different ones

Theme – Sport and Importance of Sport (+/-S/IOS)

Responses:

Socialization with TYC youth
 (Re)Socialization with “free world”
 Experience success
 Sport skill development
 Normalcy (emulates “free world”)
 Performance/competition
 Earns privileges
 Healthy activity
 Athletic dorm
 Don't want our kids becoming Hulk Hogans

Sportsmanship
 Leadership
 Travel
 Intramural competition
 Community leagues
 Area schools
 Team member
 Achieve treatment phases

Theme – Advice to Physical Educators and Professionals (AD)

Responses: (Advice Quadrants in Chapter IV)

Superintendents
 Principals
 PE/Rec/PT

Traditional
 Encouragement
 Juvenile Offender Specific
 Juvenile Offender Warnings
 Physical Education Specific

Theme – Perceived Needs (+/-PN) Superintendents and Principals

Responses:

We are just not a topnotch physical education program
 We need a good physical education program
 Professional physical education instructor/director
 Good conditioning program
 Lifetime sports instruction
 Equipment
 Money/resources
 This facility will never have a swimming pool
 As long as I'm here, my facility will never have weights
 Well, we get what we need

Additional staff/personnel
 Adapted physical educator
 Certified physical education teacher
 Highly structured physical activities
 Something other than “street games”
 More land
 New scoreboard
 Swimming pool
 Weight training equipment
 The state is very supportive

Theme – Actual Needs (+/-AN) Physical Educators, Recreation Directors, and Physical Training Directors

Responses:

A swimming pool	Swimming pool repairs
A gymnasium	Leisure activities ping-pong, pool, foosball
Enclosed/indoor gymnasium	Lighting for gymnasium
Reinstate the wellness course	Reinstate the recreation program
Orientation/land navigation course	Ropes/challenge course
State of the art baseball field	All weather track
Weight training equipment	Playground equipment
Land for sports playing fields	Bicycles
Money/resources	Equipment
Additional staff/personnel	Coaches
The state is very supportive	Adapted physical educator

Theme – Future Trends (+/-FT)

Responses:

- Holding kids longer, filling (expanding) our facilities
- Older kids, actual young men, in the same facility with our very young [youth]
- + Let's do more, do more activities, recreational stuff, interscholastic competition
- + Providing training and intervention skills
- Low wages; bottom line money
- + Violent juvenile crime is down
- + Youth previously seen as predators, now kids in need of rehabilitation
- The correctional stuff, PT and don't give them any privileges
- +/- Pendulum swing by public toward incarcerated population
- Trained staff
- Trend to not be on physical education; those types of things are privileges
- +/- Being more punitive as opposed to rehabilitated although we're kind of taking a turn back
- + Start requesting and giving funds
- + Improving teaching positions, attract personnel to come and remain as staff
- + Can't think of anything, the superintendent is very supportive
- More correctional than recreational
- TYC 16-hour day it's more than the students can handle, can even process or assimilate
- Students are smarter, tougher, more violent
- +/- Kids are more educated
- Removal of recreation program