

# Ali S. Brian, PhD., CAPE

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## EDUCATIONAL BACKGROUND

### DOCTOR OF PHILOSOPHY:

The Ohio State University, 2014

- **Program:** Kinesiology Emphasis: Physical Education/Teacher Education
- **Cognates:** Motor Development & Adapted Physical Education
- **Minor:** Research Methods

### MASTER OF SCIENCE:

University of Dayton, August 2006

### BACHELOR OF SCIENCE:

Notre Dame College, June 2000

### CERTIFIED ADAPTED PHYSICAL EDUCATOR (CAPE)

2016-Present

## PROFESSIONAL EXPERIENCE

**Doctoral Program Coordinator:** University of South Carolina (USC)

2018-Present

Department of Physical Education

**Assistant Professor:**

2015-Present

Department of Physical Education

**Assistant Professor:** Louisiana Tech University

2014-2015

Department of Kinesiology

**Graduate Research Fellow:** The Ohio State University (OSU)

2013-2014

Department of Human Sciences/Kinesiology Section

**Graduate Teaching/Research Associate:** OSU

2009-2013

Physical Education/Teacher Education Program

## RESEARCH AGENDA

My research agenda focuses around two main lines of inquiry:

- Integrative interventions promoting positive developmental trajectories for health for children with and without disabilities
- Examining underlying mechanisms supporting positive developmental trajectories for health including perceived and actual motor competence, social-emotional development, physical activity, and sedentary behaviors of individuals with and without disabilities

## PUBLICATIONS

<sup>1</sup>tier-1 publication, <sup>1</sup>co-lead authorship, <sup>\*</sup>student author, <sup>S</sup>refers to work completed by a doctoral advisee under my direction, <sup>P</sup>work completed by a post-doctoral research fellow under my direction.

**45 total publications (not including abstracts), 6 invited book chapters, 36 peer-reviewed manuscripts, 2 editor-reviewed manuscripts**

### Invited Book Chapters (6):

1. **Brian, A.,** & <sup>SP</sup>Taunton, S. (in revision). Universal design for learning in physical education: Strategies for PETE. In J. Walton-Fisette, S. Sutherland, & J. Hill, (Eds.), *Teaching for Social Justice Issues in Physical Education*,
2. **Brian, A.,** & Goodway, J. D. (2018). Kinesthetic learning. In B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*, 926, Thousand Oaks, CA: Sage.
3. Goodway, J. D., **Brian, A.,** Bardid, F., & <sup>SP</sup>Taunton, S. (2018). Gross motor delay in children with intellectual and developmental disabilities. In E. Braaten (Ed.), *Encyclopedia of Intellectual and Developmental Disorders*, 724-727, Thousand Oaks, CA: Sage.
4. **Brian, A.,** & Lehwald, H. (2018). Softball. In P. Ward & H. Lehwald (Eds.). *Effective physical education content and instruction: An evidence-based and teacher-tested approach*, Champaign, IL: Human Kinetics.
5. **Brian, A.,** Haibach, P., & Lieberman, L. J. (2017). Promoting motor skills for children with visual impairments in inclusive settings: An international perspective. In M. Giese (Ed.), *The missing link: Inclusive Physical Education out of the International Perspective from Adapted Physical Education*, 288-298, Weinheim, Germany: Beltz.
6. Goodway, J. D., **Brian, A.,** Chang, S., & Park, S. (2014). Methodological approaches to evaluate motor skill development, physical activity, health-related fitness, and perceived motor competence in young children. In Saracho

(Ed.), *Handbook of Research Methods in Early Childhood Education*, 349-391, Charlotte, NC: Information Age.

**Peer Reviewed Articles (37):**

1. **Brian, A.**, De Meester, A., Klavina, A., <sup>P</sup>Irwin, J. M., <sup>S</sup>Taunton, S., <sup>S</sup>Pennell, A., & Lieberman, L. (in revision). Exploring children with visual impairments' physical literacy: A preliminary investigation of autonomous motivation, *Journal of Teaching in Physical Education*.
2. \*Sacko, R. S., Brazendale, K., **Brian, A.**, McIver, K., Nesbitt, D., Pfeifer, C., Stodden D. F. (in revision). Comparison of Indirect Calorimetry- and Accelerometry-based Energy Expenditure During Object Projection Skill Performance. *Measurement in Physical Education and Exercise Science*.
3. Mulvey, K. L., <sup>S</sup>Taunton, S., & **Brian, A.** (in revision). Head, toes, knees, SKIP! Improving preschool children's executive function through a motor competence intervention. *Journal of Sport and Exercise Psychology*
4. <sup>1</sup>**Brian, A.**, <sup>S</sup>Taunton, S., \*Shortt, C., <sup>S</sup>Pennell, A., & \*Sacko, R. (in press). Predictors of physical activity for preschool children with and without disabilities from socio-economically disadvantaged settings. *Adapted Physical Activity Quarterly*
5. <sup>S</sup>Stribing, A., Lieberman, L., Peterson, S., Haibach-Beach, P., & **Brian, A.** (in press). Teaching strategies to improve object control skill development for children with visual impairments in physical education, *Palaestra*
6. <sup>1</sup>**Brian, A.**, <sup>S</sup>Pennell, A., \*Schenkelburg, M., & \*Sacko, R. (in press). Preschool teachers' confidence with and facilitation of the Active Start Guidelines for Physical Activity. *Journal of Motor Learning and Development*
7. \*Nesbitt, D. R., \*Molina, S., \*Sacko, R., Robinson, L., **Brian, A.**, & Stodden, D. F. (in press). Examining the feasibility of supine-to-stand as a measure of functional motor competence. *Journal of Motor Learning and Development*.
8. <sup>1</sup>**Brian, A.**, & <sup>S</sup>Taunton, S., Haibach-Beach, P., & Lieberman, L. J. (in press). Influence of sports camps and vision on perceived physical competence of children who are visually impaired. *Journal of Visual Impairment and Blindness*
9. <sup>1</sup>**Brian, A.**, <sup>1</sup>Bardid, F., Barnett, L., Deconinck, F., & Goodway, J. D., & Lenoir, M. (in press). Cross-cultural differences between Belgian and American youth in perceived and actual motor skills. *Journal of Motor Learning and Development*
10. Webster, C. A., Weaver, R. G., \*Egan, C. A., **Brian, A.**, & Vazou, S. (2018). Two-Year Process Evaluation of a Pilot Program to Increase Elementary Children's Physical Activity During School. *Evaluation and Program Planning*, 67, 200-206.
11. <sup>1S</sup>Taunton, S., Mulvey, K. L., & **Brian, A.** (2018). Who SKIPs? Using temperament to explain differential outcomes of a motor competence intervention for preschoolers who are economically disadvantaged. *Research Quarterly for Exercise and Sport*, advance online publication, doi:
12. <sup>1</sup>**Brian, A.**, <sup>S</sup>Taunton, S., Lieberman, L., Haibach-Beach, P., Foley, J., & \*Santarossa, S. (2018). Psychometric properties for the Test of Gross Motor Development-3 for children with visual impairments. *Adapted Physical Activity Quarterly*, 35, 145-158.
13. \*Sacko, R. S., McIver, K., **Brian, A.**, & Stodden, D. F. (2018). MC=MVPA: New Insight for Activity Intensity Relativity, Metabolic Expenditure During Object Projection Skill Performance. *Journal of Sports Sciences*, advance online publication, doi: 10.1080/02640414.2018.1459152
14. \*Michael, R., Webster, C. A., \*Egan, C. A., \*Stewart, G., Nilges, L., **Brian, A.**, Johnson, R., Carson, R., \*Orendorff, K., & Vazou, S. (2018). Viability of University Service Learning to Support Movement Integration in Elementary Classrooms: Perspectives of Teachers, University Students, and Course Instructors. *Teaching and Teacher Education*, 72, 122-132.
15. <sup>1</sup>**Brian, A.**, Haegele, J., Nesbitt, D., Lieberman, L., Bostick, L., <sup>S</sup>Taunton, S., & Stodden, D. (2018). A Pilot Investigation of the Perceived Motor Competence of Children with Visual Impairments and Those Who Are Sighted. *Journal of Visual Impairments and Blindness*, 112(1), 118-124.
16. <sup>S</sup>Taunton, S., **Brian, A.**, & Monsma, E. V. (2017). Developing intrinsic motivation towards beep baseball through physical education, *Palaestra*, 31(4), 21-25.
17. <sup>1</sup>**Brian, A.**, & <sup>S</sup>Taunton, S. (2017). Effectiveness of intervention varies on instructor and pedagogical strategy. *Physical Education and Sport Pedagogy*, advance online publication, doi: 10.1080/17408989.2017.1413709
18. <sup>1</sup>\*Egan, C., Webster, C. A., Weaver, R. G., **Brian, A.**, Stodden, D. F., Russ, L., Nesbitt, D. R., & Vazou, S. (2017). Partnerships for Active Children in Elementary Schools (PACES): First year process evaluation. *Evaluation and Program Planning*, 67, 61-69.
19. <sup>1</sup>Lieberman, L., **Brian, A.**, & Grenier, M. (2017). The Lieberman-Brian Inclusion Rating Scale for Physical Education: A Delphi investigation, *European Physical Education Review*, advance online publication, doi: 10.1177/1356336X17733595
20. <sup>1</sup>**Brian, A.**, Goodway, J. D., Logan, J., & Sutherland, S. (2017). SKIPing with Head Start teachers: Influence of T-

- SKIP on object control skills. *Research Quarterly for Exercise and Sport*, advance online publication, doi: 10.1080/02701367.2017.1375077
21. <sup>1S</sup>Taunton, S, **Brian, A.**, & True, L. (2017). Universally designed motor skill intervention for children with and without disabilities. *Journal of Developmental and Physical Disabilities*, advance online publication, doi: 10.1007/s10882-017-9565-x
  22. **Brian, A.**, Lieberman, L., Grenier, M., \*Egan, C., & <sup>S</sup>Taunton, S. (2017). 50 million strong for all: Universally designed CSPAP. *Journal of Physical Education, Health, Recreation, and Dance*, 88(7), 30-36.
  23. <sup>1</sup>Haegele, J. A., **Brian, A.**, & Lieberman, L. J. (2017). Social Cognitive Theory determinants of physical activity in adults with visual impairments. *Journal of Developmental and Physical Disabilities*, 29(6), 911-923
  24. <sup>1</sup>Haegele, J., **Brian, A.**, & Wolf, D. (2017). Accuracy of the Fitbit Zip for measuring steps for adolescents with visual impairments. *Adapted Physical Activity Quarterly*, 34, 195-200.
  25. <sup>1\*</sup>De Meester, A., Stodden, D. F., Goodway, J. D., True, L., **Brian, A.**, Ferkel, R., Goodway, J. D., & Haerens, L. (2017). Identification of a motor competence proficiency barrier for meeting physical activity guidelines. *Journal of Science and Medicine in Sport*, advance online publication, doi: 10.1016/j.jsams.2017.05.007.
  26. True, L., **Brian, A.**, Goodway, J. D., & Stodden, D. (2017). Relationships among product and process-oriented measures of motor skill competence and perceived competence in boys and girls. *Journal of Motor Learning and Development*, 5, 319-335.
  27. **Brian, A.**, & Haegele, J. (2017). Gopher FITstep pro accuracy when measuring steps and moderate-to-vigorous physical activity. *Acta Gymnica*, advance online publication. doi: 10.5507/ag.2017.006
  28. **Brian, A.**, Bostick, L., <sup>S</sup>Taunton, S., & <sup>S</sup>Pennell, A. (2017). Construct validity and reliability for the Test of Perceived Motor Competence for Children with Visual Impairments. *British Journal of Visual Impairment*, 35(2), 113-119.
  29. <sup>1</sup>**Brian, A.**, Goodway, J. D., Logan, J. A., & Sutherland, S. (2017). SKIPing with teachers: An early years motor skill intervention. *Physical Education and Sport Pedagogy*, 22(3), 270-282.
  30. \*Palmer, K., & **Brian, A.** (2016). Test of Gross Motor Development-2 scores differ between expert and novice coders. *Journal of Motor Learning and Development*, 4(2), 142-151.
  31. <sup>1\*</sup>De Meester, A., Stodden, D., **Brian, A.**, True, L., Cardon, G., Tallir, I. & Haerens, L. (2016). Associations among elementary school children's actual motor competence, perceived motor competence, physical activity and BMI: a cross-sectional study. *PlosOne*, 1(10), doi: 10.1371/journal.pone.0164600
  32. **Brian, A.**, Haegele, J., Lieberman, L., & Bostick, L. (2016). The content and face validity for the Test of Perceived Motor Competence for children with visual impairments: A Delphi investigation. *British Journal of Visual Impairments*. 34(3), 238-247. doi: 10.1177/0264619616658072
  33. **Brian, A.**, Haegele, J., & Bostick, L. (2016). Perceived motor competence of children with visual impairments: A pilot study. *British Journal of Visual Impairment*. 34(2), 151-155. doi: 10.1177/0264619616628575
  34. Haegele, J., **Brian, A.**, & Goodway, J. D. (2015). Fundamental motor skills and school-aged individuals with visual impairments: A review and directions for future research. *Review Journal of Autism and Developmental Disorders*, doi: 10.1007/s40489-015-0055-8
  35. <sup>1</sup>Barnett, L., Hardy, L., **Brian, A.**, & Robertson, S. (2015). The development and validation of a golf swing and putt skill assessment for children. *Journal of Sports Science and Medicine*. 14, 147-154.
  36. **Brian, A.**, & Haegele, J. (2014). Including students with visual impairments: Softball. *Journal of Physical Education, Recreation and Dance*. 85(3), 39-45.
  37. **Brian, A.**, Ward, P., Goodway, J. D., & Sutherland, S. (2014). Modifying softball for maximizing learning outcomes in physical education. *Journal of Physical Education, Recreation and Dance*. 85(2), 32-37.

#### **Editor Reviewed Articles (1):**

1. Haegele, J., **Brian, A.**, Sutherland, S & \*Hogan, L. (2014). Teaching rounders in physical education and including students with visual impairments. *PE Matters*, 9(2), 22-24.

#### **Invited Editor Reviewed Articles (1):**

1. Goodway, J., **Brian, A.**, Chang, S. H., Famelia, R., & Tsuda, E. (2013). Promoting physical literacy through the early years. *ICSSPE Bulletin - Journal of Sport Science and Physical Education*, 65. Retrieved from <https://www.icsspe.org/content/no-65-cd-rom>.

#### **Publications in review (8):**

1. <sup>1\*</sup>Egan, C. A., Webster, C. A., Weaver, R. G., \*Stewart, G. L., **Brian, A.**, Stodden, D. F., & Russ, L. B. (in review). Case study of a Health Optimizing Physical Education-based comprehensive school physical activity program. *Qualitative Health Research*.

2. Goodway, J. D., Robinson, L. E., Brian, A., Getchell, N., Logan, S., & Stodden, D. F. (in review). Motor development research: An agent of change for physical education practice and policy, *Research Quarterly for Exercise and Sport*
3. <sup>1</sup>**Brian, A.**, <sup>1</sup>Getchell, N., De Meester, A., True, L., & Stodden, D. F. (in review). Operationalizing Seefeldt's Proficiency Barrier. *Sports Medicine*
4. <sup>1</sup>Grenier, M., **Brian, A.**, Wright, S., Miller, N., & Irwin, J. M. (in review). As you can see, I just didn't get it: Teacher practices and student relationships within inclusive physical education. *Teaching and Teacher Education*.
5. <sup>S</sup>Taunton, S., Mulvey, K. L., & **Brian, A.** (in review). Gender stereotypes. *Sex Roles*
6. \*Michael, R., Webster, C.A., \*Egan, C. A., Nilges, L., **Brian, A.**, Johnson, R., & Carson, R. (in review) A systematic review of facilitators and barriers to movement integration in elementary classrooms. *Research Quarterly for Exercise and Sport*.
7. \*Nesbitt, D., \*Molina, S., Robinson, L. E., **Brian, A.**, & Stodden, D. F. (in review). Examining Supine-to Stand as a measure of health from early childhood into adolescence. *Journal of Science and Medicine in Sport*
8. <sup>1</sup>**Brian, A.**, <sup>S</sup>Pennell, A., Haibach-Beach., P., Foley, J., <sup>S</sup>Taunton, S., & Lieberman., L. (in review). Associations among health-related fitness, physical activity, and motor competence for children with visual impairments. *Disability and Health Journal*

### SCHOLARLY PUBLISHED ABSTRACTS AND PRESENTATIONS

<sup>S</sup>Indicates student contribution under my mentorship, \*student author, <sup>co</sup>-lead author, <sup>P</sup>post-doctoral research fellow contribution under my mentorship

**123 total presentations 52 abstracts, 1 keynote, 7 invited presentations, 23 international, 16 national, and 24 district/state presentations.**

### Peer Reviewed Published Abstracts Presented at International and National Conferences (52):

*Note: All published abstracts were also papers or posters presented at the North American Society for the Psychology of Sport & Physical Activity, SHAPE America, or International Society for Behavioral Nutrition and Physical Activity. +forthcoming*

1. **Brian, A.**, De Meester, A., Klavina, A., <sup>S</sup>Taunton, S., <sup>S</sup>Pennell, A., <sup>P</sup>Irwin, J. M., & Lieberman, L. J. (2018). Predictors of physical activity among Latvian and US children/adolescents with visual impairments. *Journal of Sport and Exercise Psychology*,
2. <sup>S</sup>Taunton, S., Mulvey, K. L., & **Brian, A.** (2018). You throw like a girl: Young children's gender stereotypes about motor competence. *Journal of Sport and Exercise Psychology*,
3. \*Sacko, R., McIver, K., Gorab, J., **Brian, A.**, Nesbitt, D., & Stodden, D. F. (2018). Children's metabolic expenditure during object projection skill performance. *Journal of Sport and Exercise Psychology*,
4. **Brian, A.**, De Meester, A., Klavina, A., <sup>S</sup>Taunton, S., <sup>S</sup>Pennell, A., <sup>P</sup>Irwin, J. M., Lieberman, L. J., & Haerens, L. (2018). Predictors of autonomous motivation for adolescents with visual impairments from the United States and Latvia: A cross-cultural examination. *Journal of Sport and Exercise Psychology*,
5. <sup>S</sup>Fisher, J., **Brian, A.**, <sup>S</sup>Taunton, S., \*Sacko, R., Goodway, J. D., Ferkel, R., True, L., & Stodden, D. F. (2018). Concurrent validity of total body developmental sequences: A preliminary investigation. *Journal of Sport and Exercise Psychology*,
6. \*Stewart, G., Webster, C., Weaver, R. G., **Brian, A.**, and Stodden, D. F. (2018). Systematically observed movement integration in a low socioeconomic school district. *Research Quarterly for Exercise and Sport*, 89(supplement), A87
7. <sup>S</sup>Pennell, A., **Brian, A.**, <sup>S</sup>Taunton, S., & Stodden, D. F. (2018). Evidence-based recommendations to develop forceful kicking in young children, *Research Quarterly for Exercise and Sport*, 89(supplement), A60.
8. **Brian, A.**, <sup>S</sup>Taunton, S., <sup>S</sup>Pennell, A., Lieberman, L., Haibach-Beach, P., & Foley, J. (2018). Predicting sedentary behavior and PA for children with visual impairments, *Research Quarterly for Exercise and Sport*, 89(supplement), A10.
9. **Brian, A.**, <sup>S</sup>Taunton, S., Howard-Shaughnessy, C., Goodway, J. D., Stodden, D. F. (2018). Children's motor skills vary by sex and rural/urban school location, *Research Quarterly for Exercise and Sport*, 89(supplement), A57.
10. <sup>S</sup>Taunton, S., Mulvey, K. L., & Brian, A. (2018) Who SKIPS? Temperament explains differential outcomes of motor competence. *Research Quarterly for Exercise and Sport*, 89(supplement), A62.
11. \*Michael, R., Webster, C. A., \*Egan, C. A., Nilges, L., **Brian, A.**, Johnson, R., & Carson, R. (2018) A systematic review of Factors of Movement Integration and Service-Learning. *Research Quarterly for Exercise and Sport*, 89(supplement), A77.
12. <sup>S</sup>Pennell, A., **Brian, A.**, \*Schenkleburg, M., & \*Sacko, R. (2017). Preschool teachers' readiness for promoting gross

- motor competence and physical activity in young children: An observational study. *Journal of Sport and Exercise Psychology*, 39(supplement), S88.
13. Haibach, P., **Brian, A.**, <sup>S</sup>Taunton, S., & Lieberman, L. J. (2017). Predictive validity of the Test of Gross Motor Development-3 for children with visual impairments. *Journal of Sport and Exercise Psychology*, 39(supplement), S67.
  14. **Brian, A.**, <sup>S</sup>Taunton, S., Haibach-Beach, P., & Lieberman, L. J. (2017). The validity and reliability for the TGMD-3 for children with visual impairments. *Journal of Sport and Exercise Psychology*, 39(supplement), S53.
  15. <sup>S</sup>Taunton, S., **Brian, A.**, & Howard-Shaughnessy, C. (2017). Effectiveness of motor skill interventions across different socio-economic environments. *Journal of Sport and Exercise Psychology*, 39(supplement), S95.
  16. Howard-Shaughnessy, C., <sup>S</sup>Taunton, S., **Brian, A.**, & Sluder, J. B. (2017). Physical education versus free play in motor skill development of preschoolers. *Journal of Sport and Exercise Psychology*, 39(supplement), S70.
  17. Nesbitt, D., Molina, S., Robinson, L., **Brian, A.**, & Stodden, D. (2017). The relationship between supine-to-stand and health-related fitness in young adults. *Journal of Sport and Exercise Psychology*, 39(supplement), S84.
  18. \*DeMeester, A., Stodden, D., Goodway, J. D., True, L., **Brian, A.**, Ferkel, R., & Haerens, L. (2017). Identification of a motor competence proficiency barrier among children for meeting physical activity guidelines. *Journal of Sport and Exercise Psychology*, 39(supplement), S24.
  19. Getchell, N., **Brian, A.**, & Stodden, D. (2017). Revisiting Seefeldt's proficiency barrier concept in the 21<sup>st</sup> century: Implications for locomotion. *Journal of Sport and Exercise Psychology*, 39(supplement), S23.
  20. **Brian, A.**, & <sup>S</sup>Taunton, S. (2017). Effectiveness of motor intervention varies by implementer and pedagogical strategy. *Research Quarterly for Exercise and Sport*, 88(supplement), A55.
  21. **Brian, A.**, & <sup>S</sup>Taunton, S. (2017). Predictors of physical activity for children with and without disabilities. *Research Quarterly for Exercise and Sport*, 88(supplement), A17.
  22. <sup>S</sup>Taunton, S., Howard-Shaughnessy, C., Sluder, B., **Brian, A.**, & \*Richards, J. (2017). Longitudinal effects of intervention on children's fundamental motor skills. *Research Quarterly for Exercise and Sport*, 88(supplement), A57.
  23. Lieberman, L. J., **Brian, A.**, & Grenier, M. (2017). The Lieberman-Brian Inclusion Rating Scale for Physical Education (LIRSPE). *Research Quarterly for Exercise and Sport*, 88(supplement), A19.
  24. \*Egan, C. A., Webster, C. A., Weaver, R. G., Stodden, D. F., **Brian, A.**, Russ, L. B., \*Nesbit, D., & \*Michael, R. D., (2017). Differences in classroom teachers' responses to a movement integration intervention. *Research Quarterly for Exercise and Sport*, 88(supplement), A71.
  25. \*Egan, C. A., Webster, C. A., Weaver, R. G., Stodden, D. F., Russ, L. B., **Brian, A.**, & \*Stewart, G. (2017). Case study of a school-university partnership to grow a CSPAP. *Research Quarterly for Exercise and Sport*, 88(supplement), A65.
  26. \*Michael, R. D., Webster, C. A., \*Egan, C. A., \*Stewart, G., Nilges, L., **Brian, A.**, Carson, R., & Johnson, R. (2017). Teacher perspectives of service-learning to integrate movement in elementary classrooms. *Research Quarterly for Exercise and Sport*, 88(supplement), A110.
  27. \*De Meester, A., Stodden, D., **Brian, A.**, True, L., Tallir, I., Cardon, G. & Haerens, L. (2016). Associations among actual motor competence, perceived motor competence and physical activity in children. *Journal of Sport and Exercise Psychology*, 38 (supplement), S27.
  28. \*Palmer, K., **Brian, A.**, & Rui, M. (2016). Agreement between expert and novice coders' scores on the Test of Gross Motor Development-2<sup>nd</sup> Edition. *Journal of Sport and Exercise Psychology*, 38(supplement), S28.
  29. \*Palmer, K., **Brian, A.**, & Robinson, L. (2016). Reliability and internal consistency of a digital-based instrument to examine perceived motor competence in preschool aged children. *Journal of Sport and Exercise Psychology*, 38(supplement), S132.
  30. **Brian, A.**, Haegele, J., & Lieberman, L. J. (2016). The impact of congenital v. acquired visual impairments of physical activity participation among adults. *Journal of Sport and Exercise Psychology*, 38(supplement), S118.
  31. <sup>†</sup>**Brian, A.**, <sup>†</sup>Bardid, F., Barnett, L., Deconinck, F., <sup>S</sup>Taunton, S., Lenoir, M., & Goodway, J. (2016). Cross-cultural comparison of fundamental motor skills in children from Belgium and the United States. *Journal of Sport and Exercise Psychology*, 38(supplement), S32.
  32. <sup>S</sup>Taunton, S., True, L., **Brian, A.**, Goodway, J. D., & Stodden, D. (2016). Hopping distance varies by developmental sequences of hopping in children and adolescents. *Journal of Sport and Exercise Psychology*, 38(supplement), S142.
  33. \*Tsuda, E., Goodway, J. D., \*Famelia, R., & **Brian, A.** (2016). Who is sitting on the playground? Examining the underlying mechanisms associated with being physically active during free play on the playground in preschoolers. *Journal of Sport and Exercise Psychology*, 38(supplement), S32.
  34. Monsma, E., **Brian, A.**, Seiler, B., Newman-Norlund, R., & Hall, C. (2016). Redefining the Movement Imagery Questionnaire for rehabilitation settings. *Journal of Sport and Exercise Psychology*, 38(supplement), S89.

35. **Brian, A.**, \*Palmer, K., & \*Biancone, T. (2016). Comparison of preschoolers' perceived motor competence according to SES. *Research Quarterly for Exercise and Sport*, 87(supplement 2), A30.
36. Goodway, J. D., **Brian, A.**, & Bardid, F. (2016). Global perspectives on promoting motor competence and physical activity in the early years: Implications to practice and policy. *Journal of Sport and Exercise Psychology*, 38, (supplement) S31.
37. \*Tsuda, E., Goodway, J. D., & **Brian, A.** (2016). The relationship between sedentary behavior and motor competence in preschoolers. *Research Quarterly for Exercise and Sport*, 87(supplement 2), A33.
38. **Brian, A.**, Haegele, J., & Bostick, L. (2016). Perceived motor competence of children with visual impairments. *Research Quarterly for Exercise and Sport*, 87(supplement 2), A29.
39. **Brian, A.** & Haegele, J. (April, 2016). Validity of Gopher FITStep Pro Pedometer in a closed environment. *Research Quarterly for Exercise and Sport*, 87(supplement 2), A78.
40. **Brian, A.**, Goodway, J. D., Sutherland, S., & Logan, J. (2015). The T-SKIP Package Intervention: Coaching preschool teachers to promote motor competence. *Journal of Sport and Exercise Psychology*, 37(supplement), S74.
41. Goodway, J. D., Stodden, D., **Brian, A.**, & Chang, S. H. (2015). Developmental Trajectories in Actual and Perceived Motor Competence, Physical Activity, and Health-Related Fitness as Predictors of Weight Status. *Journal of Sport and Exercise Psychology*, 37(supplement), S77.
42. **Brian, A.**, Goodway, J. D., Sutherland, S., Logan, J., Tsuda, E., & Famelia, R. (2015). Early childhood girls SKiPping with preschool teachers to motor competence. *Research Quarterly for Exercise and Sport*, 86(supplement 2), A41.
43. **Brian, A.**, Ward, P., Goodway, J. D., Logan, J., & Sutherland, S. (2015). Looking inside the "Black Box": Fidelity Assessment of Motor Intervention. *Research Quarterly for Exercise and Sport*, 86(supplement 2), A47.
44. **Brian, A.**, Goodway, J. D., Tsuda, E., & Famelia, R. (2014). SKiPping to an Active Future: Training Preschool Teachers to Promote FMS. *Journal of Sport and Exercise Psychology*, (supplement) S61.
45. **Brian, A.**, Goodway, J. D., & Sutherland, S. (2014). Training teachers to SKiP: A motor skill intervention pilot study. *Research Quarterly for Exercise and Sport* (supplement), A42.
46. **Brian, A.**, Goodway, J. D., Stodden, D. & Tsuda, E. (2014). Children's perceived and motor competence: A developmental trajectory. *Research Quarterly for Exercise and Sport* (supplement), A14.
47. Goodway, J. D., Stodden, D., Lomax, R., **Brian, A.**, Chang, S. & Famelia, R. (2014). Relationships between Motor Competence and Physical Activity Change Across Childhood. *Research Quarterly for Exercise and Sport* (supplement), A14.
48. **Brian, A.**, Goodway, J. D., Wall, S., Lee, J., Lang, S., Titus-Dieringer, S. & Chang, S. (2013). Evidence-based recommendations for motor skill interventions for young children. *Journal of Sport and Exercise Psychology*, (supplement), S61.
49. **Brian, A.**, Goodway, J. D., Stodden, D., & True, L. (2013). The relationship between perceived motor competence and actual motor competence in young boys and girls: Changes across developmental time. *International Journal of Behavioral Nutrition and Physical Activity*, (supplement), P293.
50. Goodway, J. D., Stodden, D., Lomax, R., Ferkel, R., **Brian, A.**, Chang, S. & True, L. (2013). Developmental trajectories of the relationship between motor skill competence, physical activity, perceived motor competence and health-related fitness. *International Journal of Behavioral Nutrition and Physical Activity*, (supplement), S14.1.
51. Goodway, J. D., Stodden, D., Chang, S., Kim, J, Barnett, L. M., & **Brian, A.** (2013). Examining the relationship between motor competence and physical activity: Implications to health-based physical education. *International Journal of Behavioral Nutrition and Physical Activity*, (supplement), S16.2.
52. Goodway, J. D., Stodden, D. & **Brian, A.** (2012). Examination of the role of motor competence, perceived motor competence and physical fitness as underlying mechanisms driving physical activity behaviors in children. *Journal of Sport and Exercise Psychology*, 34(supplement), S12.

#### **Keynote Presentations (1):**

1. **Brian, A.** (2017, August). *Promoting motor skills and physical activity to include students with visual impairments in physical education*. Invited keynote presentation at A sports Macibu Centrs, Riga, Latvia.

#### **Invited Presentations (7):**

1. **Brian, A.** (2017, November). *From evidence-based practice to practice-based evidence: FMS and children with and without disabilities*. Invited presentation at the University of Lisbon, Lisbon, Portugal.
2. **Brian, A.** (2015, July). *Achieving praxis: Translating motor development research into practice*. Invited presentation at the assembly of the International Consortium on Motor Development Research, Le Boulard, France.
3. Goodway, J. D., **Brian, A.**, & Biancone, T. (2015, July). *SKiPping toward an Active Start: Promoting physical activity in preschoolers*. Invited presentation for the Welsh Physical Literacy Project for Schools, at the Welsh Institute of Physical Literacy, Pembroke Dock, Wales.
4. Goodway, J. D., Famelia, R. **Brian, A.** Biancone, T., & Bakhtiar, S. (2014, March). *Moving and learning in the early*

- years. Invited keynote: Indonesian Ministry of Youth and Sport Conference on Sport and Physical Activity, Jakarta, Indonesia.
5. Goodway, J. D., Stodden, D. F., Lomax, R., Ferkel, R., & **Brian, A.** (2013, June). *Developmental trajectories of the relationship among motor skill competence, physical activity, perceived motor competence and health-related fitness across early childhood to middle childhood*. Presented at the University of Bedfordshire Research Symposium, Bedford, England.
  6. **Brian, A.**, Goodway, J. D., & Stodden, D. F. (2013, June). *A conceptual and synergistic model to examine the relationships among motor competence, perceived motor competence and physical fitness as underlying mechanisms driving physical activity behaviors in children*. Presented at the University of Bedfordshire Research Symposium, Bedford, England.
  7. Goodway, J. D., **Brian, A.**, & Chang, S. H. (2012, July). *Surviving graduate school: Tips from the trade*. Presented at the Tsukuba University Summer Research Institute, Tsukuba, Japan.

**International Presentations (no published abstract, 23):**

1. <sup>+</sup>**Brian, A.**, <sup>P</sup>Irwin, J. M., <sup>P</sup>Taunton, S., <sup>S</sup>Pennell, A., Stodden, D., Getchell, N., Karin, R., Klavina, A., & Lieberman, L. J. (2018, October). *The fundamental motor skill and physical activity levels of individuals with visual impairments in the United States, Latvia, and Bangladesh: Emerging evidence for a proficiency barrier*. Presented at the North American Federation of Adapted Physical Activity Conference, Corvallis, Oregon.
2. <sup>+PS</sup>Taunton, S., **Brian, A.**, <sup>S</sup>Pennell, A., Lieberman, L. J., True, L., Webster, C., & Stodden, D. F. (2018, October). *The effects of an integrative, universally-designed movement skill intervention on young children with and without disabilities*. Presented at the North American Federation of Adapted Physical Activity Conference, Corvallis, Oregon.
3. <sup>+S</sup>Gilbert, E., **Brian, A.**, & <sup>S</sup>Pennell, A. (2018, October). *Examining the differential effects of pediatric cancer on levels of motor competence for children with visual impairments*. Presented at the North American Federation of Adapted Physical Activity Conference, Corvallis, Oregon.
4. <sup>+S</sup>Pennell, A., **Brian, A.**, <sup>PS</sup>Taunton, S., <sup>S</sup>Casner, C., <sup>P</sup>Irwin, J. M., & Lieberman, L. J. (2018, October). *Preliminary psychometrics of the Test of Perceived Physical Competence for children and adolescents with visual impairments*. Presented at the North American Federation of Adapted Physical Activity Conference, Corvallis, Oregon.
5. <sup>+S</sup>Patey, M., **Brian, A.**, & <sup>\*</sup>Shortt, C. (2018, October). *Students' perspectives towards inclusive physical education: A systematic review*. Presented at the North American Federation of Adapted Physical Activity Conference, Corvallis, Oregon.
6. <sup>+S</sup>Stribing, A., & **Brian, A.** (2018, October). *Childrens', parents', and childrens' meta-perceptions: Investigating parent-child relation-inferred self-efficacy of motor competence and its relationship with physical activity behaviors for those with visual impairments*. Presented at the North American Federation of Adapted Physical Activity Conference, Corvallis, Oregon.
7. <sup>+S</sup>Pennell, A., <sup>+S</sup>Fisher, J., Lieberman, L. J., & **Brian, A.** (2018, July). *Self-reported physical activities of children and adolescents attending a one-week educational sports camp for those with visual impairments*. Presented at the Association for Education and Rehabilitation of the Blind and Visually Impaired. Reno, NV.
8. <sup>+S</sup>Pennell, A., <sup>+S</sup>Fisher, J., & **Brian, A.** (2018, July). *Balance it out: Using stability exercises and assessment to promote movement opportunities*. Presented at the Association for Education and Rehabilitation of the Blind and Visually Impaired. Reno, NV.
9. <sup>+S</sup>Fisher, J., <sup>+S</sup>Pennell, A., & **Brian, A.** (2018, July). *Confidence in movement and gross motor skills for children with visual impairments: Implications and future directions*. Presented at the Association for Education and Rehabilitation of the Blind and Visually Impaired. Reno, NV.
10. <sup>+S</sup>Fisher, J., <sup>+S</sup>Pennell, A., Liberman, L. J., Haibach-Beach, P., & **Brian, A.** (2018, July). *Developmental Sequences Assessment Concurrent Validity with TGMD-3 for Visual Impairments*. Presented at the Association for Education and Rehabilitation of the Blind and Visually Impaired. Reno, NV.
11. **Brian, A.**, Klavina, A., <sup>S</sup>Pennell, A., <sup>S</sup>Taunton, S., Lieberman, L. J., & Haibach-Beach, P. (2017, November). *Movement skills of children with visual impairments from Latvia and the United States*. Presented at the Third International Consortium of Motor Development Research, Escola Superior de Desporto e Lazer, Melgaço, Portugal.
12. **Brian, A.**, Bostick, L., <sup>S</sup>Taunton, S., <sup>S</sup>Pennell, A., & Lieberman, L. J. (2017, November). *A preliminary examination of the effectiveness of intervention strategies on the locomotor skills and perceived motor competence of children with visual impairments*. Presented at the Third International Consortium of Motor Development Research, Escola Superior de Desporto e Lazer, Melgaço, Portugal.
13. <sup>S</sup>Taunton, S., **Brian, A.**, & Stodden, D. F. (2017, November). *The associations of perceived motor competence,*



- actual motor competence, and physical activity: differences across disability, age, and gender.* Presented at the Third International Consortium of Motor Development Research, Escola Superior de Desporto e Lazer, Melgaço, Portugal.
14. Goodway, J. D., **Brian, A.**, Wainwright, N., & Famelia, R. (2017, April). *SKIPing to an Active Future: The Influence of the SKIP Program on the Competence and Confidence to Move in the Early Years.* Presented at the International Physical Literacy Conference, Toronto, Canada.
  15. <sup>S</sup>Taunton, S., & **Brian, A.** (2016, November). *Adapted physical education teacher led motor skill intervention for children with moderate to severe disabilities.* Presented at the Second International Consortium of Motor Development Research, University of South Carolina, Columbia, SC.
  16. **Brian, A.**, <sup>S</sup>Taunton, S., <sup>S</sup>Pennell, A., Bostick, L., Lieberman, L., & Haibach, P. (2016, November). *Perceived and actual motor competence of children with visual impairments.* Presented at the Second International Consortium of Motor Development Research, University of South Carolina, Columbia, SC.
  17. \*Santarossa, S., <sup>S</sup>Taunton, S., & **Brian, A.** (2016, November). *Developing physical literacy in children with visual impairments: Building motivation and confidence.* Presented at the International Congress on Physical Activity and Public Health, Bangkok, Thailand.
  18. <sup>S</sup>Taunton, S., **Brian, A.**, & True, L. (2016, September). *A universally designed motor skill intervention for children with and without disabilities.* Presented at the North American Federation of Adapted Physical Activity Conference, Edmonton, AB, Canada.
  19. Lieberman, L., Grenier, M., & **Brian, A.** (2016, September). *Improving inclusive practices: The validation of an inclusion rating scale for teachers.* Presented at the North American Federation of Adapted Physical Activity Conference, Edmonton, AB, Canada.
  20. Haegele, J., **Brian, A.**, & Lieberman, L. (2016, September). *Social Cognitive Theory determinants of physical activity in adults with visual impairments.* Presented at the North American Federation of Adapted Physical Activity Conference, Edmonton, AB, Canada.
  21. **Brian, A.**, Haegele, J., Bostick, L., Lieberman, L., \*Nesbitt, D., Stodden, D., & <sup>S</sup>Taunton, S. (2016, September). *Perceptions of motor competence for children with and without visual impairments.* Presented at the North American Federation of Adapted Physical Activity Conference, Edmonton, AB, Canada.
  22. **Brian, A.**, Lieberman, L., & <sup>S</sup>Taunton, S. (2016, July). *Perceived motor competence of children with visual impairments: Implications and future directions.* Presented at Association for Education and Rehabilitation of the Blind and Visually Impaired. Jacksonville, FL.
  23. **Brian, A.** (2016, July). *The development of the Lieberman-Brian Inclusion Rating Scale for Physical Education that can be used for children with visual impairments and/or multiple disabilities.* Presented at the Association for Education and Rehabilitation of the Blind and Visually Impaired. Jacksonville, FL.

**National Presentations (no published abstract, 16):**

1. <sup>+</sup>**Brian, A.**, Getchell, N., <sup>SP</sup>Taunton, S., <sup>S</sup>Pennell, A., <sup>P</sup>Irwin, J. M., & Lieberman, L. J. (2018, July). *Is there a proficiency barrier between fundamental motor skills and physical activity for youth with visual impairments?* Presented at National Consortium for Physical Education for Individuals with Disabilities, Arlington, VA.
2. <sup>+</sup><sup>SP</sup>Taunton, S., \*Miedema, B., **Brian, A.**, Buchanan, A., & <sup>S</sup>Pennell, A. (2018, July). *The state of adapted physical education on outcomes of motor skill development in early childhood for children with moderate to severe disabilities: Current affairs, early intervention, and policy change.* Presented at National Consortium for Physical Education for Individuals with Disabilities, Arlington, VA.
3. <sup>+</sup><sup>S</sup>Patey, M., **Brian, A.**, & Nilges, L. (2018, July). *Unified physical education eliciting a culture shift.* Presented at National Consortium for Physical Education for Individuals with Disabilities, Arlington, VA.
4. <sup>+</sup><sup>S</sup>Stribing, A., **Brian, A.**, & Lieberman, L. J. (2018, July). *Perception influences on children with visual impairments.* Presented at National Consortium for Physical Education for Individuals with Disabilities, Arlington, VA.
5. **Brian, A.**, Bostick, L., <sup>S</sup>Taunton, S., <sup>S</sup>Pennell, A., & Lieberman, L. J. (2017, July). *Effectiveness of an online versus a physical education-based locomotor skill intervention for children with visual impairments.* Presented at National Consortium for Physical Education for Individuals with Disabilities, Arlington, VA.
6. <sup>S</sup>Pennell, A., **Brian, A.**, <sup>S</sup>Taunton, S., Haibach-Beach, P., & Lieberman, L. J. (2017, July). *Specific balance systems of children with visual impairments: A descriptive study.* Presented at National Consortium for Physical Education for Individuals with Disabilities, Arlington, VA.
7. <sup>S</sup>Taunton, S., **Brian, A.**, <sup>S</sup>Pennell, A., Lieberman, L. J., Stodden, D., & Webster, C. A. (2017, July). *Effectiveness of a universally-designed motor skill intervention in a self-contained preschool classroom.* Presented at National Consortium for Physical Education for Individuals with Disabilities, Arlington, VA.
8. **Brian, A.**, Goodway, J. D., Stodden, D., Robinson, L., Tsuda, E., & Famelia, R. (2015, October). *Evidence-based*



- recommendations for preparing P-2 teachers to increase engagement with physically active lifestyles of children from urban, low-income contexts.* Presented at Physical Education Teacher Education (PETE) National Conference, Atlanta, GA.
9. \*Biancone, T., Goodway, J. D., Justice, L., & **Brian, A.** (2015, October). *Reading and Motor Program for Preschoolers (RaMPP): An integrated early literacy & motor skill intervention.* Presented at Physical Education Teacher Education (PETE) National Conference, Atlanta, GA.
  10. **Brian, A.** & Goodway, J. D. (2013, November). *The T-SKIP Project.* Presented at the Motor Development Research Consortium, Philadelphia, PA.
  11. **Brian, A.**, Goodway, J. D., & Chang, S. (2012, October). *A model to situate fundamental motor skills and physical activity.* Presented at the National Association for Sport and Physical Education Physical Education Teacher Education Conference, Las Vegas, NV.
  12. Goodway, J. D., **Brian, A.**, Titus, S., & Chang, S. (2012, October). *SKIPPING towards physical literacy in young children: Theory to practice.* Presented at the National Association for Sport and Physical Education Physical Education Teacher Education Conference, Las Vegas, NV.
  13. Sutherland, S., Stuhr, P., Ressler, J., & **Brian, A.** (2012, March). *Adventure Based Learning-I know it when I see it.* Presented at the American Association for Health, Physical Education, Recreation and Dance, Boston, MA.
  14. **Brian, A.**, Chang, S., Lee, J. & Goodway, J. D. (2011, October) *A developmental perspective on physical literacy.* Motor Development Research Consortium, Madison, WI.
  15. Sutherland, S., Lorson, K., & **Brian, A.** (2011, April). *Adventure-Based Learning in secondary physical education.* Presented at American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, CA.
  16. Sutherland, S., Stuhr, P., Ressler, J., Rankin, S., **Brian, A.**, & Psimopoulos, C. (2011, April). *Adventure-Based Learning in elementary physical education.* Presented at American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, CA.

#### **State/District Presentations (14):**

1. Stodden, D. F., Brian, A., Kunz, G. (2018, March). *The role of human movement in developing social, emotional, and behavioral health in early childhood.* Presented at the SouthEastern School Behavioral Health Conference, Myrtle Beach, SC.
2. <sup>S</sup>Taunton, S., **Brian, A.**, & Mulvey, K. L. (2018, March). *Differential effects of temperament on a gross motor skill intervention.* Presented at the SouthEastern School Behavioral Health Conference, Myrtle Beach, SC.
3. \*Egan, C., **Brian, A.**, <sup>S</sup>Taunton, S., & Stodden, D. (2016, March). *Strategies, resources, and opportunities to use technology to integrate physical activity with academic content into their classrooms.* Presented at the South Carolina Share Fair Nation, Irmo, SC.
4. <sup>S</sup>Taunton, S., **Brian, A.**, & Stodden, D. (2016, March). *Using technology to link motor development (gross motor skills) with overall health and fitness outcomes in children.* Presented at the South Carolina Share Fair Nation, Irmo, SC.
5. Lang, S., Goodway, J. D., **Brian, A.**, Biancone, T., Famelia, R., & Tsuda, E. (2014, December). *Helping children become life-long learners and lovers of physical activity.* Presented at the Ohio Early Care & Education Conference, Columbus, Ohio.
6. **Brian, A.** (2014, October). *No shame in kickball: Modifying kickball to maximize student learning outcomes in physical education.* Presented at the Louisiana Association for Health, Physical Education, Recreation and Dance, Baton Rouge, LA.
7. **Brian, A.**, Goodway, J. D., Sutherland, S., Tsuda, E., Famelia, R., & \*Roser, M. (2013, December). *Lessons learned: SKIPPING with in-service preschool teachers.* Presented at the Ohio Association of Health, Physical Education, Recreation, and Dance, Columbus, OH.
8. Haegele, J., & **Brian, A.** (2013, December). *Strategies for including children with visual impairments in physical education.* Presented at the Ohio Association of Health, Physical Education, Recreation, and Dance, Columbus, OH.
9. Chang, S., Lee, J., **Brian, A.**, & Ward, P. (2013, December). *Physical activity and health-related fitness knowledge assessment.* Presented at the Ohio Association of Health, Physical Education, Recreation, and Dance, Columbus, OH.
10. Lang, S., Goodway, J. D., & **Brian, A.** (2013, October). *Helping children become life-long learners and lovers of physical activity.* Presented at the Ohio Early Care & Education Conference, Columbus, OH.
11. **Brian, A.** (2012, December). *A European perspective on physical literacy for early childhood physical education curriculum.* Presented at the Ohio Association of Health, Physical Education, Recreation, and Dance, Columbus, OH.
12. Goodway, J. D., Titus, S., Chang, S., **Brian, A.**, & Lee, J. (2012, November). *SKIPPING to an active future: Ideas*

from Project SKIP. State conference of the Expanded Food and Education Program, Columbus, OH.

13. **Brian, A.**, & Sutherland, S. (2011, December). *Implementing softball using Play Practice to maximize student activity*. Presented at the Ohio Association of Health, Physical Education, Recreation, and Dance, Columbus, OH.
14. Sutherland, S., **Brian, A.** & Norris, M. (2011, December). *It's elementary (Adventure Based Learning), My dear Watson*. Presented at the Ohio Association of Health, Physical Education, Recreation, and Dance, Columbus, OH.

#### **Local Presentations (10):**

1. \*Fountain, K., \*Meshell, R., \*Smart, S., & **Brian, A.** (2015, April). *The relationship between SES, motor competence and school built environment*. Presented at the Louisiana Tech University Student Research Symposium, Ruston, LA.
2. Famelia, R., Goodway, J., **Brian, A.**, & Tsuda, E. (2014, December). *The relationship among physical activity, motor competence, and physical fitness of preschool girls*. (2014, December). Presented at the Crane Center for Early Childhood Research and Policy Symposium on Children, Columbus, Ohio.
3. Tsuda, E., Goodway, J. D., Famelia, R., & **Brian, A.** (2014, December). *Promoting an Active Start: The relationship between actual and perceived motor competence in preschool children who are disadvantaged*. Presented at the Crane Center for Early Childhood Research and Policy 2014 Symposium on Children, Columbus, Ohio.
4. \*Roser, M., \*Elfessi, N., & **Brian, A.** (2014, December). *Training teachers to SKIP: Promoting motor competence in young children*. Presented at the Denman Student Research Forum, Columbus, Ohio.
5. **Brian, A.** (2012, April). *A new look at the cultural situation of fundamental motor skills: Systems collide*. Poster presented at the School of PAES Research Symposium, Columbus, OH.
6. \*Mohammed, N., Goodway, J. D., & **Brian, A.** (2012, April). *The relationship between perceived competence and motor performance of preschoolers*. Poster presented at Medical Pathways to the Future, Student Exhibition of Research, Westerville, OH.
7. Titus, S., **Brian, A.**, & Foster, C. (2012, November). *Fundamental Motor Skills*. A presentation for parents of the OSU Child Care Center, Columbus, OH.
8. Goodway, J. D., Titus, S., & **Brian, A.** (2012, November). *A winter Olympics motor skill program for 1-5 years olds-2*. Wellness program for parents, children and staff of The Ohio State University Child Care Center, Columbus, OH.
9. **Brian, A.**, Sutherland, S., & Goodway, J. D. (2011, November). *The impact of part vs. whole learning on student outcomes in golf*. Presented at the College of Education and Human Ecology Student Research Forum, Columbus, OH.
10. Goodway, J. D., Titus, S., **Brian, A.**, Lee, J., Chang, S., Kim, J., & Foster, C. (2011, November). *A winter Olympics motor skill program for 1-5 years olds*. Wellness program for parents, children and staff of The Ohio State University Child Care Center, Columbus, OH.

#### **In-Service Teachers Professional Development (6):**

1. \***Brian, A.** (2018, August). *Professional development for physical education teachers: Best practices in adapted physical education*. Presented at the Lexington/Richland School District 5 Center for Learning.
2. **Brian, A.**, & <sup>S</sup>Taunton, S. (2016, October). *SKIPing with early childhood teachers: Professional development with the T-SKIP project*. Presented at Lexington 4 Early Childhood Center, Swansea, SC.
3. <sup>S</sup>Taunton, S., & **Brian, A.** (2016, October). *Professional development for preschool classroom teachers on developmentally appropriate practice for teaching gross motor for learning*. Presented at Lexington 4 Early Childhood Center, Swansea, SC.
4. Goodway, J. D., **Brian, A.**, & \*Biancone, T. (2015, June). *Individualized instruction of fundamental motor skills for young children: Meeting physical literacy*. Presented at Pembroke Dock Elementary School, Pembroke Dock, Wales, UK.
5. **Brian, A.** (2014, April). *Assessment and individualized instruction of fundamental motor skills for children with Autism Spectrum Disorders*. Presented at Cypress Springs Elementary School, Ruston, LA.
6. **Brian, A.** (2012, February). *A workshop for Columbus Public Schools teachers on implementing softball at the elementary level*. Presented at Columbus Public Schools Professional Development Seminar in Physical Education, Columbus, OH.

#### **International Pre-Service Teachers and Graduate Student Professional Development:**

**The Tsukuba University Summer Research Institute, Tsukuba, Japan, 2011 & 2012**

## RESEARCH GRANTS

Total funding = \$57,233

### In Review (2)

1. **Brian, A.**, Haibach-Beach, P., Wadsworth, D., & Stodden, D. F. (in review). *Exploring the dynamic relationship between motor competence, physical activity, and the environment for children with visual impairments*. National Institute of Health R21 Exploratory Grant, Parent Investigator Initiated \$402,000 (Direct Costs - \$275,000). – PI.
2. **Brian, A.** (in review). Part of NIGMS/NIH P20 Application (PI-Prinz): Centers of Biomedical Research Excellence (COBRE) *Improving social-emotional, behavioral, and gross motor skill development in young children: Preliminary testing of an integrative intervention*. Research Center for Child Well-Being University of South Carolina. Phase One – Requested \$659,250 – Brian (PI) (Direct Costs - \$450,000)

### Funded (11)

1. **Brian, A.** (2018-2019). *Psychometric properties of the Brief-BESTest for children with visual impairments*. University of South Carolina College of Education Research Grant Track B – Brian (PI) (Direct Costs - \$9,000)
2. **Brian, A.**, & Orendorff, K. (2018). *COE Technology Grant*. University of South Carolina College of Education, \$2,000.
3. **Brian, A.** (2017-2018). *Developmental mechanisms supporting physical activity for children with visual impairments*. Society of Health and Physical Educators Young Investigator Research Grant, \$4,700 – PI
4. **Brian, A.** (2017-2018). University of South Carolina College of Education, Professional Development Grant, \$3,820. – PI.
5. **Brian, A.** (2016-2017). *Validity and reliability of the run-walk kit for children with visual impairments*. American Printing House for the Blind Research Development Grant, \$3,213. - PI
6. **Brian, A.** (2016-2017). *Project HOP: Hhealth-enhancing Outcomes and Physical activity for individuals with visual impairments*. ASPIRE-I, Track I Grant, University of South Carolina, \$15,000. - PI
7. **Brian, A.** (2016-2017). *Parent-assisted movement intervention for children with visual impairments*, College of Education Research Grant, Track A, University of South Carolina, \$5,000. - PI
8. Stodden, D., Monsma, E., & **Brian, A.** (2016). *Second assembly of the International Consortium of Motor Development Research*. Visiting Scholars Grant Program, University of South Carolina, \$10,000. - Co-I.
9. **Brian, A.**, Goodway, J. D., & Sutherland, S. (2013-2014). *Training in-service preschool teachers to conduct a motor skill intervention: The T-SKIP Project*. Ohio Association of Health, Physical Education, Recreation, and Dance. \$1,500.00. - PI
10. **Brian, A.** & Goodway, J. D. (2013-2014). *The impact of SKIP on the fundamental motor skills and perceived motor competence of preschool children*. North American Society for the Psychology of Sport and Physical Activity. \$2,000.00. - PI
11. **Brian, A.** & Goodway, J. D. (2013-2014). *Investigating gender difference in fundamental motor skill acquisition in young children from disadvantaged settings*, Coca-Cola Critical Difference for Women Research Grant. \$1,000.00. - PI

### Submitted, Not Funded

1. **Brian, A.**, Mulvey, K. L., & Evans, L. (unfunded). *SKIPPING with cubbies: An integrative gross motor and social-emotional development intervention for rural preschoolers from disadvantaged settings*. Interdisciplinary Research Leaders Grant from Robert Wood Johnson Foundation Requested \$350,000 - Brian (PI) (Direct Costs - \$310,000).
2. **Brian, A.**, Mulvey, K. L., Stodden, D. F., Weaver, R. G., DiStefano, C., & Davis, V. (unfunded). *Helping young disadvantaged children SKIP to an active start*. National Institute of Health R01, \$3,217,812 (Direct Costs - \$2,500,000) - PI
3. **Brian, A.**, Lloyd, M., Mulvey, K. L., Weaver, R. G., DiStefano, C., & Stodden, D. F. (unfunded). *Examining the efficacy of a universally-designed motor skill intervention on social-emotional and other outcomes in young children with and without disabilities in inclusive classrooms*. Institute of Educational Sciences Goal 3 Efficacy Grant, \$2,997,763 (Direct Costs - \$2,119,256). – PI.
4. **Brian, A.**, Stodden, D., Mulvey, K. L., Weaver, R. G., Dickenson, T., & Lloyd, M. (scored, unfunded). *Skipping for health: A universal path for all kids*. National Institute of Health R21 Exploratory Grant, Parent Investigator Initiated \$402,000 (Direct Costs - \$275,000). – PI.
5. Webster, C. A., **Brian, A.**, Stodden, D. F., Mulvey, K. L., & Weaver, R. G. (scored, unfunded). *Patient-centered versus usual health promotion practices with ethnic/racial minority, low-income preschool children: A Comparative effectiveness study*. Patient-Centered Outcomes Research Institute Addressing Disparities Grant, \$1,500,000 – Co-PI
6. **Brian, A.**, Webster, C. A., Weaver, R. G., Stodden, D. F., DiStefano, C., & Goodway, J. D. (2017, not funded). *Educating teachers to help disadvantaged children SKIP to an active start*. National Institute of Health R21

- Exploratory Grant, Healthy Habits: Timing for Developing Sustainable Healthy Behaviors in Children and Adolescents Grant \$402,875 (Direct costs - \$275,000). – Co-PI
7. Webster, C., **Brian, A.**, Mulvey, K. L., Stodden, D., & Knopf, H. (2016, not funded). *Patient-centered versus usual health promotion practices with ethnic/racial minority, low-income preschool children: A Comparative effectiveness study*. Patient-Centered Outcomes Research Institute Addressing Disparities Grant, \$1,500,000
  8. **Brian, A.**, Webster, C., Stodden, D., Mulvey, K. L., & Knopf, H. (2016, not funded). *Moving children towards an active start*. Caplan Foundation for Early Childhood Education and Play Research Grant, \$142,000

### TRAVEL GRANTS (3)

1. **Brian, A.** (2015). The University of Louisiana System Emerging Professor Travel Grant, \$1,200
2. **Brian, A.** (2014). The Ohio State University Travel Grant, \$750
3. **Brian, A.** (2013). The Ohio State University Travel Grant, \$750

## UNIVERSITY TEACHING EXPERIENCE

### Instructor of Record

#### University of South Carolina

PEDU 731	Motor Skill Learning, Fall 2018
PEDU 420	Motor Learning, Spring 2018
PEDU 770	Research Methods in Physical Education, Spring 2018
PEDU 196.001 & .002	Educational Dance, Fall 2016 (two sections),
PEDU 575	Physical Education for the Classroom Teacher, Summer 2016
PEDU 341/361	Instruction of Young Learners in Movement Settings, Spring 2016, 2017
PEDU 226	Physical Education for Primary Grades, Spring 2016, 2017
PEDU 515	Physical Education for Inclusion, Fall 2015, 2016, 2017, 2018
PEDU 340/360	Instructional Aspects for Physical Education, Fall 2015
PEDU 732	Analysis of Instructional Behavior in Physical Activity Settings, Summer 2017, 2018
PEDU 830	Development of Skilled Sport Performance, Fall 2017

#### Louisiana Tech University

KINE 440	Materials and Methods in Health/Physical Education in Elementary Schools, 2014-2015
KINE 414	Introduction to Adapted Physical Activity, 2014-2015
KINE 256	Aerobic Conditioning, Strength Conditioning, and Aquatics, 2014-2015

#### The Ohio State University

##### Instructor of Record

EDU PAES 2542.20	Lifespan Motor Development Early Childhood Lab, 2012-2014
EDU PAES 5544	Adapted Physical Activity: Coordinator & Group Supervisor, 2012
EDU PAES 148.04	Weight Training, 2009-2010
EDU PAES 150	Conditioning Principles, 2010
EDU PAES 157.01	Golf, 2009-2013
EDU PAES 191.01	Volleyball, 2009-2010
EDU PAES 208	Orientation to Sport and Leisure Studies, 2010-2011

##### Graduate Teaching Associate

EDU PAES 301	Field Sports, 2010
EDU PAES 307	Adventure Based Learning, 2011
EDU PAES 489	Field Experience and Micro Teaching Lab for EDUPAES 601, 2011-2012
EDU PAES 520	Content in Elementary Physical Education, 2011
EDU PAES 601	Teaching Sport, Leisure and Exercise, 2010-2011
EDU PAES 740	Physical Education for the Elementary School Child, 2011-2012
EDU PAES 741	Physical Education in Middle and High School, 2012
EDU PAES 786	Internship in Physical Education at the Elementary School, 2010-2011
EDU PAES 787	Internship in Secondary Physical Education, 2012
EDU PAES 2542.10	Lifespan Motor Development, 2012

##### Graduate Courses:

EDU PAES 7544	Advanced Motor Development/Motor Learning, 2013
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## SUPERVISION EXPERIENCE

#### University of South Carolina

#### Student Teacher Candidate Supervision:

- Jordan Webster, - Spring 2018
- David Rashleigh - Spring 2017
- Blake Gruel - Spring 2016

#### PEDU 341/361: Instruction of Young Learners in Movement Settings

- Supervised PE majors in elementary physical education methods experiences

#### PEDU 515: Physical Education for Inclusion

- Supervised PE majors and coaching minors in practicum experiences with special education classrooms elementary schools, adapted sport and physical activity settings, and also with adapted physical educators. The focus of this course is to supervise PE majors working with individuals with disabilities, 2015.

#### PEDU 340/360: Instructional Aspects of Physical Education

- Supervised PE majors and coaching minors during their first course in the PE program. This course includes field experience and micro teaching labs geared towards teaching PE in middle schools, 2015.

#### Louisiana Tech University

##### KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools

- Supervised HPE, PK and K-6 teacher candidates who are accepted into a teacher prep program at Louisiana Tech. This is a field experience in K-6 public schools in which they are required to complete 15 hours of fieldwork, 2014-2015.

##### KINE 414: Introduction to Adapted Physical Education

- Supervised Kinesiology majors working with individuals with disabilities both in preschool and lifespan settings, 2014-2015.

#### The Ohio State University

##### EDU PAES 2542.20: Lifespan Motor Development Early Childhood Lab, 2012, 2013, 2014

- Coordinated and supervised Kinesiology majors working with preschool children with and without disabilities and focusing on their gross motor skills, perceived motor competence, and socialization skills.

##### EDU PAES 5544: Adapted Physical Activity Lab: Coordinator & Group Supervisor, 2012

- Supervised PE majors working with children ages 3-18 with a wide-variety of disabilities focusing on structured motor programming, aquatics, and socialization skills.

##### EDU PAES 601/489.09: Teaching Sport, Leisure and Exercise with Field Experience

- Supervised students during their first field experience before gaining acceptance to the PETE program. This is a micro teaching lab and a field experience in public middle school physical education, 2010-2012.

##### EDU PAES 740/689.01: Physical Education for the Elementary School Child

- Supervised PETE students in a field experience tied to an elementary methods course. This experience required the students to spend 1.5 days per week at an elementary school. 2010-2012

##### EDU PAES 786: Internship in Physical Education at the Elementary School

- Supervised PETE teacher candidates, 2010-2011

##### EDU PAES 787: Internship in Secondary Physical Education

- Supervised PETE teacher candidates, 2010-2011

### **PreK-12 & COMMUNITY TEACHING EXPERIENCE**

#### **Adapted Physical Education Initial Education Evaluations (IEE), 2013-2014**

- Conducted IEE for Olentangy City Schools
- Conducted IEE for Reynoldsburg City Schools

#### **Adapted Physical Education Service Provider, Reynoldsburg City Schools, 2012**

- Provided APE services via contracts

#### **Volunteer Physical Education Services, Devonshire Elementary, Columbus City Schools, 2012**

- Assisted the physical education teacher with the implementation of K-5 physical education classes for a fundamental motor skills unit, adventure education/climbing unit and others.

#### Community Experience:

##### **Golf Instructor, Trent Golf School at Raymond Memorial Golf Course, Columbus, OH, 2011**

- Instructed golf classes for children ages 7-18

##### **Basketball Instructor, City of Bedford Parks and Recreation Department, 2003**

- Provided programming and instruction for boys and girls ages 7-12 for youth basketball

##### **Blue Streak All-Sports Camps, Orange, OH, 2000, 2002-2003**

- Assistant Director-supervised program instructors and provided programming

- Program Instructor-provided programming for boys and girls ages 7-17 for a variety of sports and recreational activities

### **COACHING & ATHLETIC ADMINISTRATION EXPERIENCE**

**Head Softball Coach**, Binghamton University, Binghamton, NY, 2006-2009.

- NCAA Division I member of the America East Conference

**Assistant Softball Coach**, University of Dayton, Dayton, OH, 2004-2006.

- NCAA Division I member of the Atlantic-10 Conference

**Head Softball Coach**, Notre Dame College, South Euclid, OH, 2001-2004.

- NCAA Division II member of the Mountain East Conference
- Former member of the American Mid East Conference
- 2004 American Mid East Conference Coach of the Year

**Assistant Athletic Director**, Notre Dame College, South Euclid, OH, 2002-2004

**Interim Sports Information Director**, Notre Dame College, South Euclid, 2002

**Head Softball Coach**, University of Wisconsin-Stevens Point, Stevens Point, WI, 2000-2001.

- NCAA Division III member of the Wisconsin Intercollegiate Athletic Conference
- WIAC champions and Division III national tournament appearance, 2001

**Head Softball Coach**, Ohio Emeralds ASA/USA Softball Organization, 1999, 2002-2004.

### **ASSOCIATED SERVICE ACTIVITIES**

#### **Professional Service:**

Sage Open Ad Hoc Associate Editor, 2018.

Disability and Health Journal, 2018 ongoing.

BMC Pediatrics, 2018 ongoing.

PLOS One, 2017 ongoing.

Palaestra, 2017 ongoing.

European Physical Education Review, 2017 ongoing.

Kinesiology Review, 2017 ongoing.

Perceptual and Motor Skills, 2016 ongoing.

Journal of Teaching in Physical Education, 2016 ongoing.

Journal of Visual Impairment and Blindness, 2016 ongoing.

Journal of Motor Learning and Development, 2016 ongoing.

British Journal of Visual Impairments, 2016 ongoing.

Child: Care, Health, and Development, 2016 ongoing.

Research Quarterly for Exercise and Sport, 2015 ongoing.

Journal of Science and Medicine in Sport, 2014 ongoing.

Journal of Sports Sciences, 2014 ongoing.

Sage Open, 2014 ongoing.

Physical Education and Sport Pedagogy, 2013 ongoing.

#### **National Consortium of Physical Education for Individuals with Disabilities (NCPEID)**

- Secretary and executive board member, 2018 – present

#### **American Kinesiology Association (AKA)**

- Member of the Publications Committee, 2018 – present

#### **Society of Health and Physical Educators (SHAPE) America National Convention**

- Review Panel Chair for Adapted Physical Education/Activity Research Abstracts – Nashville, TN, 2017-2018
- Session Chair for “research on adapted physical activity”

#### **North American Society for the Psychology of Sport and Physical Activity (NASPSPA) International Conference**

- Organizing and Planning Committee Member – San Diego, CA, 2016-2017
- Session Chair for “poster session 2”

#### **International Consortium of Motor Development Research (ICoMDR) 2<sup>nd</sup> Annual Assembly**

- Organizing and Planning Committee Member – Columbia, SC, 2016

- Session Chair for “research on motor competence”

**International Motor Development Research Consortium – Organizing Committee Member**

- 2017 – ongoing

**University Service:**

**University of South Carolina**

- ASPIRE Grant Committee, 2016-2017
- SPARC Grant Committee, 2015-2016
- Member of Faculty Senate, 2015-2018

**College Service:**

**University of South Carolina**

- Professional Development Liaison for Lexington School District 4, 2018-present
- Member of the Research Institute Leadership Team, 2018-present
- Member of the Faculty Welfare Committee, 2018-present
- Member of Search Committee for Associate Dean for Research and Innovation, 2018
- Member of Search Committee for Director of the Child Development Research Center, 2018
- Member of College of Education Diversity Committee, 2016-2017

**The Ohio State University**

- College of EHE Undergraduate Scholarship Essay Rater, 2013
- Mentoring: Metro High School Internship Program
  - Katie Antonyuk and Josee Jenkins 2013-2014
  - Ariana Groce 2012-2013
  - Nafisa Mohamed 2011-2012

**Department Service:**

**University of South Carolina**

- **Program Coordinator, Doctorate in Physical Education Pedagogy - (2018-present)**
  - Including tracks in Physical Education Pedagogy and Motor Behavior
- Post doctoral research fellows
  - Sally Taunton, 2018 – present
  - J. Megan Irwin, 2017 – present (co-advise with David Stodden)
- Doctoral Advisees (includes program of study and dissertation committee work):
  - Jenna Fisher, Chair, 2017 - present
  - Matthew Patey, Chair, 2017 - present
  - Emily Gilbert, Chair, 2017 - present
  - Alex Stribing, Chair, 2017 - present
  - Adam Pennell, Chair, 2016 - present
  - Sally Taunton, Chair, 2015 – 2018
    - SHAPE America Adapted Physical Education / Activity Doctoral Student of the Year, 2018
    - USC Breakthrough Scholar Award Winner, 2018
      - One of 10 university-wide scholars selected for achievements in research
- **Program of Study Committee:**
  - Ryan Sacko, member, 2015 - present
- **Dissertation Committee:**
  - Chelsea Shortt, member, 2017-present
  - Greg Stewart, member, 2016 - 2018
  - Keith Scruggs, member, 2016 - present
  - Dan Michael, member, 2016 - 2017
  - Ryan Sacko, member, 2016 - 2018
  - Cate Egan, member, 2015 – 2017
- Capstone Undergraduate Honors Thesis Adviser
  - **Chandler Casner**, Advisor, 2017 – 2018

Member of the Blatt Physical Education Center Squash Space Committee, 2015



Member of the Clinical Assistant Professor Physical Education Pedagogy Committee, 2015

### **CAMP Carolina**

- Children Achieving Motor Proficiency (CAMP) Carolina: for children and parents with physical impairments – Founder and Director, 2016 – present
  - We offer free physical education and activity programming for children with physical impairments such as visual impairments and cerebral palsy and their parents throughout the semester who are from Lexington/Richland Counties near Columbia, SC
  - Undergraduate Physical Education Majors under the guidance of Physical Education Doctoral Students provide all programming, assessment, and evaluation

### **Louisiana Tech University, 2014-2015**

- Assisted with SPA report for CAEP certification of PETE program at Louisiana Tech University

### **The Ohio State University**

- **PAES Graduate Student Council**, Columbus, OH 2011-2013
- Committee member for the PAES Graduate Student Leadership Award, 2013
- Committee member for the Graduate Student Research Symposium, 2013
- **OSU PETE Program Service:**
  - Assisted Ohio State University PETE faculty with the completion of EdTPA data 2013
  - Assisted Ohio State University PETE faculty in the compilation of data and formulation of the 2013 NCATE program report creation.

### **HONORS**

- Research Coordinator, Camp Abilities, 2018-present
- Two Thumbs Up Award, Office of Disability Services, USC, 2017
- Research Fellow, Society for Health and Physical Education (SHAPE) America, 2017
- Scientist, Research Consortium on Children and Families, USC, 2016-present
- Investigator, Yvonne and Schuyler Moore Child Development Research Center, USC, 2015-present
- Research Coordinator, Institute on Movement Studies for Individuals with Visual Impairments, 2015-present
- Investigator, Learning to Teach Physical Education Research Program, OSU, 2015-present
- Anita R. McCormick Endowment Research Fellowship, OSU, 2013-2014
- Lucille and Roland Kennedy Scholarship Recipient, OSU, 2013-2014
- Dorothy Sumption-Wirthwein Scholarship Recipient, OSU, 2013-2014
- Emerson and Lucy Zuck Scholarship Recipient, OSU, 2012-2013
- Tsukuba University & Japanese Ministry of Education Summer Institute Fellowship Award, 2012 & 2013
- Distinguished Service Award, OSU Sport, Fitness, and Health Program, 2010
- American MidEast Conference, Women's Softball Coach of the Year, Notre Dame College, 2004
- Dan Connelly Award, Notre Dame College, (awarded in acknowledgement of academic achievement and outstanding leadership), 2000

### **PROFESSIONAL AFFILIATIONS/MEMBERSHIP**

- Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI)
- International Consortium of Motor Development Research (ICoMDR)
- International Federation of Adapted Physical Activity (IFAPA)
- Motor Development Research Consortium (MDRC)
- North American Federation of Adapted Physical Activity (NAFAPA)
- North American Society for Psychology of Sport and Physical Activity (NASPSA)
- National Consortium for Physical Education for Individuals with Disabilities (NCPEID)
- Society for Health and Physical Education (SHAPE) America
- South Carolina Association for Health, Physical Education, Recreation, and Dance (SCAHPERD)