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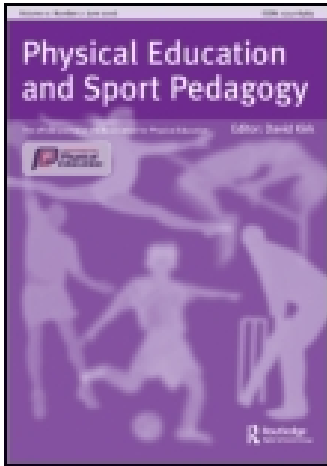
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Behavior management instructional practices and content of college/university physical education teacher education (PETE) programs

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Background: Since 1969, the annual United States Educational Gallup Poll has reported the ability to manage behavior and motivate students as a major challenge for teachers and the primary reason why novice teachers leave the profession prematurely. Indeed, over one-third of all new teachers resign within three years due to this perceived incapacity and their resultant frustration. The rate of teacher attrition globally in the first three years of teaching varies by country with such rates as high as 40% in the UK, to less than 5% in Germany, and in France the percentage is reported as insignificant. Although it is common for physical education teacher education (PETE) majors to graduate with knowledge and skills grounded in scientific principles, many do not develop the ability to manage problematic student behaviors. Consequently, physical educators, particularly those who are new to the profession, often have difficulty designing an environment that enhances student learning and promotes self-regulation, cooperation with others, and contributing positively to the school community. Faculty who teach in physical education teacher education (PETE) programs have a responsibility to prepare preservice teachers to meet the instructional needs of all students, including those who lack discipline and motivation. Moreover, they must develop their coursework and practica to include the competencies outlined by the national organization, which includes the ability to manage student behavior.

Aims: The purpose of this descriptive survey study was twofold: (1) to describe the instructional behavior management practices and content taught in college/university PETE programs in the United States (US), and (2) to provide recommendations for enhancing behavior management education and training for preservice physical educators.

Method: Participants were 134 PETE professionals teaching in colleges and universities throughout the US. Data were collected through the use of an online survey administered during the 2008–09 academic year. A four-part 51-item online survey, accessed from a *surveymonkey* website, was designed to examine the behavior management instructional practices and content of PETE professionals. Survey questions, which included both category-scaled and open-ended items, were developed from behavior management content knowledge and an extensive review of the literature.

Results: The results were compared to those reported in a similar study conducted 20 years ago to determine if behavior management instruction and content has changed over the past two decades. Similar to the respondents in the similar study, this sample of physical education teacher educators spends relatively little teaching time on the topic of behavior management. The participants do believe, however, that teaching behavior management in preservice programs is important.

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Conclusion: Recommendations for enhancing preservice training in behavior management include: (1) more emphasis on behavior management in PETE coursework; (2) more practicum experiences in school settings, and (3) more behavior management training and experience for faculty teaching in PETE Programs. The implications of this study are discussed. Suggestions for future research and practice are offered such as infusing additional behavior management instruction, practical techniques, and practica across multiple PETE courses.

Keywords: applied behavior analysis (ABA); behavior management; higher education; physical education teacher education professionalism

Since 1969, the annual United States Educational Gallup Poll has reported the ability to manage behavior and motivate students as a major challenge for teachers and the primary reason why novice teachers leave the profession prematurely (Rose and Gallup 2007). Indeed, over one-third of all new teachers in the US resign within three years due to this perceived incapacity and their resultant frustration (Auxter et al. 2010; Smithers and Robinson 2003). This problem of teachers leaving the field is also evident in other countries although there is a wide range. In the UK, the attrition rate for teachers is 40% in the first three years, whereas in Hong Kong it is less than 10%. In Germany it is less than 5%; and in France the percentage is reported as insignificant (Stoel and Thant 2002).

Although all teachers experience the challenge of controlling inappropriate student behavior, physical educators often face even greater challenges because of the larger number of students in each class, the integration of ‘at-risk’ students and those with diverse disabilities into general physical education classes (Lavay, French, and Henderson 2007b; Loovis 2005; Sherrill 2004).

While it is common for physical education teacher education (PETE) majors to typically graduate with knowledge and skills grounded in scientific principles, many do not develop the ability to manage problematic student behaviors (Charles and Senter 2005; Haydn 2007; Lavay, French, and Henderson 2007a; Rink 2009; Siedentop and Tannehill 2000; Vogler and Bishop 1990; Ward and Barrett 2002). Consequently, physical educators, particularly those who are new to the profession, often have difficulty designing an environment that enhances student learning and promotes self-regulation, cooperation with others, and contributing positively to the school community (Lavay, French, and Henderson 2006).

The importance of PETE programs to focus on preparing prospective teachers with competencies in the area of classroom and specifically behavior management is suggested not only in the United States (Lavay, French, and Henderson 2006), but in numerous countries worldwide (Choi 1999; Hsu, French, and Zhu 2001; Kovac, Sloan, and Starc 2008). All over the globe many children and youth are going to school stressed or become stressed once they arrive. Either way, this stress is an antecedent to behavior problems. As a consequence, general physical educators must be highly effective in their ability to reduce anxiety in order to provide quality programming. This is particularly true in countries that have implemented the inclusion concept in physical education classes (Bowers 2009; Kovac, Sloan, and Starc 2008; Waugh 2010).

The European Physical Education Association represents 28 European countries. In 2002 this association developed a Code of Ethics and Good Practice Guide for Physical Education. In this guide nine principles that support good practice in physical education are discussed. Two of those nine principles are related to behavior management: (1) discipline and the creation of a positive environment; and (2) sanctions for maintaining discipline (EUPEA 2002). In the US the National Association of Sport and Physical Education standards are comprised of several dimensions of pedagogy, including behavior

management, as part of the required competencies for physical educators (NASPE 2008). Standard 4, entitled ‘Instructional Delivery and Management,’ mandates that physical education teachers be able to: ‘use effective communication and pedagogical skills and strategies to enhance student engagement and learning’ (p. 2). Therefore, faculty who teach in PETE programs have a responsibility to include the competencies outlined by the national organization in their coursework and practica to prepare preservice teachers to meet the instructional needs of all students, including those who lack discipline and motivation. One such competency is the ability to manage student behavior.

The application of behavior management specific to PETE was first introduced in the 1970s (Rushall and Siedentop 1972; Siedentop 1976). Since then, the number of articles written on behavior management in physical education has increased significantly (Ward and Barrett 2002). Figure 1 provides the number of articles related to behavior management in physical education published in 5-year increments from 1970 to 2009. A review of literature using GoogleScholar and the key words ‘Behavior Management’ and ‘Physical Education’ resulted in a total of 497 articles associated with behavior management in physical education. Figure 1 indicates a dramatic increased interest in the topic over the past 40 years. Despite this growing recognition of the importance of behavior management training for teachers, research documenting the behavior management instructional practices and academic content taught by college and university instructors preparing future physical educators is almost non-existent.

Researchers have examined behavior management practices of public school physical education teachers (Kulinna, Cothran, and Regualos 2006; Ward and Barrett 2002; Vogler and Bishop 1990), but only one study, conducted in 1988 by Bishop, Henderson, and French has documented behavior management teacher training practices in college/university PETE programs. In 1988, only four undergraduate PETE programs were located that offered an entire course on behavior management. Among the PETE faculty surveyed at that time ($n = 125$), the vast majority (96%) did, however, discuss behavior management in a few lectures in a teaching methods course. Although this earlier study provided useful information, no researchers to date have examined the contemporary behavior management teaching practices of faculty in college/university PETE programs. More updated information is needed, particularly in light of the fact that the physical education

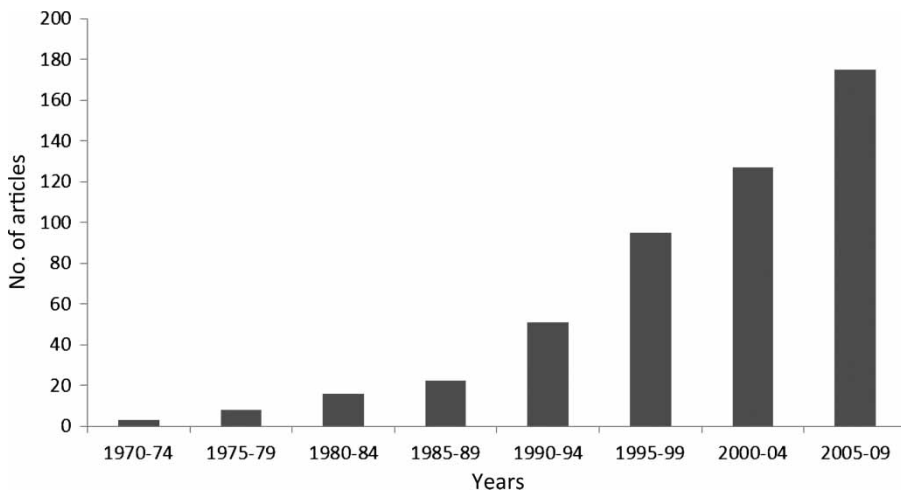


Figure 1. Behavior management articles published between 1970 and 2009.

teacher education literature and educational content standards in the US and other countries underscore the importance of teaching behavior management to students preparing to teach (EUPEA 2002; Kelly 2006; Lavay, French and Henderson 2006; NASPE 2008; Rink 2009; Siedentop and Tannehill 2000; Ward and Barrett 2002). Therefore, the purpose of this study was to describe the behavior management instructional practices and content taught in college/university PETE programs in the US and to identify recommendations of PETE professionals for enhancing behavior management education and training for preservice physical educators.

Methods

Participants

Participants were 134 college and university professors from 134 different colleges and universities (65 males and 69 females) who were teaching either an entire course dedicated solely to behavior management or a unit(s) in behavior management within another PETE course(s). Participants ranged in age from 30 to 69 years with the largest percentage (42%) between 50 and 59 years of age. The vast majority ($n = 119$, 90%) were Caucasian; however, four African Americans, four Latinos, two Asian Americans, and one Native American responded to the survey.

The majority were full-time tenured associate professors ($n = 55$, 42%) or full professors ($n = 44$, 34%) who had been teaching a college/university behavior management course and/or unit for more than 10 years ($n = 75$, 58%). The majority possessed doctoral degrees ($n = 108$, 82%) in physical education teacher education/sport pedagogy and were teaching primarily physical education teacher education coursework ($n = 114$, 87%). Additionally, although most had been teaching PETE courses at the university level for more than 10 years ($n = 85$, 65%), 68% ($n = 88$) had taught physical education previously in public or private elementary or secondary schools for a minimum of three years.

The participants represented all six AAHPERD districts with most teaching in the Midwest ($n = 36$, 28%) or Southern ($n = 37$, 29%) sectors of the United States. Seventy per cent were employed in NCATE-accredited institutions while 23% taught in institutions with NASPE accreditation. The most common department names at the time of investigation were Kinesiology or Physical Education ($n = 68$, 53%), and the most prevalent student enrollment at participant institutions ranged from 500 to 5000 ($n = 52$, 40%).

Similar to the Bishop, Henderson, and French (1988) study, only a few respondents ($n = 6$, 5%) reported teaching an entire course dedicated to behavior management in physical education. In contrast, almost all ($n = 128$; 96%) were teaching a behavior management unit within one or more physical education method courses. Forty nine percent ($n = 66$) taught a unit in one PETE course while 46% ($n = 62$) taught a unit in more than one course.

Instrumentation

A four-part 51-item online survey, accessed from a *surveymonkey* website, was designed to examine the behavior management instructional practices and academic content of PETE programs. Survey questions, which included both category-scaled and open-ended items, were evidence based, and developed from behavior management academic content knowledge and an extensive review of the literature (Charles 2008; Cooper, Heron, and Heward 2007; Hellison 2003; Lavay, French, and Henderson 2006, 2007a, 2007b; Rink 2009; Siedentop and Tannehill 2000; Skinner 1968; Ward and Barrett 2002). A few items were

modified versions of those included in the behavior management survey (1988) conducted by Bishop, Henderson, and French. Content validity was established by six university PETE faculty who specialize in physical education teaching. All experts agreed that the instrument was a valid measure of instructional practices and content taught in college/university PETE programs.

The survey instrument was divided into four parts. In Part I, participants were asked 17 demographic and professional information questions such as gender, race/ethnicity, age range, education, academic rank, workload, major teaching emphasis, and information related to their specific college/university PETE programs (e.g. location, name of department, program accreditation). In Part II, participants responded to 17 items depending on whether they taught an entire behavior management course or unit(s) of behavior management as part of a course or more than one course. The items included course name, required textbook and or readings, type of student such as major or other and their educational standing, how often the course was taught, number of credit hours, and instructional percentage of time devoted specifically to behavior management. Part III included items related to course content and instructional practices used by the instructors in the course and or unit(s). This section consisted of 15 questions including; types of general instructional practices, class assignments and evaluation criteria, use of technology, general behavior management content, theoretical models, managerial tasks, steps to design a management plan, methods to maintain, increase or redirect behaviors, and methods to manage students at risk. Part IV included two questions. The first addressed the perceived importance of behavior management and asked for recommendations for improving instructional practices. The second question was an open-ended item asking what was needed to improve behavior management knowledge and skill preparation for PETE majors.

Procedures

A list of prospective participants across the United States was generated from two sources. The first was a directory of NCATE-accredited colleges and universities (Ayers, Housner, and Kim 2004). This list was supplemented by the colleges and universities with PETE programs recorded on the US College Search website (<http://www.uscollegesearch.org/physical-education-teaching-and-coaching-colleges.html>).

Contact information was first compiled for a total of 289 individuals from the NCATE Directory. Contact information for an additional 253 faculty members was compiled from the US College Search website. The first choice of contact was the PETE Program Coordinator. If a coordinator could not be determined, a faculty member within the PETE program was the second choice, followed by the department chairperson, and finally the dean of the school associated with the PETE program. A group email list was then developed consisting of 542 prospective participants.

A recruitment letter and survey link was emailed to these individuals. Forty nine of the mailings were returned as undeliverable, and two individuals responded that their PETE Program had been discontinued. The final list included 491 prospective participants.

A link on the website directed prospective participants to a cover letter explaining the purpose of the study and the consent form. If the individual who received the survey was not teaching a behavior management course or unit, he or she was requested to forward the link to the faculty member who taught behavior management content in his/her department. Surveying occurred over a 4-month period. Two follow-ups were conducted approximately three to four weeks apart, producing a 27% response rate.

Analysis of data

Basic descriptive statistics (i.e. frequencies, percentages) were calculated to describe the behavior management instructional practices and content taught by PETE faculty. Additionally, cross-tabulations were computed to determine if there were differences in instructional practices within the demographical groups (e.g. between males and females).

Results

The behavior management instructional practices and content taught in college/university PETE programs based on participant responses are presented in the section below.

Behavior management course characteristics

Only six of the 134 institutions offer a course dedicated specifically to behavior management. Examples of course names were: 'Behavior Management in Physical Education and Sport,' 'Behavior Management for Physical Education Teachers,' 'Classroom and Behavior Management in Physical Education,' and 'Behavioral Technology.' These courses, were offered annually for 2 to 3 credit hours, are required for all PETE undergraduate majors. Three respondents reported that both undergraduate and graduate students are enrolled in their course, and two included students in non-PETE subdisciplines.

Five of the respondents used the textbook, *Positive Behavior Management in Physical Activity Settings* (Lavay, French, and Henderson 2006), which is specifically related to behavior management. Four required journal articles associated with behavior management in addition to the text, and three used web-based readings.

Behavior management unit characteristics

The vast majority of participants ($n = 128$, 96%) taught a behavior management unit within one or more physical education method courses. Some ($n = 66$, 49%) taught such a unit in only one PETE course while 46% ($n = 62$) taught a unit in more than one course. The name of these courses varied; however, a unit of behavior management was typically housed in a teaching methods or curriculum instruction course with titles such as 'Methods of Teaching Physical Education', 'Elementary Physical Education Methods,' or 'Secondary Physical Education Methods.'

Almost all of these courses were required for undergraduate PETE majors; hence, undergraduates made up the majority of the student enrollment. A few courses, however, included post-baccalaureate ($n = 7$) and graduate ($n = 10$) students, as well as students ($n = 17$) majoring in other areas such as elementary education and liberal studies. Similar to the courses dedicated solely to behavior management, courses with a behavior management unit are typically offered annually for 2 to 3 credit hours.

Instructional time devoted to behavior management topics

Twenty five per cent ($n = 30$) of the respondents reported that they spend less than 10% of their time on the topic of behavior management. Fifty one per cent ($n = 61$) reported that they spend between 11 to 25% of class time on behavior management and 21% ($n = 25$) devote 26 to 51% of their time to behavior management. Translating these percentages into actual hours in a 3-credit hour course (45 hours), 25% receive less than 5 hours, the

majority of students receive approximately 5 to 11 hours of behavioral management education, and 21% receive between 12 to 23 hours of behavior management education.

Required readings

The types of required readings in the behavior management units varied: 73% ($n = 85$) of the respondents typically use a textbook with a section or chapter related to behavior management. Although the participants listed 35 different textbooks for courses with a behavior management unit, the following three were most often listed: *Dynamic Physical Education for Elementary School Children* (Pangrazi 2007) ($n = 18$), *Children Moving: A Reflective Approach to Teaching Physical Education* (Graham, Holt-Hale, and Parker 2007) ($n = 15$), and *Dynamic Physical Education for Secondary School Students* (Darst and Pangrazi 2005) ($n = 14$).

Fifty five per cent of the respondents ($n = 64$) used journal articles related to behavior management, 25% ($n = 29$) used web-based readings, and only 9% ($n = 11$) used a specific behavior management text. The four most frequently used texts were: (1) *Assertive Discipline* (Canter and Canter 2001), (2) *Building Classroom Discipline* (Charles 2008), (3) *Teaching Responsibility through Physical Activity* (Hellison 2003), and (4) *Positive Behavior Management in Physical Activity Settings* (Lavay, French, and Henderson 2006). In addition to articles, websites, and textbooks, this sample uses additional supplemental course materials such as case studies, videotapes, and handouts.

Instructional practices

The most frequently used instructional practices in the behavior management courses and units are lectures ($n = 95$, 79%), readings ($n = 88$, 73%), small group discussion ($n = 85$, 70%), observations ($n = 79$, 65%), and large group discussion ($n = 73$, 60%). Moreover, participants use additional instructional practices such as peer teaching, videotapes or clips of best teaching practices, a panel discussion by teachers who share experiences, and sharing feedback from supervisory teachers.

Additionally, 85% percent of the faculty ($n = 110$) require a practicum for the course or unit on behavior management. The most widely-used practicum settings are off-campus school sites ($n = 93$, 76%) followed by sites on-campus ($n = 27$, 22%).

Class assignments and evaluation criteria

The most often used assignments are: developing teaching lesson plans ($n = 91$, 75%), designing a behavior management plan ($n = 79$, 65%), and designing a rules/routines report or chart ($n = 70$, 58%). In addition, 34% provide students with examples of behavior issues in a case study approach and require them to design different behavior management methods to address the problem behavior. In terms of evaluation criteria, the majority ($n = 90$, 74%) assess students through written exams or quizzes.

Technological applications

The majority of participants ($n = 91$, 76%) incorporate some type of technology in their course. Some of the technology taught was specific to behavior management. Seventy five per cent ($n = 68$) use technology to conduct website searches and reviews, 31% ($n = 28$) to chart or collect data, and only 18% ($n = 16$) to design computer-generated

behaviors graphs. Additionally, 36% (n = 33) use other forms of technology (e.g. Power-Point presentations, DVD and iMovie development for teacher evaluation, flash video modules of behavior episodes, live text teaching portfolios, and a computerized teacher assessment instrument).

Academic content in course or unit

General behavior management content

The general behavior management topics most frequently addressed in the course or unit are methods to: (1) prevent behavior problems (n = 114, 95%), (2) maintain and increase desirable behaviors (n = 111, 93%), (3) redirect or decrease inappropriate behaviors (n = 111, 93%), (4) help students assume responsibility for their own behavior (n = 101, 84%), (5) manage tasks (n = 99, 83%), and (6) design a management plan (n = 85, 71%).

Theoretical models

The majority (n = 109, 91%) discuss theoretical models of behavior in their course or unit. Theoretical models most often addressed are the humanistic or psychodynamic model (n = 89, 74%) and the behavioral model (n = 84, 70%). Only 8% (n = 9) of the sample discuss the biophysical model in classes. Approaches most frequently discussed are Hellison's Personal and Social Responsibility (n = 104, 87%), cooperative learning (n = 90, 75%), character education (n = 69, 58%), and conflict management (n = 59, 50%). Only 21% (n = 25) include any type of information related to positive coaching programs.

Managerial task methods

The most frequently addressed managerial tasks are orientation to rules, routines, and consequences (n = 116, 97%), formations (n = 112, 93%), signals and transitions (n = 108, 90%), equipment distribution and collection procedures (n = 107, 89%), handling disruptive procedures (n = 103, 86%), entering and exiting activity procedures (n = 94, 78%), attendance-taking procedures (n = 84, 70%), and locker room and dressing procedures (n = 67, 56%).

Steps in designing a behavior management plan

Almost all respondents (n = 108, 90%) discuss methods for designing a behavior management plan. Moreover, the majority teach how to: select, define, and prioritize behavior (n = 79, 66%), implement a behavioral intervention and observe, record (n = 78, 65%), and chart behavior (n = 67, 56%). Only 38% (n = 45), however, teach students how to evaluate a behavior management plan.

Methods to maintain or increase desirable behaviors and to redirect and decrease inappropriate behaviors

Ninety three per cent of the respondents discuss methods to maintain and increase desirable behaviors in the course or unit. The six most frequently used methods are prompting (n = 103, 86%), reinforcement types (n = 95, 79%), contracts (n = 71, 59%), shaping (n = 66, 55%), the Premack principle (n = 62, 51%), and group contingencies (n = 60, 50%).

Ninety three per cent of the respondents teach students methods for redirecting and decreasing inappropriate behaviors. The five most frequently used methods are time out ($n = 98$, 81%), direct discussion ($n = 93$, 77%), extinction or planned ignoring ($n = 91$, 75%), verbal reprimands ($n = 83$, 69%), and conflict management ($n = 72$, 60%).

Methods for managing students at-risk

Fifty seven per cent ($n = 67$) of the sample teach methods for managing students with more challenging behaviors, i.e. those with disabilities or who are at-risk. The four most common methods were: managing specific disabilities (e.g. ADHD, autism, emotional disorders) ($n = 40$, 34%), developing a Behavior Intervention Plan ($n = 32$, 27%), shaping and chaining ($n = 26$, 22%), and relaxation techniques ($n = 25$, 21%). For managing students with more challenging behaviors, only 11% discuss Applied Behavioral Analysis (ABA).

Perceived importance of behavior management and recommendations for enhancing instructional practices and content

Almost all of the respondents (92%) believe that teaching behavior management content is 'very important' in preparing students to teach physical education. The remaining 8% believe it is 'moderately important.' Moreover, when asked what they felt needs to change to improve behavior management education and training for physical educators, several recommendations were made.

The most frequently mentioned recommendation was the need for a greater focus on behavior management in PETE coursework. Many suggested that a course dedicated solely to behavior management be included in the required curriculum, whereas others suggested that more information on behavior management be infused into multiple courses in the PETE program. The respondents also recommended more practical experiences in school settings and shadowing teachers who are skilled in the use of behavior management at schools where students are completing practica.

Additional recommendations were that: (1) PETE majors have more behavior management education and training and more teaching experience using behavior management techniques, (2) PETE faculty members hold students accountable for implementing behavior management methods in their practicum experiences, and (3) PETE faculty be more knowledgeable about using technology for classroom management (e.g. digital devices for collecting, analyzing, and reporting student behaviors) and teach their students how to use these devices.

Discussion

The Discussion section includes ways in which behavior management teacher preparation for PETE majors can be improved, as perceived by this sample of physical education teacher educators. Also emphasized in this section is how the instructional content and practices to PETE majors are taught.

The primary reason teachers leave the profession in the US is because they have difficulty managing student behaviors in their classes (Auxter et al. 2010; Rose and Gallup 2007); therefore, it is incumbent upon preservice PETE programs to provide quality behavior management instruction. Toward this end, the NASPE national standards outlining the competencies required to be a highly qualified physical educator in school-based programs

include behavior management as one of eight competencies. Although educational standards help guide action, it is also important to understand the current status of behavior management instructional practices and content of PETE programs in the US and what can be done to enhance behavior management education and preparation for physical educators. This research was designed to accomplish this goal.

All participants stated that behavior management instruction in preservice programs was either ‘very important’ or ‘moderately important;’ however, only six of the 134 participants surveyed teach a required course in behavior management to PETE majors. Instead, most teach only a unit within a course or courses. Although there are some basic similarities across courses and units, there is variance in terms of class time allotted for behavior management education (i.e. developing the knowledge and skills in behavior management and providing opportunities to apply the concepts in practica settings), and this time is generally limited. Similarly, there is a wide variety of instructional practices implemented in these preservice PETE courses.

Instructional practices

All of the instructors who teach a behavior management course use a behavior management textbook as part of the required reading for students. This is not true of those who teach units of behavior management in a PETE methods course. These instructors typically use a teaching methods textbook with a section or chapter related to behavior management and may also have students read journal articles focused on behavior management topics. This is understandable as little time is spent teaching instructional content in behavior management units and having a textbook dedicated specifically to behavior management may seem impractical.

It is encouraging that the instructors of these units make use of readings on a variety of behavior management topics with some requiring web-based readings, which are easily accessible to students. However, based on the participants’ responses, the amount of behavior management information in the assigned readings is relatively limited. This limitation may impact not only the depth of understanding of a particular topic but also the perceived importance of that topic among instructors and students. The investigators encourage instructors to provide their students with more behavior management readings especially web-based readings that are evidence-based, easily accessible, and current.

It is also encouraging that the class assignments, which are designed to reinforce course content and help students learn how to manage student behavior, are diverse and aligned with the current behavior management literature. Two of the most commonly used assignments are developing a behavior management plan and writing a rules/routine report. Although participants were not asked whether students are required to implement these methods as part their teaching at practicum sites, doing so would make the assignments more applicable to actual teaching situations.

When presenting instructional content, the majority of respondents use some type of technology, important in today’s technologically advanced world. Learning to use video recorders allows students to record and evaluate their teaching performance based on established criteria. Learning to develop computer-generated spreadsheets and graphs provides students with the opportunity to illustrate behavior change. Moreover, it has been recommended that PETE faculty teach students how to use digital devices which are effective for collecting, analyzing, and reporting student behaviors and performance (Wegis and van der Mars 2006).

General behavior management instructional content

The general behavior management topics most frequently taught are methods to: (1) prevent behavior problems, (2) manage tasks, (3) maintain and increase desirable behaviors, (4) redirect or decrease inappropriate behaviors, and (5) help students assume responsibility for their own behavior. Preventive techniques are emphasized by almost all participants. This is reasonable considering the general consensus among behavior management experts that inappropriate behaviors occurring in physical education classes are preventable (Lavay, Henderson, and French 2006; Rink 2009; Siedentop and Tannehill 2000).

The respondents teach students a variety of methods to manage tasks and maintain and increase appropriate behaviors, all of which are emphasized in the behavior management literature and important to providing an effective teaching environment. They also teach methods designed to foster self-responsibility among students. This suggests a positive trend. In the past, many physical educators have tended to be reactive, which can promote the use of punitive methods to control students. Instead 'best practices' emphasize positive behavior management strategies (e.g. positive pinpointing, teacher support) to enhance student learning and performance (Lavay, French, and Henderson 2007b).

Teaching diverse methods of redirecting or decreasing inappropriate behaviors was also evident. The most commonly used method to redirect or decrease inappropriate behaviors is time out, followed by direct discussion and planned ignoring. Similar results were reported by Bishop, Henderson, and French (1988) and White and Bailey (1990), who reported that teachers use time out more frequently than other methods to reduce or redirect behaviors in physical education. Because students often present diverse behavior challenges, it is critical that PETE majors be skilled in using a variety of methods to redirect and decrease inappropriate behaviors rather than relying on only one to two.

Designing a behavior plan

Almost all respondents teach students the first three steps in designing a behavior management plan: (1) selecting, defining, and prioritizing the behavior, (2) implementing the intervention, and (3) observing, recording, and charting behavior. Learning these steps is essential to physical educators becoming competent in developing a behavior management plan. Unfortunately, very few teach how to evaluate a behavior management plan. This step is perhaps the most important in the behavior management process as evaluation provides feedback as to whether the plan is effective in changing student behavior or requires revision.

It is also important to teach PETE majors to implement and evaluate behavior management plans because of the 'Response to Intervention Initiative' (Stephens, Silliman-French, Kinnison & French, 2010). This initiative requires that general education teachers conduct interventions to determine the most effective methods for teaching students who are not progressing in class as expected. If these interventions are not successful, students are referred and evaluated for special education service experts.

Once classified as having a disability, students receive special education services, and a school-wide Behavioral Intervention Plan (BIP) is typically developed. The BIP is similar to a behavior management plan and provides the physical educator with guidance relative to the positive behavioral supports implemented by the student's Individualized Educational Program (IEP) team (Lavay, French, and Henderson 2007b; Walker, Shea, and Bauer 2004). Therefore, all teachers must be competent in implementing interventions, collecting

and recording data on students in their classes, and evaluating their teaching methods. It is also important that preservice students be able to develop, interpret and use a comprehensive BIP and collaborate with other teachers and support personnel (e.g. psychologists, diagnosticians) in evaluating the plan (Auxter et al. 2010; Darling-Hammond and Bransford 2005; and Lavay, French, and Henderson 2007b).

Theoretical behavior management models

The theoretical models most often taught are the humanistic model (74%) followed by the behavioral model (70%). The humanistic approach is currently more popular than the behavioral approach, marking a notable shift in thinking in the profession. Two decades ago, the dominant approach taught in PETE classes was the behavioral approach which uses operant conditioning to modify behaviors. In their 1988 study, Bishop, Henderson, and French reported that the most widely discussed behavioral techniques were contingency contract, group consequences, time-out, and shaping. Additionally, while investigating the approaches used by elementary and secondary physical educators to manage student behaviors, Vogler and Bishop (1990) reported that 17 of the top 20 techniques were behavioral while only three were humanistic.

One reason for this increase in the humanistic approach may be the influence of writers such as Hellison (2003) who developed the Teaching Personal and Social Responsibility approach, Grineski (1996) who proposed the Cooperative Model and Glover and Anderson (2003) who advanced the concept of Character Education. Moreover, physical education behavior management textbooks emphasize humanistic models more often than they did in the past. For example, in the most widely used behavior management text, *Positive Behavior Management in Physical Activity Settings*, the information presented on the humanistic model increased 151% from the first edition to the second edition (Lavay, French, and Henderson 2006).

Instructional content for managing students at-risk

Only one-third of the respondents teach content related to managing students at-risk. This is discouraging as each year an increasing number of children and adolescents who are at-risk for behavior problems are enrolled in schools across the country. At-risk students include youth with disabilities, as well as those who have: (1) experienced divorce, (2) live in impoverished conditions, (3) been abused and/or neglected, and/or (4) experience the negative effects of prenatal drug and alcohol exposure (Walker, Shea, and Bauer 2004). Since the Education for All Handicapped Children Act was enacted in 1975 in the US, students, who may be classified as 'seriously emotionally disturbed' have been included in general physical education (Auxter et al. 2010; Block 2007; Dunn and Leitschuh 2006). Further, it is reported by the Office of Special Education Programs (2003) that 96% of all general education teachers currently teach student with disabilities. It is not uncommon for these students to exhibit inappropriate behaviors in physical education. Therefore, it is unfortunate that so few of the respondents teach techniques for managing these behaviors. One possible reason for the limited coverage is that faculty teaching these courses believe that methods for managing behaviors of individuals with disabilities should be covered in adapted physical education coursework. Another reason might be attributed to PETE faculties' lack of teaching experiences, familiarity, and knowledge of students with disabilities. Auxter et al. (2010) discuss the

three variables that must be considered before deciding to place a child with a disability in a general education/physical education program: (1) the professional preparation of the educator to teach a child with disabilities; (2) the attitude of the educator toward learners with disabilities; and (3) the nature of the educator's previous experience working with learners with disabilities. (186)

The importance then, of providing information about how to work with children with disabilities and providing practicum experiences teaching and managing their behaviors is critical for majors in preservice training programs. It is suggested that these professionals collaborate with adapted physical education professionals and learn how to teach specific management techniques to their PETE majors.

Practicum experiences

Numerous practicum experiences are required to prepare qualified physical educators, however, the quality of the experience must be considered. To have the greatest possible positive impact, practicum experiences should complement the curricular knowledge provided in the coursework and focus on functional, evidence-based, and day-to-day teaching experiences (Hickson et al. 2006). Equally important is that practica involve challenges whereby students apply behavior management techniques in their teaching and these practica are supervised by master teachers who model the appropriate behavior management methods to PETE majors (Lavay, French, and Henderson 2006).

Recommendations for change

The three most frequently mentioned recommendations for enhancing behavior management education and training were: (1) placing a greater focus on behavior management in PETE coursework, (2) providing more practicum experiences in school settings, and (3) providing more teaching experience and training in behavior management for the faculty who are teaching in PETE programs.

The majority of respondents recommended more coursework in the preparation of college/university instructors and more teaching experiences using various behavior management methods for PETE majors. They also recommended that instructional time be devoted specifically to behavior management practices and methods.

Some respondents recommended faculty members hold students accountable for implementing behavior management methods during their practicum experiences. Instructors could accomplish this by having students: (1) reflect on their teaching and behavior management methods, evaluate the effectiveness of these techniques, and then develop a plan for improvement; (2) develop a behavior intervention plan for the class they are teaching by selecting and defining a behavior to change, collecting baseline data, writing the target behavior, determining and implementing the intervention, and evaluating the effectiveness of the intervention; and (3) develop a behavior management plan evaluation form used by faculty to evaluate students' effectiveness in applying behavior management techniques while they are teaching.

Finally, a few respondents recommended that faculty be more knowledgeable regarding the use of technology for classroom management (e.g. digital devices for collecting, analyzing, and reporting student behaviors). Indeed, training PETE students to more efficiently collect, analyze, and report behaviors using certain digital devices, such as personal digital assistance (PDA) or hand-held devices, is warranted (NASPE 2008).

Conclusions

There has been a dramatic increase in the number of research and practical journal publications dedicated to behavior management in physical education over the past 40 years demonstrating a focus on the topic in the literature. Nevertheless, teachers are still exiting the profession early in their careers because they have difficulty managing student behavior (Rose and Gallup 2007; Smithers and Robinson 2003). It is therefore surprising that PETE professionals have not countered this trend by including courses dedicated specifically to behavior management in their programs. In the Bishop, Henderson, and French (1988) study, four university institutions offered an entire course in behavior management. Two decades later, only six respondents to our survey reported teaching such a course.

Due to a challenging budget climate for colleges and universities, it may be unrealistic at this time for PETE programs to add a separate course dedicated solely to behavior management; rather, it may be more feasible, and even advantageous, to infuse additional behavior management instruction, practical techniques, and practica across multiple PETE courses. This inclusion would reinforce the importance of behavior management and provide graduates with more training in the area. It is also recommended that pedagogy doctoral students be well trained in behavior management so that those who become academicians will be better qualified to teach this topic to PETE majors in methods courses. If such instructional practices and content were adopted, perhaps fewer potentially talented physical educators would leave the profession (Auxter et al. 2010). By the same token, more physical educators would be able to maximize student learning, and therefore find more enjoyment in their teaching.

Because this research was limited by non-random sampling, these findings could not be generalized beyond the current data sample. Still, the results indicate a need for more time and emphasis devoted to behavior management education and training in PETE programs. Additional research using qualitative methods (e.g. in-depth interviewing) and approaches eliciting information from a larger sample would further enhance both the understanding of behavior management teaching practices and how these practices might be improved. In the future, respondents might be asked for their opinions on what is effectively occurring in behavior management coursework for PETE majors. Future studies might also compare the behavior management practices of adapted physical education teachers with those of general PETE faculty. Moreover, a comparison of behavior management practices and content in PETE programs in the US with those in other countries would be helpful in clarify 'best practices' globally. Ultimately, the future quality of school-based physical education depends, at least partially, on physical educators having the knowledge and skills necessary to manage the array of student behaviors they will encounter during their careers.

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