

**Social Skill Development:  
An Approach to  
Avoid Punishment  
during PE**

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**SOCIAL SKILLS IN PE**

- Affective domain
  - SHAPE America standards 4 & 5 (2014)
  
- The infusion of social skills into teaching PE helps students to achieve such important affective outcomes as peer recognition or popularity, respect for others, acceptance of rules, pro-social values, communication skills, and positive social interactions.

**PURPOSEFUL TEACHING OF  
SOCIAL SKILLS**

- Within physical education, many professionals believe that students who engage in games and physical activity automatically develop positive social behaviors.
  
- However, research has shown that students' development of social skills is not as incidental as many think. As with motor and cognitive skills, social skills need to be explicitly taught reinforced, and promoted.

(Vidoni & Ward, 2009)

**RESEARCH IN SOCIAL SKILLS  
DEVELOPMENT THROUGH PE**

**UNITED STATES**

- Samalot- Rivera (2007)
- Samalot- Rivera & Porretta (2009)
- Samalot- Rivera & Porretta (2012)
- Sthur, Sthur- Ortiz, Samalot- Rivera & Sato (2013)
- Vidoni (2007)
- Vidoni & Ward (2006; 2009)

**PUERTO RICO**

- Samalot – Rivera, Sthur, Sthur-Ortiz & Sato (2013)
- Jiménez, Samalot- Rivera, Kozub & Sato (2014)

**SPAIN**

- Madrona, Samalot- Rivera & Kozub (2014)

### **OUR PURPOSE**

- Select observable and relevant behaviors to be taught in PE classes.
- Elaborate a context specific social skill strategies that fit to a particular content to be taught or to a particular class.
- Plan and implement authentic assessments of social skills.

### **BE PROACTIVE... NOT REACTIVE**

- What are common reactive practices?
- What are examples of being proactive in incorporating social skills into PE classes?
- What are some special circumstances that require individual behavioral management plan?

### **FAIR PLAY GAME: LARGE GROUP STRATEGY**

Vidoni & Ulman, 2012  
Vidoni, Azevedo, & Eberline, 2013  
Vidoni, Lee, & Azevedo, 2014

### **FAIR PLAY GAME: 5 STEPS**

1. Define Target Behaviors
2. Identify Reinforcers
3. Teach the Fair Play Behaviors
4. Select Unidentified Students
5. Goal-Setting Chart

**STEP 1.  
DEFINE TARGET BEHAVIORS**

- Contextual
- What needs to be increased
- What needs to be reduced
- Decision: Priority

**EXAMPLES TARGET BEHAVIORS  
STEP 1 (CONT.)**

- ✓ 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

**STEP 2.  
IDENTIFY REINFORCERS**

- Contingency plan:  
"If.... Then...."
- Identify what is attractive to the students before implementing the game
- They will increase the likelihood that the desired behavior will occur more frequently

**IDENTIFY REINFORCERS  
STEP 2 (CONT.)**

**FOUR CATEGORIES OF REINFORCERS:**

1. Tangible reinforcers
2. Activity-Oriented reinforcers
3. Social Reinforcers
4. Generalized Reinforcers

**REINFORCERS TO AVOID:**

- Edible reinforcers such as candy, chocolate, soft drinks

**STEP 3.  
TEACH THE FAIR PLAY BEHAVIORS**

**FIRST DAY:**

- What, How, When
- Examples, Non-examples
- Role play
- Make the behavior(s) meaningful

**SUBSEQUENT DAYS**

- Review
- Inform daily criterion

**STEP 4.  
SELECT UNIDENTIFIED STUDENTS**

- Students will participate in teams
- One unidentified member of each team will be tracked
- In order to ensure the reward of the day, the unidentified member of the team will need to demonstrate the established behaviors
- If this unidentified member reaches the goal set (daily criterion) the whole team is awarded
- Different students are selected each day (random)

**5. GOAL-SETTING CHART**

- All teams will start with one goal to be achieved
- During subsequent days, if the goal is achieved, the criterion will increase
- If the goal is not achieved, the team will remain with the same goal
- Goals will be established according to performances of previous days (before the implementation of the game)
- Continuous implementation for approximately 5 days
- After that consider awarding every other day
- Decrease the awarding slowly

**EXAMPLE OF A FPG CHART (1)**

DATE	RED TEAM GOALS		BLUE TEAM GOALS		GREEN TEAM GOALS		YELLOW TEAM GOALS	
	Set	Achieved	Set	Achieved	Set	Achieved	Set	Achieved
1	1	0	1	0	1	0	1	0
2	1	0	1	0	1	0	1	0
3	1	0	1	0	1	0	1	0
4	1	0	1	0	1	0	1	0
5	1	0	1	0	1	0	1	0
6	1	0	1	0	1	0	1	0
7	1	0	1	0	1	0	1	0
8	1	0	1	0	1	0	1	0
9	1	0	1	0	1	0	1	0
10	1	0	1	0	1	0	1	0
11	1	0	1	0	1	0	1	0
12	1	0	1	0	1	0	1	0
13	1	0	1	0	1	0	1	0
14	1	0	1	0	1	0	1	0
15	1	0	1	0	1	0	1	0
16	1	0	1	0	1	0	1	0
17	1	0	1	0	1	0	1	0
18	1	0	1	0	1	0	1	0
19	1	0	1	0	1	0	1	0
20	1	0	1	0	1	0	1	0
21	1	0	1	0	1	0	1	0
22	1	0	1	0	1	0	1	0
23	1	0	1	0	1	0	1	0
24	1	0	1	0	1	0	1	0
25	1	0	1	0	1	0	1	0
26	1	0	1	0	1	0	1	0
27	1	0	1	0	1	0	1	0
28	1	0	1	0	1	0	1	0
29	1	0	1	0	1	0	1	0
30	1	0	1	0	1	0	1	0
31	1	0	1	0	1	0	1	0
32	1	0	1	0	1	0	1	0
33	1	0	1	0	1	0	1	0
34	1	0	1	0	1	0	1	0
35	1	0	1	0	1	0	1	0
36	1	0	1	0	1	0	1	0
37	1	0	1	0	1	0	1	0
38	1	0	1	0	1	0	1	0
39	1	0	1	0	1	0	1	0
40	1	0	1	0	1	0	1	0
41	1	0	1	0	1	0	1	0
42	1	0	1	0	1	0	1	0
43	1	0	1	0	1	0	1	0
44	1	0	1	0	1	0	1	0
45	1	0	1	0	1	0	1	0
46	1	0	1	0	1	0	1	0
47	1	0	1	0	1	0	1	0
48	1	0	1	0	1	0	1	0
49	1	0	1	0	1	0	1	0
50	1	0	1	0	1	0	1	0
51	1	0	1	0	1	0	1	0
52	1	0	1	0	1	0	1	0
53	1	0	1	0	1	0	1	0
54	1	0	1	0	1	0	1	0
55	1	0	1	0	1	0	1	0
56	1	0	1	0	1	0	1	0
57	1	0	1	0	1	0	1	0
58	1	0	1	0	1	0	1	0
59	1	0	1	0	1	0	1	0
60	1	0	1	0	1	0	1	0
61	1	0	1	0	1	0	1	0
62	1	0	1	0	1	0	1	0
63	1	0	1	0	1	0	1	0
64	1	0	1	0	1	0	1	0
65	1	0	1	0	1	0	1	0
66	1	0	1	0	1	0	1	0
67	1	0	1	0	1	0	1	0
68	1	0	1	0	1	0	1	0
69	1	0	1	0	1	0	1	0
70	1	0	1	0	1	0	1	0
71	1	0	1	0	1	0	1	0
72	1	0	1	0	1	0	1	0
73	1	0	1	0	1	0	1	0
74	1	0	1	0	1	0	1	0
75	1	0	1	0	1	0	1	0
76	1	0	1	0	1	0	1	0
77	1	0	1	0	1	0	1	0
78	1	0	1	0	1	0	1	0
79	1	0	1	0	1	0	1	0
80	1	0	1	0	1	0	1	0
81	1	0	1	0	1	0	1	0
82	1	0	1	0	1	0	1	0
83	1	0	1	0	1	0	1	0
84	1	0	1	0	1	0	1	0
85	1	0	1	0	1	0	1	0
86	1	0	1	0	1	0	1	0
87	1	0	1	0	1	0	1	0
88	1	0	1	0	1	0	1	0
89	1	0	1	0	1	0	1	0
90	1	0	1	0	1	0	1	0
91	1	0	1	0	1	0	1	0
92	1	0	1	0	1	0	1	0
93	1	0	1	0	1	0	1	0
94	1	0	1	0	1	0	1	0
95	1	0	1	0	1	0	1	0
96	1	0	1	0	1	0	1	0
97	1	0	1	0	1	0	1	0
98	1	0	1	0	1	0	1	0
99	1	0	1	0	1	0	1	0
100	1	0	1	0	1	0	1	0

(Vidoni & Ulman, 2012)

### EXAMPLE OF A FPG CHART (2)

TEAM 1		TEAM 2		TEAM 3		TEAM 4	
Goal Set	Goal Achieved	Goal Set	Goal Achieved	Goal Set	Goal Achieved	Goal Set	Goal Achieved
15	✓	13	NO	15	✓	12	✓
13	✓	13	✓	14	✓	14	✓
14	✓	14	✓	15	✓	15	✓
15	✓	15	✓	16	✓	16	✓
16	✓	16	✓	17	✓	17	✓
17	✓	17	✓	18	✓	18	✓

(Vidoni, Eberline, & Azevedo, 2013)

### FAIR PLAY GAME: GROUP CONTINGENCY

- Promotes collaborate toward a common goal
- Not competition among teams
- At one level, team can be rewarded
- At the next level, the whole class can be rewarded

“Group contingencies have the advantages of encouraging individual students to collectively feel responsible for appropriate and inappropriate behaviors and have shown effectiveness in improving students’ behavior.”

(Williamson, Campbell-Whatley, & Lo (p.1079, 2009))

### POTENTIAL RISKS

- “Saboteur” – A student who wants to gain attention from teacher or peers
- A student who is incapable to meet the requirements
  - Individualized instruction
- Peer pressure
- Reinforcer not effective

(Vidoni & Ullman, 2012)

### RECOMMENDATIONS

- It should be easy to implement, but consistent and systematic
- Extrinsic rewards can be controversial. Remember:
  - Continuous reinforcement
  - Intermittent
  - Withdraw
- Start with small goals
- The strategy is effective, but it does not mean that it is applicable to all types of students or contexts
- It helps students to socially interact, produce positive behaviors and reduce inappropriate ones.

(Vidoni & Ullman, 2012)

**SMALL GROUP  
STRATEGY:**

**ROLE  
PLAYING**

**ROLE PLAYING**

- Role playing is a teaching strategy that emphasizes the social nature of learning
- It is viewed as behavioral rehearsal which practices skills that are needed for social interactions. The use of role-playing emphasizes the discussion of past events to stimulate students to think of times when a similar situation might occur in the future

(Samalot-Rivera, 2014; Cartledge and Milburn, 1995)

**ROLE PLAYING**

- By using role playing teachers can teach students better ways to behave during difficult situations and can assess students' understanding of the target skill.
- The sooner we start teaching children how to behave appropriately during PE and sports, the better they will behave in real life situations as they grow up.

**TEACH ROLE PLAYING: 5 STEPS**

1. Define the target skill
2. Modeling
3. Role play
4. Assess: Questions for debriefing
5. Follow up

**STEP 1. DEFINING THE TARGET SKILL**

**TARGET SKILL:**

Congratulating the winner when losing a game

**SITUATION:**

Carl and Todd are playing their second table tennis game. In both games Carl has been the winner

**STEP 2. MODELING**

**Modeling:** The instructor will teach positive ways to congratulate the winner (students will have a hard copy of this)

- a. Look at the person you are complementing
- b. Speak with a clear, enthusiastic voice
- c. Smile and say: "Nice game!"
- d. Shake hands, or give a high-five

**STEP 3. ROLE PLAY**

**APPROPRIATE**

**Todd:** Oh man! I'm all sweaty. We had fun?

**Carl:** Yes, we did!

**Todd:** Congratulations, Carl, you were awesome today!

**Carl:** Thank you! Nice game too!

**INAPPROPRIATE**

**Todd:** Oh my gosh, not again, arrrrrr!

**Carl:** Chill out man, it's just a game.

**Todd:** You say that because you won both games.

**Carl:** Nice game, man!

**Todd:** Whatever!

**STEP 4. ASSESS QUESTION FOR DEBRIEFING**

1. Who did congratulate the winner appropriately?
2. Who did not congratulate the winner appropriately?
3. (To the winner) How did you feel when you were congratulated?
4. (To the loser) How did you feel when you congratulated the winner?
5. Why is it important to show good losing behaviors?

### STEP 5. FOLLOW-UP

Explain to the students that an activity will be played in the gym and they will be asked to practice appropriate behaviors by congratulating the winner when they win or lose a game.

QUESTIONS?  
COMMENTS?

Have a wonderful day!



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