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2 **Expanding the boundaries of TPSR and empowering others to make**
3 **their own contributions**

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7 ***Key words:*** Teaching Personal and Social Responsibility, fidelity, Don Hellison.
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One of Don's great strengths was his ability to encourage and support others to implement TPSR in ways that aligned with their own interests and within their own contexts. While his own work was mainly based in after-school youth programs for adolescents in large American cities, his philosophy of empowering others to place their personal stamp on TPSR has led to the model being disseminated widely in both the USA and internationally. This article will examine this dissemination under two broad themes: 1) the geographical spread of the model from Portland Oregon, where Don initially created TPSR, and 2) the extensive range of contexts and new populations that TPSR has been implemented with. The article will also consider the issue of fidelity as the model is introduced by coaches and teachers who have, in many cases, had little direct contact with Don or the original model. The important question of how to address the challenges involved in implementing TPSR in a wide range of contexts and cultures, while staying true to the fundamental underpinnings of TPSR is also considered.

This examination is important for the TPSR community as it offers insight into the historical journey of TPSR, gives a context for where we are at present and helps us visualise the future. A deep understanding of TPSR, and the influences that have shaped it, gives those using the model a sense of being part of something bigger than their present work. It also offers the potential for this understanding to help with the day to day practice of TPSR leading to better outcomes for youth participants an outcome at the very heart of Don's philosophy.

In examining the diversity of programs and implementations that are occurring throughout the world, the two authors gathered information from a number of different sources. These included published research articles, dissertations, professional articles and program descriptions. This process involved a literature search using ERIC, PsycArticles, Academic Search Complete, SportDiscus and Google Scholar. The key terms used in the

search were: TPSR; ‘teaching personal and social responsibility’; and ‘responsibility model’. In addition, Proquest Dissertations and Theses and a number of journal databases, (e.g., JOPERD) were also accessed. The latest (2019) TPSR reference list, available from the TPSR alliance website, was another important source of data. Email inquiries were also sent to over twenty academics and practitioners and the authors used personal contacts to clarify and confirm data. The authors were in regular contact through email and shared documents via document repositories throughout this process. These processes ensured there was agreement on the sources selected. The articles and resources selected are not intended to be a definitive review of the literature but are a broad range of examples chosen to offer an insight into the spread of TPSR within the USA and internationally. We did not consider professional development programs as these are covered elsewhere within this special edition by Dunn and Doolittle’s article.

The sources were systematically analyzed using the format presented by Cummins, Goddard, Formice, Cohan & Harding (2003) for assessing program fidelity. This format identifies five main areas for investigation: **what** is the nature of the program; **how** it is delivered; to **whom** and **where** is the program delivered and **who** delivers it. Information from all sources was entered into a shared spreadsheet, under the five headings, to aid the analysis process.

The Essence of TPSR

In examining the spread of TPSR, we were aware that more and more people, who have had less and less exposure to Don, or to key people with a strong foundation in TPSR, were implementing the model. This situation raises questions about the levels of fidelity to the model that is occurring. When considering issues of fidelity, we first need to have a strong understanding of the model, to understand its essence and the fundamental underpinnings that define it. To help gain this understanding it is appropriate to look to Don’s

own words. In *Teaching Personal and Social Responsibility Through Physical Activity* (2011) he addressed the issue of what he considered were the core values in TPSR:

In essence, the core value of TPSR is ‘putting kids first’ (Hellison et al. 2000, p. 36) and being youth centered (McLaughlin, 2000, p.9). ... It is not putting physical activity or an active lifestyle or sport or fitness first, and it’s certainly not putting oneself first (as in focussing on one’s win-loss record) but what is it ... it’s simply to help kids become better people. That includes promoting human decency and positive relationships with others. In this world, we need to help each other more than compete against each other, whenever possible supporting acts of kindness and negotiation rather than acts of war, and controlling our inclination to put ourselves first. (p.18)

Don continued to expand on this issue, identifying two other core values ‘holistic self-development’ and ‘a way of being’. Don described holistic self-development as the successful development and integration of the physical, social, emotional and cognitive. This he felt led to a balanced human and underpinned his often-repeated comments on the importance of ‘helping the whole child’ (p. 19). A genuine implementation of TPSR also requires a leader/teacher who can teach/lead in a way that is fully congruent with the core values of TPSR. This process has been described as ‘a way of being’ rather than a way of teaching’. Hellison (2011) considered that ‘a way of being’ was ‘who we are, the values that we live as we work with kids, the values we hope they seriously consider as potential guidelines for their lives’ (p. 19).

Along with the core values Don also identified five program leader responsibilities or themes which he felt needed to be ‘a constant presence’ in TPSR programs. These themes, gradual empowerment of participants, self-reflection, embedding TPSR in physical activities, transfer of learning and being relational with kids were ‘essential’ (Hellison, 2011, p. 24) and should be considered in any assessment of a program’s fidelity to the model.

The gradual and progressive empowerment of participants, ‘shifting responsibility to the kids’ (p. 22) is a fundamental underpinning of TPSR. As Don (2011) explained TPSR really stands for taking personal and social responsibility and it is the job of the program leader to facilitate the empowerment process so that the participants are progressively more in charge and the ‘adults’ less so. The ability to be self-critical about the program, to realistically consider the degree to which participants are engaging with the TPSR values, whether they understand their applicability to life outside of the program and what is working and what is not is a crucial requirement for a TPSR leader/teacher. It is this careful self-critique that allows change and improvement to occur. It is also imperative that the TPSR values and levels be embedded within the activity aspects of the program. There are numerous opportunities for real engagement and TPSR related learning to occur during activities where the leader/teacher plans for this to occur. The facilitating of transfer of TPSR related learning to other areas of participants’ lives was identified as an essential role for leaders/teachers and ‘the essence of the core values’ (p. 19).

I realized that transfer is really my ultimate goal in teaching kids to take personal and social responsibility. Kids can learn to take responsibility in PE and PA programs but transferring these behaviors from the activity setting to other arenas of life such as other places in school, the playground, the street (if possible) and home is not automatic. It must be taught just as surely as respect for others must be taught. (Hellison, 2011, p.25)

The final theme, or program leader responsibility was being relational with students. In effect, nothing will work unless the leader has positive respectful relationship with participants, relationships based on respecting the ‘strengths, individuality, voice and decision-making capabilities of our students’ (p.25).

109 Don was aware of the need for TPSR to be adaptable to suit the needs of the
110 teachers/leaders/participants and context commenting that, ‘actually all program leaders need
111 to modify TPSR to fit their needs’ (2011, p. 150) but he was also clear that these
112 modifications needed to maintain the essence of TPSR.

113 None of this is a problem [modifications] as long as program leaders who don’t
114 adhere to the basic tenants of TPSR refrain from claiming to be doing TPSR (or worse
115 “Hellison’s stuff”) ... But when key concepts or values are ignored, it is truly and
116 fully their stuff! (p. 150)

117 For many people the five levels/values of Respect, Effort, Self-Direction, Caring and
118 Leadership and Transfer and the five-stage teaching format are the most visible and easily
119 observed indicators of a TPSR based program. For some this ease of observation has led to
120 them becoming de facto measures of fidelity. The question is whether these elements define
121 the model and whether a program needs all or most of these elements to be present for it to be
122 truly TPSR based?

123 In the following sections, we consider the dissemination of the model across the USA and
124 internationally. This is followed by an examination of TPSR as it has been introduced into
125 new contexts and with different populations and cultures.

126 **Geographical Spread of TPSR**

127 TPSP has been disseminated to many countries around the world and through publications,
128 professional networks, web searches and word of mouth, we have identified that there is at
129 least some level of TPSR presence in 31 countries (Figure 1). In many cases, the introduction
130 of TPSR into a country has been facilitated by the interest of a single person or small group
131 of enthusiastic academics or teachers. These people have often been former students of Don,
132 or they have attended his lectures and workshops and established a personal relationship with
133 him.



Figure 1. Geographical spread of the TPSR model

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The degree to which TPSR has spread from its initial base in the USA can be measured to some degree through the steady increase of articles, and book chapters, in both English and other languages, that have been published on TPSR. These include studies from a diverse range of countries, for example, Spain, East Timor, Turkey, New Zealand, Canada and South Korea (Baptista et al., 2019; Beaudoin, Brunelle, & Spallanzani, 2015; Caballero-Blanco, Delago-Noguera, & Escartí-Carbonell, 2013; Filiz, 2019; Gordon, 2010; Lee & Choi, 2015). For more on the growth of TPSR literature, see the article by Wright, Fuerniss and Cutforth in this special issue.

Two previous reviews of TPSR research offer an interesting insight into the internationalisation of TPSR. Hellison and Walsh (2002) identified a total of 26 studies in their review of the research literature, the majority of which were unpublished. These were predominately USA focused and while the limited international spread was not considered an issue, the authors did acknowledge that there was some international interest in TPSR commenting that ‘RM [Responsibility Model] also began to appear in youth programs of other countries outside North America such as New Zealand, England and Spain’ (p. 293). Sixteen years later Pozo Grao-Gruces & Perez-Ordas (2018) systematic review of TPSR

151 model-based programs in physical education painted a markedly different picture. Their
152 search for empirically based, peer reviewed studies within physical education identified 22
153 studies which formed the basis of their article. Of these 22 studies ten were conducted in
154 Spain, eight in the USA, two in South Korea and one each in Canada and New Zealand. The
155 fact that these 22 studies were a sub-set of the published research on the TPSR model is
156 another indication of its growth.

157 While the changes in published articles gives some indication of the spread of TPSR
158 the authors are also aware, through correspondence with many TPSR academics and
159 practitioners, that there are many instances of TPSR being implemented by teachers and
160 program leaders around the world that have not led to presentations at conferences,
161 publications or dissemination through usual academic channels. While it is more difficult to
162 identify these implementations, the authors have sought to identify programs where TPSR is
163 influencing practice and supporting positive youth development in physical activity contexts.
164 This identification of programs is again done with the understanding that the programs
165 presented are examples of the diversity of TPSR and without suggesting that it is a definitive
166 list.

167 ***United States of America***

168 We will start the exploration of the dissemination of TPSR in the USA because this is where
169 the model originated and the USA remains the epicentre for TPSR internationally. It has
170 many active academics and practitioners working with the model and it is also the base for
171 the TPSR Alliance (tpsr-alliance.org) which disseminates information on TPSR and organises
172 yearly conferences. These conferences have been pivotal in maintaining the profile of TPSR
173 and offer an opportunity for TPSR leaders from around the world to meet, share ideas and to
174 learn from each other.

Portland, Oregon was ‘ground zero’ for the development of TPSR and it was there that Don started to develop the TPSR model. Although he left many years ago it is noted that his influence continues in Portland and the Open Meadow Learning Center he worked with for eight years remains active and committed to his initial philosophy. After leaving Portland Don spent many years at the University of Illinois at Chicago working with youth within the city. His work in Portland and Chicago is covered by Jacobs and Templin’s article, and others, elsewhere in this edition. Chicago was the birthplace of the TPSR Alliance and while Don lived there, the city acted as the unofficial ‘home’ of TPSR.

There are several cities in the USA where there is a high concentration of TPSR activity which has been maintained over an extended period. These cities are discussed, along with the key people involved, in relation to the chronological spread of the model. The first three, Greensboro, San Francisco and Memphis were among the earliest to embrace TPSR.

Greensboro, North Carolina is arguably the longest established centers for TPSR with Tom Martinek, a long-time collaborator and friend of Dons, Project Effort, an out-of-school program for local kids, now in its 27th year. This exemplary program was honoured in 2018 at the TPSR Alliance national conference held at the University of North Carolina at Greensboro. Several of Tom’s graduate students are also running TPSR based programs for community organisations within the city. The profile of TPSR in Greensboro have been recently been strengthened by the arrival of Michael Hemphill from Charleston, South Carolina (Hemphill & Martinek, 2018). He is an experienced TPSR academic and has implemented a TPSR/restorative justice program at a local Greensboro high school.

San Francisco also has a long-term commitment to TPSR. This has largely been driven by Dave Walsh, from San Francisco State University. Dave is a well-established TPSR academic and practitioner who completed his PhD under Don’s supervision. He has run TPSR based programs for 16 years in San Francisco, nine with the ‘Kinesiology Career

200 Club', based in an inner-city high school (Walsh, Ozaeta & Wright, 2006). The program is
201 still running, and it also acts as a service learning site for Dave's students. Over his time there
202 many of his students have been involved in running TPSR based programs in the Bay Area.

203 Memphis, Tennessee was also an early adopter of TPSR with Paul Wright, another of
204 Don's PhD students, running several community-based programs during his nine years there
205 These included a TPSR based physical education program in an inner-city high school and an
206 after-school program based in a local YMCA. When Paul moved to Northern Illinois
207 University the TPSR presence was maintained by Paul's graduate students, and more recently
208 through the arrival of Kelly Simonton at the University of Memphis.

209 In New York Don had a strong relationship with Adelphi University and Sarah
210 Doolittle, providing TPSR workshops for PETE students, and later, as a visiting faculty
211 member, teaching summer and semester long TPSR elective courses. His mentoring of key
212 staff led to several TPSR based programs being implemented. These included a secondary
213 school methods course, a learn-to-swim lifeguard training course for underserved high school
214 students and a Sport-Based-Youth Development graduate specialization based in New York
215 City.

216 In Boston, a 2001 presentation by Don at a sport psychology conference was the
217 initial spark for John McCarthy who began experimenting with TPSR based approaches
218 while coaching sport. Subsequently while at Boston University, John established a positive
219 youth development through physical activity program called "Get Ready: Life fitness" at an
220 underperforming public high school in Boston. John, and Val Altieri, continue to use the
221 TPSR framework as the basis of their work with youth in Boston. Many of their graduates
222 continue to be influenced in their work by the TPSR philosophy while others have
223 implemented TPSR programs themselves.

In DeKalb, Illinois, the arrival of Paul Wright at Northern Illinois University helped establish the city as a center for TPSR. Paul established a TPSR based out-of- school middle school project for boys at risk in DeKalb which has run for many years (Gordon, Jacobs, & Wright, 2016). He has also developed several TPSR related instruments including TARE 1.0 (Wright & Craig, 2011), TARE 2.0 (Escarti, Wright, Pascual, & Gutierrez, 2015) and more recently the TORQ questionnaire (Wright, Richards, Jacobs, & Hemphill, 2019) during his time at NIU. Jenn Jacob, who completed her PhD under Paul's supervision, has also been active in the area including a TPSR based summer camp (Jacobs, 2016), after school boxing programs for middle school girls (Fuerniss & Jacobs, 2019), and a TPSR based fitness program with incarcerated young males (Jacobs, Wahl, & Mack, 2019; Wahl, Jacobs, & Mack, 2019).

International dissemination of TPSR

The international dissemination of TPSR has been extensive but uneven. While the model has a presence in 31 countries the degree to which it occurs varies greatly. We will first consider two countries, Spain and New Zealand, who have become strong advocates for the model and for whom TPSR has established a strong and enduring presence. For ease of presentation these will be followed by an over-view of other countries, presented within the geographical regions of Europe, Asia-Pacific and the Americas.

Spain

A small group of academics in Spain established initial contact with Don and began to implement TPSR with underserved youth. This commitment grew with visits by Dave Walsh in 2003 and Paul Wright in 2008. Spain now has a strong active group of academics working with TPSR and the strength of the group can be seen by the large number of TPSR based publications. Many have been based on studies in either elementary or secondary physical

education classes (Cómez-Mármol, Martínez, Sánchez, Valero, & González-Villora, 2017; Escartí, Llopis-Goig, & Wright, 2016) although to date these studies have not led to a general embracing of TPSR into the wider physical education curriculum in Spain. There has also been work in school programs for at-risk adolescents (Escarti et al., 2006) and cross-curricular/school wide applications (Escartí, et al., 2016). One well established program outside of schools is that of mvpsport (mvpsport.es) which promotes a TPSR approach to sport youth clubs and sporting associations.

The work of Escartí, et.al. (2015) in developing and validating the TARE 2.0 instrument has supplied an important research instrument for establishing fidelity to the model. A number of instruments have been translated into Spanish and Escartí, Gutiérrez, Pascual, & Wright (2013) study was important in that it established that the levels of validity and reliability of the Spanish version of the TARE was satisfactory, giving other researchers the confidence to use these Spanish language tools in later studies.

New Zealand

TPSR has a long history in New Zealand and is a widely implemented pedagogical model in New Zealand secondary school physical education. The initial catalyst for the introduction of TPSR was a visit to New Zealand in 2001 by Don and a young graduate student Dave Walsh. Don and Dave ran a series of workshops throughout the country culminating in Don presenting a well-received Key Note address at the Physical Education New Zealand national conference. Both were invited to return in 2004 to run a three-day workshop for 30 physical education academics and classroom teachers at Massey University. These visits, and the subsequent work of Barrie Gordon at Massey and Victoria Universities, helped establish TPSR as a pedagogical model within school physical education programs (Gordon, 2010).

The degree to which TPSR is implemented within secondary school physical education in New Zealand was tested in a nation-wide survey of secondary school physical education departments (Gordon, Thevenard, & Hodis, 2011). A total of 148 schools responded of which 79 reported they were teaching TPSR in their programs. New Zealand is unusual in that a TPSR based physical education achievement standard is an option within the National Certificate of Educational Achievement (NCEA). NCEA is the graduating qualification for high school students that is used in applications for employment and university. The TPSR based standard has been available for many years and is a popular option. In 2018, for example, 8,877 students participated. While this article is not the place for a critique, it should be noted that members of the New Zealand physical education community has expressed concerns around both the level of fidelity to TPSR and the assessment practices. There are also small groups using TPSR in primary schools. There is, however very little TPSR used in out-of-school clubs and programs

Europe

In Europe, several countries have implemented TPSR programs. Spain, as previously mentioned, has extensive programmes while Portugal, Greece, Malta, Scotland, Ireland, Turkey, Finland, and Serbia (Buišić & Đorđić, 2019; Gray, 2012; Riolo, 2018; Romar, Haag, & Dyson, 2015) are other examples of countries in which TPSR has established a presence.

One difficulty that arose when researching for this article was the number of publications, Masters and PhD theses that were presented in languages other than English. Portugal, for example, has a small active group of researchers on the model and has produced four Master's theses and four PhD dissertations in Portuguese along with several book chapters and a book based on TPSR. A similar situation was found in other countries such as Finland, Spain and Greece.

Asia-Pacific

297 Asia-Pacific is one region in which TPSR has established a strong base and it is an area in
298 which TPSR continues to grow. New Zealand, discussed above, is the strongest country in
299 this region in the degree of its uptake of TPSR, while South Korea has also embraced the
300 model largely through the work of Lee and Choi (2015). Several other countries in the region
301 have also made progress in embracing the model. These include Taiwan where Professor Pan
302 has completed TPSR based studies (Pan, Huang, Lee, & Hsu, 2019; Pan & Keh, 2014) and
303 Indonesia which has produced at least four TPSR related PhD dissertations. In Timor-Leste
304 (East Timor) Céu Baptista (Baptista, et al., 2019) introduced TPSR into their teacher training
305 programs, work that formed the basis for her PhD and which continues today at National
306 University of Timor Lorosa'e.

307 In Australia, there has been an on-going effort from the Australian Council of
308 Physical Education Health and Recreation (ACHPER) to encourage the introduction of TPSR
309 into school physical education. This effort has been largely led by Rick Baldock, the
310 professional learning officer for ACHPER in South Australia. Interest in TPSR has been
311 generated partly through a series of well-established TPSR academics presenting keynote
312 addresses, Don Hellison (2001), Dave Walsh (2015), and Tom Martinek (2019), at their
313 biannual national conferences. There have also been a series of TPSR symposium and
314 practical workshops at national and state conferences. Dave Walsh, for example, ran eight
315 workshops for teachers in 2004. ACHPER has published a series of articles, including a
316 special issue on TPSR containing eight articles relating to in school and out of school
317 implementations (ACHPER, 2016). Like New Zealand, the focus for TPSR in Australia is
318 school physical education and while there has not been a wide spread up take of TPSR there
319 are pockets of high-quality implementations in some schools.

320 The interest in TPSR within the region has led to the recent establishment of an Asia
321 Pacific branch of the USA based TPSR Alliance. This initiative, largely driven by Barrie

322 Gordon and Rick Baldock, hopes to increase the visibility, applicability and fidelity of
323 implementation of TPSR in practice.

324 *Americas*

325 In Canada, Don's keynote at the Saskatchewan Health Education Association conference in
326 2000, was a key point in the dissemination of TPSR. Nick Forsberg, from the University of
327 Regina, Saskatchewan has helped facilitate the spread of the model through presentations and
328 publications and his influence is shown in the University of Regina's Health Outdoor and
329 Physical Education (HOPE) program which remains firmly built on Don's work (Kell &
330 Forsberg, 2014). There are multiple other examples of TPSR programs in the Regina area,
331 either in Physical and Health Education (Ford, Bonin, Engele, Harrison, & Forsberg, 2016) or
332 in out-of-school settings such as Growing Young Movers (2019).

333 Canada is a bilingual country, and a parallel francophone spread of the model has
334 been driven by the work of Sylvie Beaudoin and her team from the Université de Sherbrooke
335 in Québec. Sylvie completed her PhD on TPSR with elementary teachers and has since
336 completed a two-year research project helping university lecturers implement TPSR into their
337 undergraduate program (Beaudoin, Fortin-Suzuki, & Bilodeau, 2014). She has also used
338 TPSR within her own teaching and regularly delivers professional development workshops
339 on the model. The movement of TPSR into other French speaking countries is being driven
340 largely by Beaudoin who is working with Paul Wright to validate French language versions
341 of TPSR instruments. She also organised a TPSR symposium at 10th ARIS Conference in
342 Lille, France in 2018 (Beaudoin, Doolittle, & Fortin-Suzuki, 2018) the first time that TPSR
343 has been presented at a Francophone physical education conference.

Several other individuals are implementing TPSR in various settings across Canada, (Balderson & Martin, 2011; Bean, Kendellen, & Forneris, 2015); and there have been a small number of TPSR based Ph.D. dissertations and Master's thesis completed. In some provinces in Canada, TPSR has also become associated with the physical education curriculum.

There has been some interest in TPSR in other areas of the Americas, in Brazil with children, (Pick, 2004), and school students (Almeida & Pick, 2018) and the work, published and unpublished, that has been done with TPSR in countries such as Mexico, Haiti, Uruguay, Chile, Belize, Costa Rica and Trinidad & Tobago is also acknowledged.

Other Contexts and Populations

Along with the geographical spread of TPSR there has been a steady trend of TPSR being implemented in new contexts and with different populations and cultures. This broadening of TPSR from its origins in the USA has occurred over many years and has included many 'firsts'. Examples include the first study published on the use of TPSR in pre-school education in Portugal (Pavão, Santos, Wright, & Gonçalves, 2019), its introduction into higher education programs in Canada (Kell & Forsberg, 2014), Wright, White & Gaebler-Spira (2004) study with an adapted physical activity program, the first study linking TPSR fidelity and student outcomes (Pascual et al., 2011), and the translation of TPSR into Spanish and its subsequent introduction into physical education classes and school-wide applications in Spain (Escartí, Llopis-Goig, & Wright, 2017). There are many other 'firsts' that have occurred and this process of expanding the boundaries will continue as the popularity of TPSR increases, both within the USA and internationally, and as practitioners and academics continue to experiment with the model.

When considering the movement of TPSR into different contexts and populations we again used Cummins (2013) framework of **what, how, to whom, where and who** as the structure for our analysis. We were firstly interested in identifying what the programs looked

like in the reality of practice and the degree to which they showed of fidelity to the model. This was at times difficult as it was noticeable that a number of TPSR based studies offered insufficient detail of the actual programs to allow the reader to identify what was occurring and the level of fidelity that was achieved (for example Pan, et al., 2019). The degree of program description and/or the use of observational instruments to support fidelity did vary with some, such as Lee & Choi (2015), offering program descriptions and extensive observational data.

It was interesting to discover the enormous variations in how the TPSR programs were implemented. Some programs have been working consistently for many years. Project Effort, now in its 27th year, and the kinesiology club in San Francisco are two examples of these long-term programs. Others, such as a program for underserved youth in South Africa with just five one-hour sessions in a single week were short term interventions (Whitley, 2012). Overall the programs were varied and offered the full range of possibilities of how long sessions lasted, the regularity with which they occurred, and the overall length of time they ran for. Examples include Aksoy's (2017) program in which 30 ninth graders participated for two hours per week for eight weeks while Ivy, Richards, Lawson, & Alameda-Lawson (2018) program, with young elementary age students, ran for one hour three times a week for thirty weeks. The variety of ways in which the model is implemented was illustrated by Gordon et. al. (2011) survey of New Zealand high school physical education teachers. While all worked within the same national curriculum, the time given to TPSR based programs varied widely among teachers ranging from full year implementations down to units of just two weeks.

Within school physical education programs one interesting development in how the model implemented is the merging of TPSR with other instructional models. Gordon et al. (2011) survey of New Zealand secondary school physical education programs identified that

almost 70% of teachers using TPSR had taught it in combination with Sport Education and that most considered this to be a very successful innovation. More recently Pan, Huang, Lee and Hsu (2019) compared the learning effects of a merged TPSR / Sport Education model with a traditional approach to teaching physical education in Taiwanese High School physical education classes. Baldock (R. Baldock, personal communication, September 16, 2019) also reports that the merging of TPSR and other instructional models is being carefully considered in Australia.

The TPSR model has been delivered to a variety of populations in a wide range of contexts. Much of Don's work involved out-of-school or extracurricular sports-based contexts (Hellison, 2011) and this has remained a popular context for TPSR within the USA and internationally. There are many examples of programs within the USA which have used these contexts including an out-of-school programs for at risk middle school aged boys (Gordon, et al., 2016), a squash program tied to improving academic achievement (Hemphill & Richards, 2016), competitive sports (Balague & Fink, 2016), male refugees from Tanzania (M. A. Whitley, Coble, & Jewell, 2016), a soccer based program for gang affiliated youth in San Francisco (M. Buckle, 2016; M Buckle & Walsh, 2013) working with young boys in a residential facility (Coulson, Irwin, & Wright, 2013) and an adapted physical activity program (Wright, et al., 2004).

Internationally there are also many examples of TPSR based out-of-school or extracurricular sports-based programs. These include in Brazil where TPSR based programs in handball, dance and futsal were implemented with three different age groups (Almeida & Pick, 2018), a sport for development program with vulnerable youth in Eswatini (Huysmans, Clement, Whitley, Gonzalez, & Sheehy, 2019) and a sports-based program for adolescents in South Africa (Whitley, 2012). TPSR has also formed the basis of sport for development

programs around the world including two major initiatives in Belize and Sri Lanka (Wright, Jacobs, Howell, & Ressler, 2018).

While there were a relatively small number of in- school-based TPSR based programs reported in the USA (Hemphill, Templin, & Wright, 2013; Wright & Burton, 2008) this was a more popular context internationally. Two studies, one from Portugal (Pavão, et al., 2019) and one from New Zealand (Severinsen, 2014), reported on TPSR based programs that successfully worked with pre-school children. There have also been a number of programs that have worked with students at the elementary school level in a variety of countries. These include Spain (Escartí, Gutiérrez, Pascual, & Llopis, 2010) South Korea (Lee & Choi, 2015; Lee, Kim & Kim, 2012), Serbia (Buišić & Đorđić, 2019) and Canada (Beaudoin, et al., 2015). Internationally TPSR was also reported to be taught in High School physical education programs in several countries. New Zealand (Gordon, et al., 2011) is unusual in that it has a national curriculum that is aligned with TPSR and TPSR is a well-established pedagogical approach in school physical education programs throughout the country. In other countries where TPSR has a presence in High School physical education, this usually occurs outside of the official curriculum. These include Turkey (Agbuga, Xiang, & McBride, 2015; Aksoy & Gürsel, 2017) Scotland (Gray, 2012) Taiwan, (Pan, et al., 2019) Spain (Prat, Camerino, Castañer, Andueza, & Puigarnau, 2019) and Japan (Umegaki et al., 2017). In these countries TPSR based programs in high school physical education, while successful, has not led to an official recognition of the model within the physical education curriculum.

In considering who delivers TPSR programs, in the majority of published studies the TPSR implementation was facilitated by a university academic delivering the program to teachers, teachers in training, or program leaders who taught TPSR within their normal program (Huysmans, et al., 2019; Severinsen, 2014). In some studies, however, the academic leader was also involved in or was fully responsible for the direct delivery to youth (Filiz,

2019; O. Lee, et al., 2012; Pan, et al., 2019). In other studies, the development and implementation of the programs were driven by practicing teachers working with university academics in action research projects (Coulson et al, 2013., Gray et al., 2018). While academics were strongly represented in these studies this can largely be explained by the fact that it is academics who publish articles, and this does not capture the extensive work that is occurring without publications or presentations.

Discussion

This article has examined the spread of TPSR from its origins in Portland Oregon in the 1970's through to its position today as a truly international pedagogical model. In doing so we have described its implementation in a variety of countries, in a wide range of settings. and drawn on the work of academics and practitioners from around the world. This proliferation of TPSR will continue as more and more people see the benefits of the model. While many will implement it in traditional sport based out-of-school contexts and physical education classes, others will introduce the model into new contexts and with new and different populations.

It is acknowledged that ensuring fidelity to the model is maintained can be difficult, even when a program is implemented in a context strongly aligned with Western culture and beliefs. When TPSR is implemented in culturally different contexts there is added complexity which raises the question of what should be maintained, independent of the cultural context, and what is culturally situated and should be included. As previously mentioned, the values (levels) of respect, effort, self-direction, caring/leadership and transfer are often considered as being fundamental to TPSR, and for many their inclusion is a requirement for claims of fidelity. If this is so, then it is important to consider the meaning and appropriateness of the values and, effectively, whose values are being taught.

Gordon, Wright and Hemphill's (2018) evaluation of a New Zealand based boxing program, illustrated this point when they reported on the different understanding of what the term 'respect' meant in Pasifika culture compared to that being taught in the Western based culture of the gym. As one boy explained, respect, as taught in the gym, meant looking people in the eye, shaking hands firmly when meeting them and answering directly if asked a question. In his Pasifika culture, however, respect was shown by not looking at or talking directly to the elders and he reported that if a young person was to look an elder in the eye and speak directly to them it would be considered very disrespectful.

A similar tension was identified by Lee and Choi (2015) when they examined the impact of a professional development (PD) program on six Seoul elementary school teacher's implementation of TPSR with their classes. Korean culture is highly influenced by Confucianism and:

emphasizes interpersonal harmony over individual choices or making one's voice heard and assesses the appropriateness of interpersonal relationships according to hierarchical relationship-based behavior. This emphasis on harmony and hierarchy can influence the interpretation and practice of values such as self-direction and respect. (p. 604)

As one of the teachers reported the cultural differences offered them the challenge of 'how to make self-direction work in the collective culture' (p.616) where students perceiving respect as being a hierarchical concept. Lee and Choi felt that when implementing TPSR in culturally diverse contexts that while:

fidelity to the spirit of the original program is important, local modifications can be made as long as the key concepts and essence of the TPSR are not ignored... Finding an ideal mix of fidelity and adaptation has long challenged program implementation

because the “culturally blind” implementation of a program can undermine its positive effects. (p. 606)

The challenges of implementing TPSR in culturally diverse settings will continue as the model continues to spread (Jung & Wright, 2012). One current initiative, for example, being explored is the implementation of TPSR in Islamic contexts using values associated with an Islamic world view (Gordon & Chown, 2019). Questions also arise when TPSR is implemented in countries such as Spain (Cómez-Mármol, et al., 2017), Taiwan (Pan, et al., 2019) and Quebec (Beaudoin, 2019), where it is taught in languages other than English and in distinctly different cultural contexts.

In considering this issue of ‘to whom’ the model will be implemented we have identified that the model has progressed from Don’s initial work with adolescent boys in underserved communities to now include younger children, college students, co-ed as well as girls only programs and kids with disabilities. One other area that deserves consideration is for the model to be implemented with adults, as a way to facilitate their person growth towards becoming more personally and socially responsible. When adults have previously been involved in TPSR, this involvement is usually based on developing their knowledge and skills in order to prepare them to teach others using TPSR.

Conclusion

The issue of fidelity to the model is one that will continue to challenge those involved with TPSR into the future. We believe that to meet this challenge, program evaluations, quality professional development, the growth of communities of TPSR practice and ongoing research will be crucial. For more detail on professional development and communities of practice in TPSR see Dunn and Doolittle in this issue.

It is important for anyone implementing the model that their programs are evaluated for fidelity. This allows them to be confident that they are using the TPSR model to its full

516 potential in order to best help kids become more personally and socially responsible. A
517 fidelity check also gives teachers and leaders the opportunity to make appropriate changes if
518 needed. Using the TARE systematic assessment instruments is one option for checking for
519 fidelity, although the requirements for time and expertise mean this approach is perhaps
520 unrealistic for many teachers and leaders. It is possibly more suitable for academics,
521 researchers or as a part of TPSR professional development programs. Two alternatives to the
522 TARE instruments that are readily available (tps-r-alliance.org) and relatively easy to use, are
523 the TARE Post-Teaching Reflection tool and the TPSR Implementation Checklist. Both can
524 be completed at the end of sessions, do not require extra people to be involved, and are ideal
525 for evaluation and self-reflection. If used on a regular basis they allow the patterns of
526 behavior in relation to TPSR implementations to be clearly identified. One important
527 advantage of ongoing evaluations is that they are not just a snap-shot but provide data on the
528 natural progressions that occur over time in TPSR programs. TPSR has been described as a
529 process and a destination and any evaluation for fidelity needs to be sensitive to that reality.

530 Quality professional development, based on well-established principles and facilitated
531 by leaders well-grounded in TPSR, is another way of helping ensure that programs have a
532 high level of fidelity (see Dunn and Doolittle's article in this special edition). The TPSR
533 Alliance is a good example of a community of TPSR practice that has supported the model
534 for many years and the creation of other communities of TPSR practice would be a useful
535 initiative in helping maintain the quality of implementations. Ongoing quality research will
536 be an important plank in ensuring that as the model continues to spread and grow it maintains
537 its soul, the essence that makes TPSR what it is. As previously discussed, fidelity to the
538 underpinning philosophy of TPSR, rather than the structure of the model, is essential and
539 research will play a critical role in ensuring that true fidelity is maintained. Note that the

growth, and future directions, for research on TPSR is addressed by Wright, Fuerniss and Cutforth and others in this special edition.

TPSR has grown substantially from its relatively modest beginnings and this will continue into the foreseeable future. The rate of growth appears to be accelerating and this brings with it opportunities and risks. The essence of Don's vision was for sport and physical activity to become an effective context for facilitating values education, for helping develop 'better people' and as an opportunity for teachers and coaches to do something worthwhile in their professional lives. This is his legacy and it is a legacy that we must all be vigilant in protecting, so that future generations have the same opportunities as those who have been, or who are presently in, quality TPSR programs throughout the world.

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