# Targeting Social Competence in the Physical Education Curriculum: Evidence-Based Strategies and Implications for Teacher Education Program

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SOCIAL COMPETENCE

Defined as a multidimensional construct including emotional, behavioral and cognitive components and ability to perform culturally or contextual defined tasks related to social and interpersonal situations.

Elliot & Busse, 1991; Myrick & Martorell, 2010; Nestler & Goldbeck, 2011
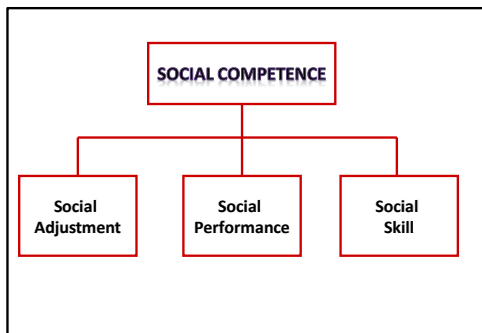
Cavell,1990

DEFICITS OF SOCIAL COMPETENCE

Poor social competence is considered deficit in specific social skills

Types of deficits:

1. Prerequisite skills
2. Lack of performance of social skills
3. Deficits of self-control
4. Emotional problems

Gresham, 1986; Walker et al., 1988

SOCIAL COMPETENCE AT SCHOOL

Socially competent students are able to:

(a) establish positive relationships,

(b) share,

(c) help others,

(d) request help,

(e) take responsibility for own actions, and

(f) encourage others

Elliot & Busse, 1991; Hellison, 2003; Spence, 2003

STUDENTS' SOCIAL COMPETENCE

Students' social competence plays an important role in child and youth development of social interactions, peer acceptance, and also academic skills.

Elliot & Busse, 1991; Kennedy, 1988; Myrick & Martorell, 2010; Nestler & Goldbeck, 2011

SOCIAL COMPETENCE IN PE

✓ Potential to develop social competence
✓ Not automatic outcome

Two sides of social interactions in PE
✓ Positive: engagement & learning
✓ Negative: fun and reduced tasks demands

- Giebink & McKenzie,1985; Hellison, 2003; Patrick et al., 1998; Vidoni & Ward, 2009
- Carlson & Hastie, 1997; Hastie, 1995; Siedentop, Hastie, & van der Mars,2011

THE SOCIAL CONTEXT OF PE

✓ Support peer's performance
✓ Respect peers and teacher
✓ Show respect to opposing teams and officials
✓ Accept losses without complaint
✓ Respect equipment
✓ Assume victory without gloating

Giebink & McKenzie, 1985; Hellison, 2003; Patrick et al., 1998; Vidoni & Ward, 2009; Ward, 2004

MODEL OF SOCIAL COMPETENCE IN PE
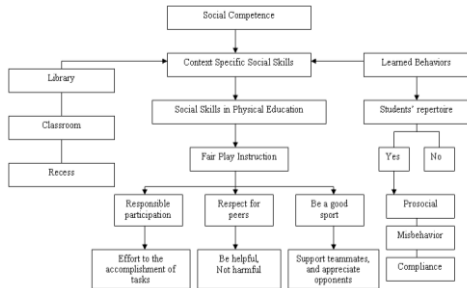
Vidoni & Ward, 2009

MODEL OF SOCIAL COMPETENCE IN PE

The premise of this model is to demonstrate that teachers can integrate managerial and instructional tasks into students' social system by explicitly teaching social behaviors in physical education.

Vidoni & Ward, 2009

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MODEL OF SOCIAL COMPETENCE IN PE

The conditions for teaching social skills should be similar to conditions of teaching motor behaviors, such as:

(a) the teaching of the social behaviors desired,

(b) implement individual or group accountability,

(c) promote plenty of opportunities to practice,

(d) corrective feedback, and

(e) reinforcement of positive occurrences.

Vidoni & Ward, 2009

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STRATEGIES
TO TEACH SOCIAL COMPETENCE IN PE

1. Fair Play Instruction
2. Teaching Self-Managing
3. Classwide Peer Tutoring

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1. Fair Play Instruction
(Vidoni & Ward, 2009)

Purpose:

Investigate the effects of using Fair Play Instruction (FPI) on 8th-grade physical education students during a tag rugby unit

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FPI (Method)

Participants & Setting
✓ Female teacher
  o 2 Classes
  o 7 target students

✓ Public middle school
  o 18-day Tag Rugby Unit

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DEPENDENT VARIABLES

Based on Fair Play Code of Conduct
(Siedentop, Hastie, van der Mars, 2004)

1. Give Your Best Effort
  ✓ Active, waiting and non-active participation

Recording Procedure
  ✓ Interval-Recording
  ✓ Whole lesson – 6 seconds observe/record
  ✓ Videotaping sessions

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DEPENDENT VARIABLES

2. Be Helpful, Not Harmful
- ✓ Definitions
- ✓ Missed opportunities to help someone

Recording Procedure
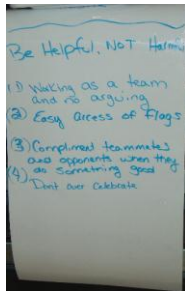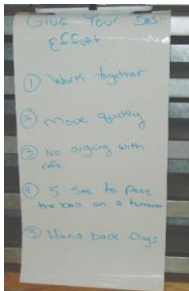- ✓ Event Recording
- ✓ Whole lesson
- ✓ Live coding

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EXPERIMENTAL CONDITION

Fair Play Instruction (FPI)
Chart
- ✓ First day
  - o Teacher explanations of behaviors
  - o Students contributed to make cues for the chart
- ✓ Subsequent days
  - o Chart remained in the gym
  - o Cues reviewed every day

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Create a Poster with Students

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EXPERIMENTAL CONDITION

During the lesson
- ✓ Prompts
  - "Hustle!"
  - "Have you helped someone?"
- ✓ Praise
  - "Good job in moving fast!"
  - "Jane, you did a nice job in supporting your teammates today!

During Closure
- ✓ Students pinpoint fair play situations

Teacher Debriefing
- ✓ Daily feedback to teacher about prompts & praise

RESEARCH DESIGN

Multiple baseline across 2 behaviors:
- (1) Give Your Best Effort
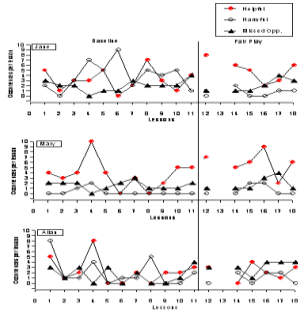- (2) Be Helpful, Not Harmful
- *Direct replication in the second class

Social Validity

In order to analyze students and professional's acceptability of the behaviors taught, procedures used, and results of this study, a questionnaire was be delivered to the students, the teacher, and a panel of professionals.
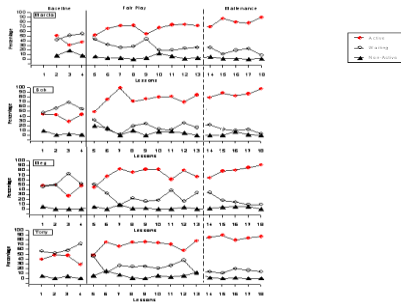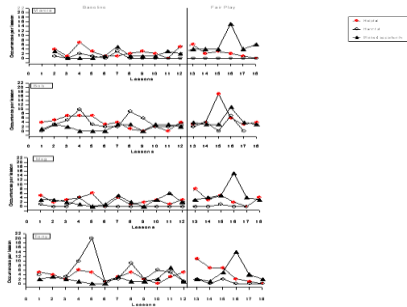
RESULTS CLASS 1 : EFFORT
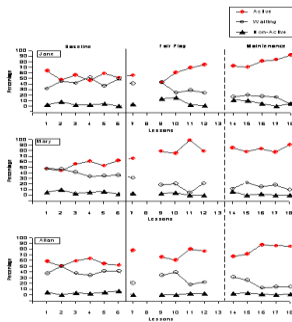
RESULTS CLASS 1 : HELPFUL & HAMFUL


RESULT CLASS 2: EFFORT

RESULTS CLASS 2 : HELPFUL

FINDINGS

✓ FPI was effective in improving students' effort behaviors

✓ Supported previous studies in giving feedback to teachers (Grant, Ballard, & Glynn, 1990; Randall & Imwold, 1989)

✓ FPI showed weak results for helpful and harmful behaviors

  o Prompts & praise demonstrated to be the key components of FPI

  o It needs a follow–up study to assess the effects of FPI on helpful behaviors

FOLLOW-UP STUDY - HELPFUL
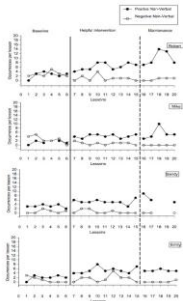
Vidoni & Ulman (2011)

- 6th grade students
- 2 boys and 2 girls
- 20 days of soccer lessons
- Same independent variable
- Helpful, not harmful behaviors

CONCLUSION

✓ Performance of fair play behaviors can be improved when tied to instructional tasks

✓ Deficit of social skills can be reduced when teachers set up the environment for students to perform the desired behaviors

✓ Explicitness and accountability play a major role during teaching of social skills

Self-Management to Promote Social Skills in Physical Education

Shiri Ayvazo

**The David Yellin Academic
College of Education**

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Background..

- Social skills are important as academic skills
  - strong to moderate relation between students' prosocial behaviors and academic achievements as measured by standardized tests and grade (e.g., DiPerna & Elliott, 2000)
- Behavior management and classroom management is still a challenging task and an imperative skills for teachers (Murphy & Korinek, 2009)
  - Loss of 2-4 hours a week managing students' behavior (Ramsey & Gresham, 2003)
  - Higher rates of encounter with inappropriate behavior since the strong inclusion movement (Allsopp et al., 2000; Patrick et al., 1998)
- Some teachers lack the competency to address behavioral changes, and are not trained to specifically teach social skills (Eldar & Ayvazo, 2009)

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Some Underlying Premises

- Behavior management is fundamental for success in school and in life

- Physical education is a context for learning a variety of social skills (Eldar & Ayvazo, 2009)

- Social skills remain underdeveloped unless instructed and reinforced systematically (Eldar & Ayvazo, 2009)

- Self-management strategies increase the likelihood of generalized behavior

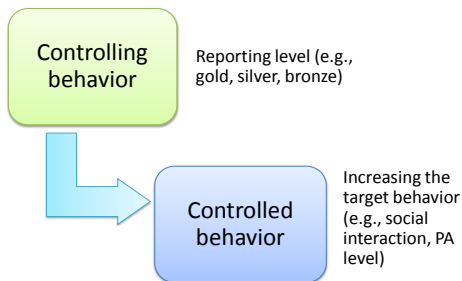_____

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Previous Research Findings on Self-Management (SM)

•Math, reading, writing, social studies and physical education
(Mooney et al., 2005)

•Merit in improving academic performance and social skills
  •Maintenance of appropriate behavior (e.g., Peterson et al., 2006)
  •Increased academic success (e.g., Briesch & Chafouleas, 2009)
  •Promoted generalization of behaviors to other settings without the presence of external agents (Cartledge & Milburn, 1978)

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Previous Research Findings and Recommendations

- CDC guidelines to promote healthy eating and physical activity in school (2011) recommend teaching self-management skills
  - Improve students' behavioral skills so they can establish and maintain regular involvement in PA
- One of the requirements for quality PE is to develop generalizable behavioral skills (Pate et al., 2009)
- Teaching knowledge was insufficient to produces changes in behavior (Sallis et al., 1989)
  - emphasis should be on teaching management skills (Marcoux et al., 1999)

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SELF-MANAGEMENT Involves…

Controlling behavior — Reporting level (e.g., gold, silver, bronze)

Controlled behavior — Increasing the target behavior (e.g., social interaction, PA level)

Self-Management Techniques

1. Self-monitoring
2. Self-evaluation
3. Self administration of consequences
4. Goal setting

SELF-MONITORING

- *Monitoring and Recording the occurrence or absence of the behavior*

1. Self-monitoring of # of steps executed hourly/daily, or number of friends I have greeted during the day…
2. Self-monitoring PA during the week

Building a self-management program to increase weekly physical activity

First step: Defining the target behavior and setting a personal goal

1. Number of exercises per week: ___
2. Duration: ___
3. Type of physical activity: ___

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Comments:

SELF-EVALUATION

- *Comparing performance to a pre-set goal or criterion*

- Pedometer – >12000 Excellent, 8000-10000
  - good, <8000 – need to walk some more

- Thumbs up -

GOLD	SILVER	BRONZE
6 X 👍	4 X 👍	2 X 👍
5 X 👍	3 X 👍	1 X 👍

SELF ADMINISTRATION OF CONSEQUENCES

- *Self-reinforcing or Self-punishing*
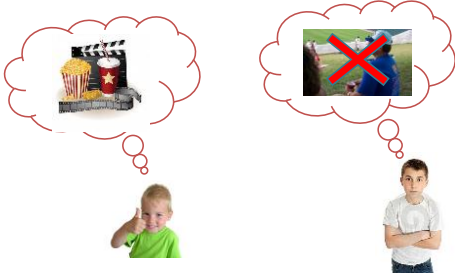
SELF GOAL SETTING

- *Long and short term goals*

I will join the school basketball team by spring

Eat healthy

Exercise 3 times a week

Application of Self-Management to Social Skills in Physical Education

- Intervention was implemented in an Edison Elementary school in Las Vegas

- School is characterized by:
  - More than 80% eligibility for reduced or free lunch
  - More than 80% Hispanic students
  - School governed by four cornerstones:
    - Top talent
    - Culture of engagement and aspiration
    - Demanding content and customized instruction
    - Achievement-driven management
  -

The Teacher and the Students

- Fifth grade in their final year
  - Students could benefit from SM skills upon entrance to middle school

- 26 students– the entire class participated in SM

- Teacher with a strong social orientation although he repeatedly needed to remind students of appropriate social behavior
  - Students' behavior excesses – some disruptive and unruly, some passive and avoidant

Class Rules and Expectations

Rules

- Speak and treat other students kindly and politely (*NICE WORDS)*

- Follow the teacher's rules (*RESPECT)*

- Always be on-task *(DO YOUR BEST)*

Defining and Teaching the Target Behaviors

Controlling behavior
Self monitoring - self assessment, self-evaluation

Controlled behaviors
Social behaviors - any demonstration of verbal or non-verbal behavior that represents polite and kind gestures toward another student
Physical activity – intensity level as measured by SOFIT codes
On-task behavior – engagement as instructed by the teacher

Learning to Self-Manage – Package Components

- *Monitoring and Recording the occurrence or absence of the behavior*

1. Self-management training
  - *Content explanation*
  - *Examples*
  - *Behavior modeling – applying SM to a mock task*

2. Self-monitoring – "Smashcheck"
  - *Teacher's screening and correction*

Learning to Self-Manage – Package Components

- *3. Matching – "Smashcheck"*
  - *Lesson divided to intervals for smashchecks*
  - *Students accumulate thumbs up*
  - *20% randomly selected at the end of the lesson for matching*
    - *Students self-evaluate their performance comparing it to a pre-set criterion*

GOLD	SILVER	BRONZE
6 X 👍	4 X 👍	2 X 👍
5 X 👍	3 X 👍	1 X 👍

Learning to Self-Manage – Package Components

- *3. Conquering the incentive levels*
  - *3 winning levels*
  - *Check in with stamps for a reward of choice (controls for motivation)*
    - *Level 1 (6 stamps): Activity (10 minutes of free play)*
    - *Level 2 (12 stamps): Tangible (Water bottle, PE key chain)*
    - *Level 3 (20 stamps): Lunch with the teacher*
  - *Accumulation of stamps for move up the levels*

- *4. Best Class Citizens – recognition certificate awarded on closing school ceremony*

ACHIEVEMENT AWARD

This award is presented to
MARTIN MARTINEZ

for outstanding achievement in
SELF MANAGMENT

Signature   Date

PHYSICAL EDUCATION
CRESTWOOD ELEMENTARY

Staggered Teaching and Application

Physical Activity

Physical Activity
+
Social Behavior

Physical Activity
+
Social Behavior
+
On-Task Behavior
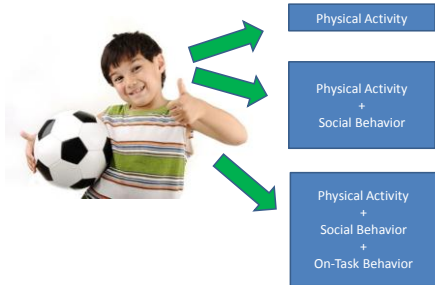
Results

- Social skills were measured and presented as percentage of lesson time of engagement

Jared

Aaron

Results (cont.)

Amy

Neil
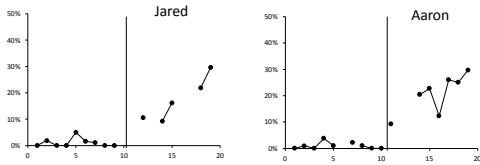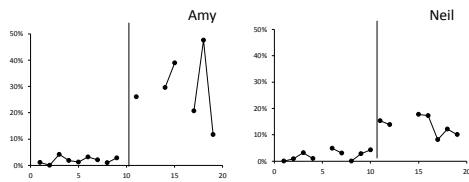
Preliminary Conclusions

- Improvement was noted in all measured behaviors
- Students were motivated to participate and paid more attention to their behaviors
- The teacher was less engaged in reminding students to be kind
  - The teacher was more focused now on reinforcing the behaviors of interest
- Most students enjoyed participating in the SM project
  - The teacher also felt some of the responsibility for learning was transferred to the students
- SM as an evidence-based practice may be promising in promoting both social behaviors and academic skills
  - Economic socially and ecologically valid (Mithcem et al., 2001)
  - higher efficiency and reduced cost for addressing two instructional objectives and possible generalized effects

Thank you!

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Improving Social Behavior While Learning Karate – Classwide Peer Tutoring in Elementary Physical Education

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9/27/2012   Aljadeff-Abergel & Ayvazo   53

Classwide Peer Tutoring (CWPT)

- An evidence-based practice
- Groups of 4-6 students
- Tutor and Tutee
- Targeted Training on Tutoring skills:
  - Modeling
  - Observing performance
  - Providing feedback

9/27/2012   Aljadeff-Abergel & Ayvazo   54

CWPT in Physical Education

- General education students and students with autism who participated in CWPT increased their number of total and correct trials (Crouch et al., 1997; Ward & Ayvazo, 2006).
- Students in different levels of psychomotor abilities improved their final tests (d'Arripe-Longueville et al., 2002).
- Increase in academic learning time in physical education (ALT-PE) among deaf students (Lieberman, Dunn, van der Mars, & McCubbin, 2000).

9/27/2012   Aljadeff-Abergel & Ayvazo   55

CWPT in Physical Education

- Few studies investigated the effects of <u>peer tutoring</u> on students' social skill learning:

  – Positive effects on students' ability to receive and provide feedback from and to friends (Byra & Marks, 1993; Ernst & Byra, 1998, Goldberger et al., 1982).

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Purpose of this study

The purpose of this study was to evaluate the effects of CWPT on both social and psychomotor performance of third grade students

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Setting and Participants

- Inner city charter school (K-12)

- Karate lessons

- PE was held twice per week for 45 minutes

- 20 Lessons

- A third year physical education teacher with 10 years experience teaching martial arts

- 41 students

- Four target students:
  - Two advanced boys
  - Two novice girls

Class-wide Peer Tutoring

- Dyads of the same karate skill level (advanced and novice)
- Student training:
  - Observing student performance
  - Recording on the observation sheet
  - Providing feedback
    - Receiving feedback
  - Modeling when necessary
  - Switching roles
- Teacher provided feedback on social skills performance
- Public posting and rewards

Public poster

Best Karate Friends
3rd grade

Patch

What we were looking for?
The Dependent Variables

- *Social skills-*
  - *Providing positive feedback (e.g., '"good job" or thumb up)*
  - *Providing corrective feedback (e.g., "try to bend your knee next time")*
  - *Appropriately receiving feedback (e.g., "ok, I understand)*
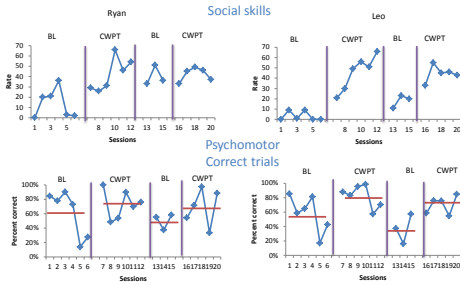
- *Psychomotor performance–*
  - *Correct trial*

Karate novice students

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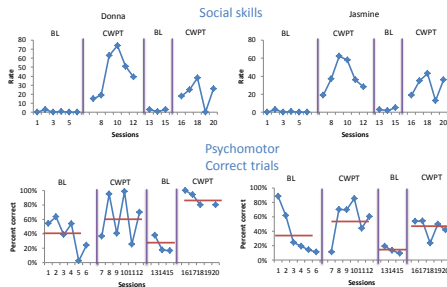
Karate advanced students

Ryan · Social skills · Leo

Psychomotor
Correct trials

Conclusions and Limitations

- CWPT was effective in enhancing social skills of three out of the four target students
- Despite variability and overlaps, results indicate higher percentage of psychomotor correct trials during the intervention for all participants.
- Variability in psychomotor performance might be due to challenges in assigning tasks with similar level of difficulty.
- No changes in Ryan's social skills might be due to irreversibility.

Conclusions and Limitations

- In order to increase students social behavior and improving psychomotor performance:

  - Opportunities for social interaction should be provided

  - Students need to be instructed to provide feedback upon their peer psychomotor performance

  - Teacher's feedback should be contingent on social skills

How these all relate to us?

Psychomotor   Affective

Cognitive
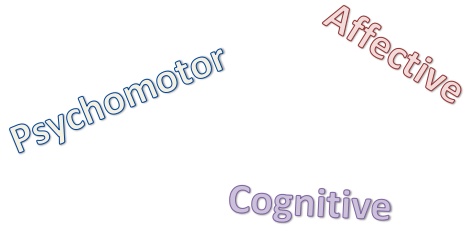
Teachers' training programs

- Teach the relevance of social skills in PE

- Include social skills programs and methods such as "fair paly", peer tutoring and self-management in the program curriculum
  - Methods class
  - Throughout the program in different classes

Preservices teacher

- Teaching students' as a whole

- Be accountable to address the affective domain in the same way psychomotor and cognitive domains are, by explicitly teaching desired social behaviors, opportunities to practice, accountability (formal or informal) and reinforcement.

Inservice teacher

- The importance of explicitly teaching social skills in PE.
- Class control and students' compliance are not enough to address the affective domain.
- Social skills strategies are able to promote behaviors beyond control and compliance.

THANK YOU FOR LISTENING!