

Phillip Lozano  
 Sapp  
 TED 414  
 August 4, 2016

## Behavior Management Plan Non-Participation in Physical Education

### **The Student and Behavior**

The student's behavior management plan on this assignment will be geared towards novel physical education teachers managing students who do not wish to participate. In this case we will be focusing on Jacqueline she is a student who does not participate within the physical education class. Through conversations with former physical education teachers this behavior is nothing new, in her previous experiences as a student it wasn't until the parents were notified of her failing grade that she completed extra credit work in order to pass the course. Thus, her only motivation to actually participate in the physical education class was extrinsic in nature specifically the pressure given from her parents.

### **The Purpose of the Behavior**

Although there are a variety of factors which can contribute to her non participation within the class some of the most recurring themes include: performance based classes, negative experiences, lack of self-efficacy and lack of interest (Spray & Biddle, 1997). Since there are a variety of reasons why a student might not engage in the content of the physical education class the ultimate guide to determining the student's lack of participation is through the development of good rapport with the student. It is only through this rapport that a teacher can better describe what specifically can be the primary contributor to a student's lack of participation.

### **Two Teacher's Perspectives**

As a prospective teacher I thought it would be best to ask what two master physical education teachers would respond to this situation.

- *"In my first years of teaching I slowly realized that I lived in a community where many of the students were bullied, therefor providing them with an environment where this was not tolerated made it safe for them to make mistakes. Many former students have had negative physical education experiences, it is important to have a positive experiences where they will continue to pursue being physically active after they leave my class."*  
 - Jesus Gutierrez Bassett Unified
- *"I would call the parents and ask them if they had any information about maybe why they don't like to participate, then I would ask the student."*  
 - Jesus Garcia Montebello Unified

### **Strategies to Modify the Behavior**

The following are some useful strategies to use in a physical education setting.

- **Build rapport with the student** – one of the most overlooked aspects of becoming an effective teacher is through building meaningful relationship that will allow them to feel comfortable within your classroom.

- **Provide students with curriculum that is culturally responsive** – as physical education teachers it is important to create student centered curriculum. This is done through inquiry of surrounding sports leagues, questionnaires etc.
- **Creating mastery oriented environments** – the physical education classroom has evolved throughout the last forty years, providing students with a class that is focused on constant improvement rather than being winner will forever change the class is perceived.
- **Developing all the students** – for many years physical education teachers primarily focused on further developing the skills and abilities of gifted athletes and neglected the struggling. It is important to provide all students with positive experiences and feedback where they will be successful.
- **Music** – something so small can change the dynamic within the classroom. During my student teaching as the elementary level simply adding music created enthusiasm within the students, this is something I feel will benefit the students at the high school level.
- **Opportunities for success** – by modifying lessons to allow all students to become successful they will be more willing to take risks. A few small wins can fuel the efficacy of students.
- **Student teachers** – giving students an opportunity to teach other students manipulative skills will give them an opportunity to be relatable with the teacher. According to the self-determination teacher providing students relatedness will fuel their self-efficacy (Ntoumanis, 2001).
- **Just letting them play** – throughout the stages of development play allowed them to learn about the world. Sometimes this free time gives them an opportunity to express themselves.

### Online Resources

<http://www.sdhc.k12.fl.us/doc/1096/secondarype-expectations>  
<http://www.ncbi.nlm.nih.gov/books/NBK201493/>

### References

- Spray, C. M., & Biddle, S. J. (1997). Achievement Goal Orientations and Participation in Physical Education. *European Physical Education Review*, 3(1), 83-90.
- Ntoumanis, N. (2001). A self-determination approach to the understanding of motivation in physical education. *British journal of educational psychology*, 71(2), 225-242.
- Ferrer-Caja, E., & Weiss, M. R. (2000). Predictors of intrinsic motivation among adolescent students in physical education. *Research quarterly for exercise and sport*, 71(3), 267-279.