

Teaching Personal & Social Responsibility

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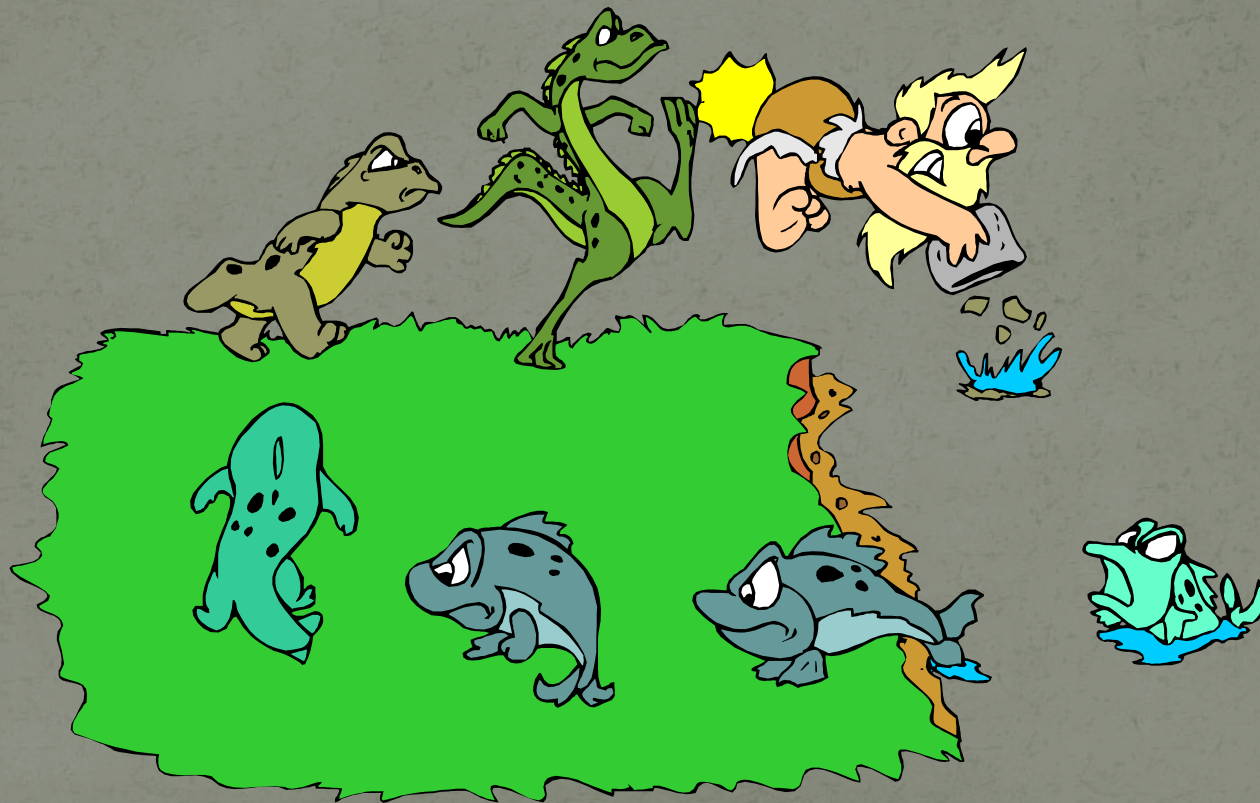
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Icebreaker – Evolution!



Zoom & Re-Zoom

Post-it Vignettes

- **Activity**
- **Post – it notes placed around the room with basic descriptors of each TPSR Level**
- **Participants will be asked to go around and for each level place specific behaviors they would want to see for their student / youth they work with**

Session Outcomes

- Think Tank Exercise
 - What tools, strategies, and knowledge would you like to gain from your participation today?
 - What resources are you presently aware of with regard to TPSR?

Session Outcomes

- Application
 - Leave with a toolkit with different strategies and ideas on how to use TPSR in specific settings and how TPSR may change in each setting
- Knowledge
 - Understand the history, theory, format, and application of TPSR
 - Learn how TPSR is used in a variety of environments and how it is changed for each environment
- Resources
 - Have a list of contacts to reach out to when needed
 - Have a list of literature to read when needed

Session Overview

- Relationship Time
 - Icebreakers
 - Post-it Vignettes
- Awareness Talk
 - Session Objectives
 - Understanding the Model – Infusing it into your PE curriculum
- Lesson focus
 - TPSR Model
 - Assessment
 - Model in Action
- Group Meeting
 - Creating an action plan for your PE setting
- Reflection Time
 - Q & A time

Understanding the Model

- History of the model
 - Don Hellison's story
- The philosophy behind the TPSR Model
- The functional use of the TPSR Model
 - Used in a variety of environments
 - Used by a variety of individuals

TPSR Model

- TPSR Themes
- Responsibility Levels
- Lesson Plan Format
- Developmental Stages

Introductions of the Facilitators

Brian D. Clocksin – Hofstra University

Doris L. Watson – University of Nevada Las Vegas

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TPSR Themes

- Central to the implementation of the model are four thematic objectives that guide teachers in the delivery of responsibility-based pedagogy
- The themes guide in the creation of a climate of responsibility that is fostered through the shared respect, modeling, and teachable moments
- By keeping **'S.I.T.E.'** of these themes, teachers can promote personal and social responsibility through any curricular activity

Student-Teacher Relationships

- Dedicating time to foster student-teacher and student-student relationships is essential for creating a climate of respect
- For students to buy into a responsibility-based climate we have to model, reinforce, and reflect upon what it means to respect the rights of other
- Without positive student-teacher and student-student relationships the best we can hope from the responsibility model is for it to serve as a behavior management tool

Integration

- It is our belief that responsibility-based instruction is a philosophy that should guide every aspect of your program
- Teachers using this model are encouraged to integrate responsibility roles, concepts, and expectations into every lesson regardless of the activity/skill being taught

Transfer

- Often overlooked in TPSR programming, transfer moves the model from a physical education curricular tool to a youth development process
- Initially we must help students identify connections between their actions and behaviors in the gym with those outside of their time in physical education
- Eventually students will learn to reflectively make these connections and make choices that are consistent to the responsibility model independently

Empowerment

- By definition, empowerment is an individual sense of 'power' in their lives
- For the model to work the teacher must share responsibility with students, reinforce positive choices, redirect negative choices, and encourage self-reflection in students
- For students to feel a sense of empowerment they need to have a voice in the learning process and be supported by their peers and the teacher

Position Stands

- Promoting personal and social responsibility aligns with the National Standards
- The TPSR model is a behavior management tool
- The levels are cumulative

Responsibility Levels

The responsibility levels have evolved over the years, but remain committed to an interrelationship between personal and social well-being

Understanding these levels provide insight into student characteristics and helps teachers adopted curricular choices

Level I: Respect

- Students at responsibility Level I are able to control their behavior to such a degree that they do not interfere with the learning opportunities of others
- Hellison (1995) describes this in the context of three sub-components of level I behavior:
 - a) self control (verbal and physical behavior),
 - b) agreeing to peaceful conflict resolution, and
 - c) inclusion is a right for all

Level II: Participation & Effort

- Students at responsibility Level II maintain the respect for others to learn while fully participating in activities
- These students are willing to try new activities and practice activities they are not skilled at
- Hellison (1995) identifies three components of level II behavior:
 - a) exploration of effort,
 - b) willingness to try new things, and
 - c) beginning to define personal success

Level III: Self-Direction

- Students at responsibility Level III have demonstrated respect for their peers and the willingness to participate and give effort in a variety of tasks
- These students are able to work independently towards self-identified goals and in cooperation with peers
- Students will benefit from opportunities that promote self-regulation and teaching styles that encourage student responsibility

Level IV: Caring/Helping

- The willingness to positively help peers in the learning process is a key characteristic of Level IV learners
- These students are able to lead learning experiences and assess their peers
- They are ready for leadership opportunities during the lesson
- This can involve facilitating the awareness talk or group meeting, leading warm-up or closure activities, or working with less skilled peers during the lesson focus.

Level V: Outside of the Gym

- Level V students are able to make connections between the learning experiences in physical education with those beyond our doors
- Integrating TPSR ideas into after-school and extra-curricular activities can create a climate of responsibility that will promote transfer beyond the gym as well
- These students can benefit from teaching styles that promote goal setting and allow the learn to self-assess and reflect on these experiences

Student Characteristics

Level	Characteristic	Teaching Strategy
1	<ul style="list-style-type: none"> • Respect the right of others to learn • Controls behavior • Comes to class prepared 	<ul style="list-style-type: none"> • Teacher-centered teaching styles • Positive feedback when engaged • Behavior contracts • Provide opportunity for teacher-student relationship time
2	<ul style="list-style-type: none"> • Tries new activities • Positive interaction with peers • Follows directions • Needs some prompting to stay on task 	<ul style="list-style-type: none"> • Move toward a student-centered teaching style (Task) • Team activities and cooperative games • Development of reflection skills
3	<ul style="list-style-type: none"> • Able to self-regulate behavior • Can work independently and with peers • Stays on task, able to set goals 	<ul style="list-style-type: none"> • Student-Centered teaching styles (Task, Reciprocal, Self-Check) • Develop goal setting and self-assessment skills
4	<ul style="list-style-type: none"> • Ready for leadership opportunities • Demonstrates interest in working with peers • Promotes positive personal and social responsibility 	<ul style="list-style-type: none"> • Student-Centered teaching styles (Reciprocal, Self-Check, Inquiry) • Opportunity for student leadership • Peer assessment and instruction

Position Stands

- The lesson format for TPSR is radically different from a traditional format
- Promoting PSR takes time away from physical activity in PE
- TPSR works best in a team sport setting
- A teacher that uses TPSR in PE releases control of the class to the students

Utilizing the TPSR Lesson Format

A responsibility-based lesson plan provides the foundation to foster student personal and social responsibility

[Sample Lesson](#)

Lesson Plan Components

Component	Description	Strategies
Relationship-Time	Time to work on Teacher-Student and Student-Student relationships.	<ul style="list-style-type: none"> • Cooperative Warm-up Activities • Opportunity to self-select partners/task • Peer leaders
Awareness Talk	Teacher initiated discussion on the integration of responsibility into the lesson. Sets the stage and expectations for the learner. As the learner moves through developmental stages the students take over these discussions.	<ul style="list-style-type: none"> • Guided discussion/questioning on ways students can demonstrate responsibility during physical education • Identify connects that promote transfer to life outside of the gym
Lesson Focus	The heart of the lesson that is used for responsibility and skill development.	<ul style="list-style-type: none"> • Vary teaching styles to match developmental readiness of students • Provide opportunities for students to demonstrate responsibility appropriate to the level that exhibit
Group Meeting	Group debrief on the lesson that identifies how students exhibit personal and social responsibility and checks for understanding of content presented. Students should have increased role and voice in this process as developmentally ready.	<ul style="list-style-type: none"> • Opportunity for student voice • Limit teacher contributions • Structured questions to begin the discuss • Partner and small group discussions that are presented back to the class • Utilize “talking stick” to minimize interruptions
Reflection	Dedicated time for individualized reflection on the learning experience and personal and social responsibility behavior.	<ul style="list-style-type: none"> • Student journals • Exit slips • Guided questions initially to develop reflection skills in students

TPSR DEVELOPMENTAL STAGES

Developmental Stage 1

- **Relational Time (before and after class)**
 - Develop relationships with students.
 - Convey to students that they are unique, has strengths, and a voice that matters.
- **Awareness Talk**
 - Teach Levels 1 & 2 (100% teacher led)
 - Ask specific questions regarding respect, self-control, and positive attitude (Level 1), and effort and teamwork (Level 2).

- **The Lesson**
 - Integrate Levels 1 & 2 into the physical activity (100%)
- **Group Meeting**
 - Students talk first. Teacher asks likes, dislikes, and overall perception of the day including Levels 1 & 2.
 - Teacher then talks. Provides overall perceptions including Levels 1 & 2.
- **Reflection Time**
 - How respectful were you toward others (Level 1)? How was your self-control (Level 1)? How was your attitude (Level 1)?
 - How hard did you try today (Level 2)? How well did you work as a team member (Level 2)?

Developmental Stage 2

- **Relational Time (before and after class)**
- **Awareness Talk**
 - Reminder of Levels 1 & 2 (80% student led/ 20% teacher led).
 - Introduce and focus on Levels 3 & 4 (100% teacher led).
- **The Lesson**
 - Integrate Levels 1 & 2 into physical activity (30%)
 - Teacher directed activities
 - Integrate Levels 3 & 4 into the physical activity (70%)
 - Provide time for students to work independently (Level 3).
 - Provide time for best students to provide leadership roles (Level 4).

- **Group Meeting**

- Students who provided leadership talk first followed by the rest of the students.
- They discuss likes, dislikes, and overall perception of the day including Levels 1-4.
- Teacher then talks. Provides overall perceptions including Levels 1-4.

- **Reflection Time**

- How respectful were you toward others (Level 1)? How was your self-control and attitude (Level 1)?
- How hard did you try today (Level 2)? How well did you work as a team (Level 2)?
- How well did you work independently (Level 3)?
- Did you provide any leadership (Level 4)?

Developmental Stage 3

- **Relational Time (before and after class)**
- **Awareness Talk**
 - Reminder of Levels 1 & 2 (100% student led).
 - Reintroduce Levels 3 & 4 (80% student led/ 20% teacher led).
 - Make the connection to Level 5 (100 % teacher led). Provide specific outside the gym examples.

- **The Lesson**

- Integrate Levels 1 & 2 into physical activity (5%)
- Integrate Levels 3 & 4 into the physical activity (95%)
 - Working independently extends to working on goals (Level 3).
 - Best leaders take on more leadership roles & help others develop leadership skills (Level 4).

- **Group Meeting**

- Mentor leaders talk first followed by assistant leaders and then the rest of the class.
- Teacher then talks. Provides overall perceptions including Levels 1-4.
- Teacher also creates discussions on Level 5.

- **Reflection Time**

- How was your self-control, respect, and attitude (Level 1)?
- How hard did you try today (Level 2)? How well did you work as a team (Level 2)?
- How well did you set and work on goals independently (Level 3)?
- Did you provide any leadership (Level 4)?
- Are you trying out these responsibilities outside PE (Level 5)?

Assessment in TPSR

“What’s worth doing?”

“Is it working?”

“What’s possible?”

Why Assess?

- **To match the program to the kids**

Get to know the kids, program planning, daily program evaluation, goal setting and accountability for kids, engineering empowerment

- **To assist teachers /leaders problem solving, reflection & development**

TPSR fidelity/accountability, problem solving, reflection-in-action, leader development and empowerment

- **To evaluate and document program impact or results**

For leaders, administrators, external funding requirements

- **To research the process and impact of programs**

For scholars, to contribute to the literature base, develop the model, document new possibilities

Assess What and Whom?

Assessing Kids

- Attendance/participation)

- Kids evaluation of lessons
- Kids ideas about the program
- Kids performance or behaviors related to personal and social skills (e.g., emotional control, goal setting, sharing, leadership)
- Stories about transfer (to life outside the program)
- Fitness/activity levels
- School performance

Assessing Leaders/Teachers

- Fidelity/consistency with

- TPSR model
- Self-reflection on implementation of goals, teaching skills, personal qualities

Assessing the Program

- Process
- Impact
- Development

Types of Assessment

Rubrics

Journals

Report
Cards

Observations

Interviews

Reflection
Time

Group
Meeting

TPSR ALLIANCE WEBSITE

- <http://www.tpsr-alliance.org/>
- [TARE](#)
- [TPSR Feedback Form](#)
- [Malcolm X Worksheet](#)

Types of Assessment

- Assessments can be informal or formal
 - Informal: Not documented, holding a group meeting, reflection, 1-to-1 conversation, self-assessment
 - Formal: Results in a document, daily log or systematic observation, video or audio-taping sessions, written journals or assignments
- Assessments must match the core values/goals of the program
- Consider audience and context to determine the type of evaluation
- Use multiple assessments
 - to consider all the program elements
 - to consider each different perspective

Assessments in an Elementary-Aged After School Program

- Currently, I am conducting a program with a group of underserved 2nd and 3rd grade children who attend a YMCA-supported after school program
- Assessments used to accommodate the children:
 - Pictures -- Interviews
 - Group Meeting -- Reflection Time

Additional Assessments in Project

- To get a comprehensive understanding of how children understood TPSR core values, made meaning of the values, and subsequently transferred the values to the classroom and the YMCA program, I obtained information from various sources – Children, teachers, youth staff, and myself
 - Fidelity Checks -- Interviews
 - Source Journals -- Observations
 - Report Cards -- Researcher Journal

Assessment in Action

- Show 3-4 minute video clip of group meeting and reflection time in my study.
- [clip](#)

What is the Purpose of Assessing a TPSR Program?

- Allows for the evaluation of the program, teachers/facilitators, and students
- Assessments can be used in physical education programs, after school programs, classrooms to:
 - Determine what is going well and what areas of the program need improvement
 - Understand the process so that a better product can be produced

What does TPSR look like in action?

- ‘I understand the model, but how do I begin?’
- [Overview in action](#)

Sneaky structure?
The integration of TPSR into a loosely
structured
after school
physical activity program



John McCarthy

Background: Previous work with TPSR in this setting

- Worked with student-athletes during in school time
 - Working with students during a “class period” allowed us to have more structured sessions; complete with opening huddles, physical activities (with TPSR lessons integrated) and cool-down/debrief discussions

New situation, new approach

- Moved to after-school time
- Challenges with this format
 - Students coming and going at different times
 - Students really there for a work out (have to balance “talking,” with giving them the programming they are coming for)
 - Varied attendance

New situation, new approach

- Those challenges are also some of the best parts of the “new” program
 - Students are there by choice; many stay longer than in-school time would allow
 - Because students are interested in the workouts, they seem interested in what the adults leading these exercises have to say
 - Varied attendance often lends itself to attendees getting personalized attention from caring adults

New situation, new approach

- What we have done to bring in TPSR
 - Workout AND responsibilities written on a white board for attendees to see
 - Huddle after warm up (when most students have arrived) to talk about responsibilities/what attendees want to focus on
 - Huddles at convenient times throughout programming (“bringing it in” as certain groups might be leaving, to talk about the responsibility they were focused on/ask for examples...)
 - Individual discussions about the responsibilities adults see attendees demonstrating (eg: at Squat station with 2 teens, at core station with a small group of students)
 - Cool down discussions with whoever is present at a natural end time

Learnings & Looking forward

- Need to continue to work on transfer piece
- Many opportunities for what we can offer during after school time
 - Physical Activity
 - Lessons about personal and social responsibility from caring, consistent adults (almost in a more conversational as opposed to “lecture-y” way)
 - Other options (eg: job training)

Video here

- [English High](#)

K-12 Samples

Robin

- [Exploring TPSR](#)

Angela

- Project Guard: Make A Splash an Overview
 - Relationship Time
 - Awareness Talk
 - Lesson Focus
 - Group Meeting

PETE Samples

Sarah

- [PETE Program](#)

Out-of-School Samples

Brian

- [MASH Overview](#)
 - [Relationship Time](#)
 - [Awareness Talk](#)
 - [Lesson Focus](#)
 - [Group Meeting](#)

Meredith

- [Refugee Sport Club](#)

Group Meeting

Breakout Session

- Elementary Table (Robin & Brian)
- Secondary Table (Angela & John)
- PETE Table (Sarah & David)
- Out-of-School Table (Doris & Meredith)

- Develop a personal action plan for how to put the model into action in your particular context

- **TEACHING PHILOSOPHY**

- **What is your teaching philosophy?**

- ---
- ---
- ---

- **What are your goals and expectations for your students?**

- ---
- ---
- ---

- **How do you tell your students about these goals?**

- ---
- ---

- Program Goals
- Strategies for Implementation
- Plausible assessment(s)
- Barriers to Implementation

Reflection Time

Questions & Answers