

JOURNAL OF SPORT & EXERCISE PSYCHOLOGY

**NASPSPA
2014 Conference
Abstracts**

JOURNAL OF SPORT & EXERCISE PSYCHOLOGY

Volume 36 • Supplement • June 2014

**North American Society for the Psychology
of Sport and Physical Activity**

Minneapolis, Minnesota

June 12–14, 2014

Contents

Keynotes and Lectures	S1
Symposia	S6
Free Communications: Verbal and Poster	
<i>Motor Learning and Control</i>	S17
<i>Developmental Perspectives: Motor Control/Coordination/Rehabilitation</i>	S59
<i>Sport and Exercise Psychology</i>	S79
Amendments to the Current Supplement, 2014	S122
Author Index	S123

The *Journal of Sport & Exercise Psychology* is an official publication of the
North American Society for the Psychology of Sport and Physical Activity.

were found. Furthermore, of those interviewed, 61% indicated that they perceive levels of effort in training to be more important than innate talent, and they often used their successes in running to help them through other life challenges.

Coaches' controlling style, basic needs thwarting, and well-/ill-being in Mexican university players

Tristán, Jose L., López-Walle, Jeanette M.; Universidad Autónoma de Nuevo León; Balaguer, Isabel, Universidad de Valencia; Duda, Joan L., University of Birmingham; Aguirre, Hilda B., Universidad Juarez del Estado de Durango; Rios, Rosa M., Universidad Autónoma de Nuevo León

Controlling interpersonal coaching styles have negative implications for the psychological experiences of young athletes (Balaguer, González, Fabra, Castillo, Merce, & Duda, 2012; Bartholomew, Ntoumanis, Ryan, Bosch & Thøgersen-Ntoumani, 2011; Castillo, González, Fabra, Mercé, & Balaguer, 2012). In the present study, a model with the following sequence was tested: controlling interpersonal coaching style to basic psychological needs thwarting to positive and negative affect. Participants were 821 Mexican university athletes (525 males and 288 female) aged between 17 and 27 years old ($M = 21.16$, $SD = 1.99$). They respond to a set of Spanish versions of the following questionnaires: Controlling Coach Behaviors Scale (Castillo, Fabra, Marcos, Gonzales, Bartholomew, Fuentes, & Balaguer 2010); Psychological Need Thwarting Scale (Balaguer, Castillo, Mercé, Ródenas, Rodríguez, García-Merita, & Ntoumanis, 2010); and Positive and Negative Affect Schedule (Caballo, 2006). The results confirmed the theoretical factors for each of the questionnaires, and offered an adequate reliability ($\alpha = .84$ to $.95$). Structural Equation Modeling (SEM) analysis revealed that perceptions of a controlling interpersonal coaching style were a positive predictor of psychological need thwarting ($\beta = .48$, $p < .01$), and these in turn, positively predict negative affect ($\beta = .47$, $p < .01$) and predict negative positive affect ($\beta = .47$, $p < .01$) in last week. In turn, perceptions of a controlling interpersonal coaching style were a positive predictor of positive affect ($\beta = -.33$, $p < .01$). In addition, the results ($\Delta\chi^2(2) = 2.449$, $p < .05$) showed that psychological need thwarting partially mediated the path between social context and negative affect ($\beta = .15$, $p < .01$) and totally mediated this relationship in terms of positive affect ($\beta = .01$, $p > .01$). These results support the importance of coaches reducing their use of controlling behaviors, as they have negative implications for the psychological experiences of university athletes. *PROMEP, PIFI*

Effect of classroom-based physical activity interventions on cognitive and academic performance: A meta-analysis

Vazou, Spyridoula; Mischo, Amanda; Iowa State University

As multiple reports indicate, there is national concern about student's academic achievement. With the No Child Left Behind Act, school time provided for physical activity (PA) has continued to decline, primarily due to increased time focused on meeting literacy and math goals. An evolving literature suggests that PA in the classroom has positive effects on children's PA levels, on-task behavior, and academic performance. However, the literature has not been reviewed meta-analytically. Purpose: The purpose of this meta-analysis was to determine the effect of classroom-based PA on cognitive and academic performance of children. Methods: A systematic search of electronic databases and examination of the reference lists of relevant studies resulted in identifying 14 intervention studies with classroom-based PAs. Interventions conducted in the classroom, had a control group, and measured cognitive performance or academic achievement were eligible for inclusion. Eleven studies that met the criteria for inclusion were identified. Results: Full data was provided for eight studies ($N = 4071$, $n = 2097$ intervention). Interventions ranged from 3 weeks to 32 weeks. Meta-analysis showed significant, small effects in favor of the intervention on cognitive performance and academic achievement ($g = .34$; 95% confidence interval [CI]: 0.00–0.68; $p = .05$). Conclusions: As PA in the academic classroom is a new school-based strategy, more intervention studies are needed. However, existing evidence is encouraging, suggesting that classroom-based PA is not merely non-antagonistic to students' performance but may even work synergistically to promote academic achievement. This finding has important implications for teachers, who constantly struggle to find time to help students achieve academically and, at the same time, protect students from the wide-ranging harmful effects of physical inactivity.

The effect of a physical education intervention on classroom engagement among preschoolers

Vazou, Spyridoula; Mantis, Konstantinos; Luze, Gayle; Krogh, Jacqueline S.; Iowa State University

The well-rounded development of the child, including physical, cognitive, emotional, and social dimensions, is considered the most efficient route to school readiness and academic success. Objective: The purpose of this pilot study was to examine the effect of Physical Education (PE) on classroom engagement in preschool children. Methods: Two intervention ($N = 27$) and two control ($N = 13$) preschool (3–5 years) classes were observed at the beginning (T1) and at the end (T2) of a 12-week intervention. The intervention included two 30-min structured Physical Education lessons per week delivered by pre-service PE teachers. The PE lessons took place at the atrium of the pre-school and at a gym area in a building close to the pre-school. Engagement during classroom time was assessed through direct observations for 25 min. The intervention group was observed immediately after PE and on a separate day without PE. Results: Intervention fidelity results showed that all lessons included complex movements, activities that practiced self-control, social and emotional engagement, at least one new fundamental skill, and at least 50% duration of moderate-to-vigorous PAs. Classroom cognitive engagement (verbally participates, asks/answers questions) at T1 was low but similar (27–56 s) between groups (intervention vs. control) and across conditions (with vs. without PE), whereas, at T2, preschoolers in the intervention group were more verbal after PE (169.67 s) than without PE (102.41 s) and compared to the