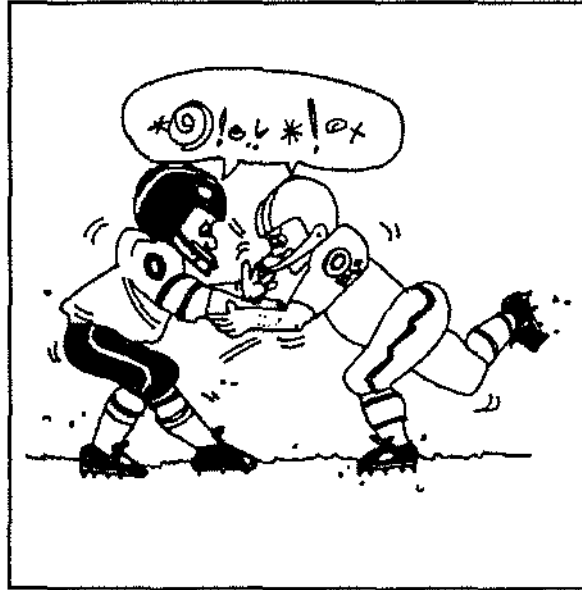

HAPPENING 1

PROBLEM BEHAVIOR: Fighting

VIGNETTE

During a football game in physical education class, Billy Brawl keeps harassing and pushing Ronnie Rowdy on the opposing team. They decide to settle things in the restroom after class.



POSSIBLE CAUSES

- A. Billy's misbehavior may be caused by the attention he receives from his teammates, who often yell and swear back at the other team.
- B. Billy may be using negative behavior to get the individual attention he seeks from the physical education teacher — even if that attention is in the form of scolding.
- C. Billy may not know any other way to interact with others; it may be his sole way of communicating.
- D. Billy may not see his behavior of “fighting as unacceptable. For some students, pushing and brawling is considered having fun.
- E. Billy may be using fighting to prove his masculinity.
- F. Billy may have been provoked into fighting: he may not have wanted to fight, but found himself drawn into it without knowing what else to do.
- G. Billy may have been told by his parents such things as, "Beat up anyone who gives you trouble," "Be tough, stand up for yourself," or "Show them who is boss."
- H. Billy may be starting fights hoping that he will be pulled out of class and will not have to participate in the activities, especially if he dislikes the activities.
- I. Billy may fight because he doesn't know any other way to let out his frustrations.
- J. Billy may have been bullied so he feels a need to be aggressive to others.

1 From B.W. Lavay, R. French, and H.L. Henderson. 2016, *Positive behavior management in physical activity settings web resource*, 3rd ed. (Champaign, IL: Human Kinetics).

- K. Billy may have been physically and/or verbally abused in the home environment.
- L. Billy may have attention deficit hyperactivity caused by a neurological disorder that is influencing much of his inappropriate behavior.
- M. Billy may have a traumatic brain injury and is impulsive in his behaviors.

PREVENTION

- A. Establish class rules that include not only individual penalties, but also an individual or group consequence for encouraging fighting.
- B. Have a step-by-step plan for dealing with repeat offenses. Work toward obtaining a school-wide policy on fighting that includes a plan such as the following:
 - First Offense: Parents notified
 - Second Offense: Parents notified and one day suspension
 - Third Offense: Parents notified and three day suspension
- C. Rearrange the team or squad so that Billy and Ronnie are on the same team. Stress cooperation and the need to work together to obtain the desired goal.
- D. If they have fought before, try to modify the environment using information gained from previous incidents.
- E. Promote objective thinking about fighting by showing appropriate video clips in class.
- F. Use social stories about children playing cooperatively with each other.
- G. Have the class write 10 things that make them angry. Then discuss with each student those
- H. issues that could cause problems in class.
- I. Teach relaxation activities that can be used for self-control. If Billy feels he is beginning to lose his temper, he should be allowed to leave the game, taking a self-time out, and performing some relaxation techniques.
- J. If Billy is fighting for peer or teacher attention, give him positive attention at the times he is most prone to fighting. One way to do this is to give him a position of responsibility. However, observe him initially to be sure he understands his role and does not abuse his authority.
- K. Use group consequences by giving the class reward for going through a specified period without a fighting incident. For example, allow the class to select an activity to play from a list of 3 activities that meet the objectives of the lesson.
- L. Have the students role-play situations in which they might lose their self-control and discuss the appropriate ways to handle these situations.
- M. Have a class discussion on the nature of violence and aggression.

INTERVENTION

- A. Discuss the problem with Billy and/or his parents. Perhaps by working together the problem can be reduced or eliminated.
- B. If a fight occurs, keep calm and quickly evaluate the situation. Once the fight has been stopped, give Billy and Ronnie time to cool off, then implement conflict resolution techniques.
- C. When Billy becomes involved in a fight, immediately say "No, Billy No fighting" and place him in time out for 3 minutes. After Billy returns to the game, give him positive reinforcement for acceptable interactions with the other students.
- D. Have Billy and Ronnie write about their side of the story. Writing the details may help them to carefully examine or reflect on the incident.
- E. Isolate Billy and Ronnie from each other. Then, after class, have each boy explain his side of the incident to the other, with the teacher acting as the mediator.
- F. Role-play with Billy ways to deal with specific situations besides fighting. Other students in class could be involved in the role-playing.
- G. Email home daily/weekly behavioral reports to Billy's parents. Communication with parents is very important.
- H. Determine through Billy's other teachers, school nurse, or parents whether he is taking medication. He may be taking medication to reduce aggressive behavior and may need to have the dosage altered.

- I. Develop a contract with Billy to manage his fighting. The reward could be allowing Billy to be team captain. The following behavioral contract can be used in many different situations:

Fighting Contract

This is a written contract between Billy Brawl and Mr. Peacemaker. The contract will begin on April 1, 2015 and end May 1, 2015. The terms of the contract are as follows:

The student will not engage in fighting on school grounds for a period of four weeks. The teacher will allow Billy to earn the right to be a team captain.

If Billy fulfills his part of the contract, he will earn the specified reward from Mr. Peacemaker. If he fails to fulfill the contract, the reward will be withheld.

Student _____

Teacher _____

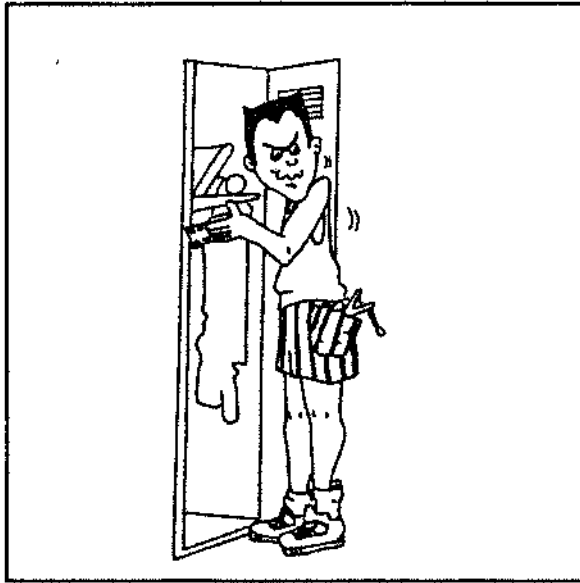
Parent(s) _____

- J. Use peer pressure to help Billy maintain appropriate behavior by putting Billy in a group that does not fight and implementing group consequences for fighting.
- K. Try to direct Billy's aggressions into constructive energy. For example, get him interested in activities such as racquetball so he can hit the ball as hard as he can against the wall, or have him run as fast as he can around the track for a set amount of time.
- L. Use differential reinforcement of an alternate behavior by reinforcing Billy when he helps an opposing player up, gives him a high five for a good play, or complements a player for being a good sport.

PROBLEM BEHAVIOR: Stealing

VIGNETTE

Karl Clepto took money from Bill's locker while he was showering. Rob saw Karl steal the money and reported it to the coach.



POSSIBLE CAUSES

- A. Karl may not like Bill.
- B. Karl may be underprivileged and wants the feeling of possessing money.
- C. Karl may think Bill's family is wealthy so he won't miss the money.
- D. Karl's family may need money and he is trying to help them out.
- E. At Karl's house, stealing money may not be considered wrong.
- F. Karl may consider stealing exciting.
- G. Karl may not have been taught the concept of property rights.
- H. Karl may have needed lunch money and feels he is only borrowing it from Bill.
- I. Karl's poor self-concept may cause him to want attention by being caught.
- J. Karl may be addicted to drugs or alcohol and need money to purchase them.
- K. Karl may be under peer pressure to steal for his friends.
- L. Bill may have stolen something from Karl first.

PREVENTION

- A. Discuss with the team the district/school policy on youth sport officials on stealing and the consequences. This policy may be similar to the following:
 - First Offense: Parents informed, Suspended 1 game, 3 days of detention
 - Second Offense: Suspended 3 games
 - Third Offense: Parents and player removed for the season
- B. Conduct a team discussion on "property rights." This could involve role-playing.
- C. Instruct players to (a) never leave lockers open and unlocked, (b) never openly display money, (c) not share lockers, and (d) that it is ok to take responsibility and report any stolen item immediately.

INTERVENTION

- A. Have a discussion with Karl. Ask him why he took the money.
- B. Give Karl an opportunity to return the stolen money without question to an unpoliced area during a specified period of time. Do not scold him or call him a thief.
- C. Conduct a search of Karl's belongings as part of a general search to locate the missing money. Be sure to check the belongings of Karl's best friend. Use good judgment with this approach and always have a witness with you.
- D. When dealing with the incident, ask Karl to suggest a fair repayment for the offense either in work or in money.
- E. Discuss the problem with Karl's parents and develop a plan of action. Other school personnel such as the school psychologist, counselor, or other teachers are also strongly encouraged to be included.
- F. Reinforce appropriate behavior by commending Karl for respecting property rights when he had an opportunity to steal.
- G. Clarify the meaning of "property rights" and ownership with Karl.
- H. Report the incident to the police and involve them in finding and returning the stolen money to demonstrate to the students the seriousness of stealing.
- I. Retain all students after practice saying that some money has been lost and asking them to look around for it. Karl might "find" the money and return it.
- J. If Karl took the money to buy lunch, determine if his family qualifies for free or reduced-price lunches or if there is a school or district fund to purchase lunches.
- K. Befriend Karl. Provide positive interaction with him by greeting him and spending a little time talking to him. Interest boosting could also lead naturally to a direct discussion about the incident.

- L. Refer Karl for counseling if his behavior seems to indicate psychological problems.
- M. Encourage and/or assist Karl in getting a part-time job doing yard work or shoveling snow. This could both help his financial need and boost his self-confidence.
- N. Use restitution. Have Karl return the stolen object to its rightful owner and apologize for taking it.

HAPPENING 3

PROBLEM BEHAVIOR: Arguing/Talking Back

VIGNETTE

Connie Quarrel argues with her coach and other students about the game rules. If there is a dispute about a rule, Connie's answer usually differs from the coach's which leads to Connie talking back to the coach.



POSSIBLE CAUSES

- A. Connie may argue with everyone because she feels she has no friends and argues to annoy and get back at others for not befriending her.
- B. Connie may seek the attention of the coach or players by "baiting" them into an argument.
- C. Connie may believe she is correct in her interpretation of the rules.
- D. Connie may argue to feel important or seek attention in front of her peers.
- E. Connie may have been taught at home to interact with others by confronting them.
- F. Connie's parents may have taught her not to believe everything she is told and to challenge things with which she disagrees.
- G. Connie may be trying to hide the fact that her motor skills and/or fitness are low compared to the rest of the team.
- H. Connie may dislike her coach.
- I. Connie may think she knows more than the coach and the other players.
- J. Connie may be over-competitive and feel she must always win.
- K. Connie may have a compulsive aggressive disorder.
- L. Connie may be bipolar.

PREVENTION

- A. Explain the rules of the game clearly at the beginning of the first practice and give the players a handout of rules taken from an official rulebook to demonstrate that the information is authoritative. Send the rules home with the players for parent to sign and hold the players and parents accountable for knowing the rules. For example, a test could be administered about the rules. Rules could be posted on the program website.
- B. If Connie is arguing, she is probably very upset about the situation. Before confronting her, determine what kind of pressure was placed on her. For example, was the activity too hard or too easy? Does she have trouble getting along with her teammates? Perhaps the underlying reason for the arguing can be removed.
- C. Establish a policy that the coach makes the final decision on a disputed rule. Use response cost by having the rule that if any team member argues over a rule, the player's team will lose a game point.
- D. Teach the difference between arguing and questioning. For example, arguing involves such things as raising the voice when speaking, adding swear words to the question, or using derogatory terms about the performance or personality of another person.
- E. Teach respect for the game, the rules, and the referees as in Positive Coaching.
- F. Place Connie on a team with students that she likes.

INTERVENTION

- A. Have a direct discussion with Connie in private about her arguing by telling her that you know she is trying to bait you into a verbal contest and that this is inappropriate team behavior. Be sure not to give her the impression that you are against players' asking questions; you just do not approve of arguing.
- B. Hold a team meeting to discuss feelings about arguing.
- C. Have Connie take responsibility by reading the rulebook on the specific rule in question and present a written report at the next practice.
- D. Use planned ignoring to extinguish the behavior. Have the other players do the same.
- E. Immediately talk with Connie and tell her that you are quite aware of the rule and explain the rule to her.
- F. When Connie argues about a rule, tell her that arguing is inappropriate and send her to time out.
- G. Praise Connie when she does not argue about a judgment on a game ruling. Another option would be to use the ripple effect by praising others who are following the rules.
- H. Increase the coach's interaction with Connie. For example, greet her at the beginning of practice, chat with her about other subjects. This may increase her willingness to participate appropriately and help her feel befriended and important without arguing.
- I. In practice, change the scoring to include points for appropriate behavior, as well as, runs; or

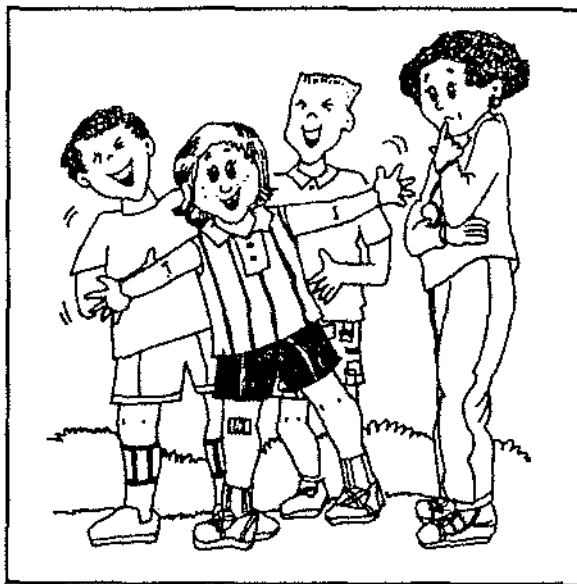
touchdowns.

- J. Implement group consequences by giving points for following rules or taking away points for arguing and other negative behavior.
- K. Have Connie chart the times she argues during practices to get baseline then have her set a target behavior to reduce her arguing, and select a reinforcer, then reinforce her when she meets the target behavior.
- L. When Connie starts arguing, redirect her by having her set up the equipment for the next activity.
- M. If Connie has low motor skills or poor fitness, contact her parents and provide homework that involves improving these skills.
- N. Discuss the problem with other coaches and develop a consistent plan of action. Perhaps one of the other coaches has already found a system that decreases argumentative behavior.

PROBLEM BEHAVIOR: Lying

VIGNETTE

Whenever Susie Fibb is asked a question, she tells a lie. For instance, when she is asked by her physical education teacher or her classmates to share personal experiences, Susie makes up stories.



POSSIBLE CAUSES

- A. Susie may not be aware that what she is doing is lying. She may believe she is just "telling stories." Explain and provide examples of the difference between the two.
- B. Susie may be very insecure and lies to try to appear as good as or better than she perceives others to be.
- C. Susie may not be disciplined at home for lying. Her parents excuse her actions or think she is demonstrating an active imagination.
- D. Susie may be an abused child. She is so afraid of possible consequences that she lies to escape being physically abused. This habit carries over to her classes.
- E. Susie may have no friends and exaggerates as an attempt to get other students to like her.
- F. Susie may be a compulsive liar and be confused about what is right and wrong.
- G. Susie may use lying to cope with the power of the teacher. She lies to make the teacher prove she is wrong or to see how far she can go before being caught.

PREVENTION

- A. Explain to Susie that lying is an inappropriate way to communicate or to make friends. Then suggest other ways of communicating for example playing nicely with other children or working together as teammates.
- B. Have class discussions on the advantages of being truthful and honest.
- C. Sit down and talk to Susie about how she feels about herself and her family. If you suspect child abuse, consult with the school counselor or psychologist.
- D. Give Susie an opportunity to perform special tasks and praise her for appropriate accomplishments and for her efforts.

INTERVENTION

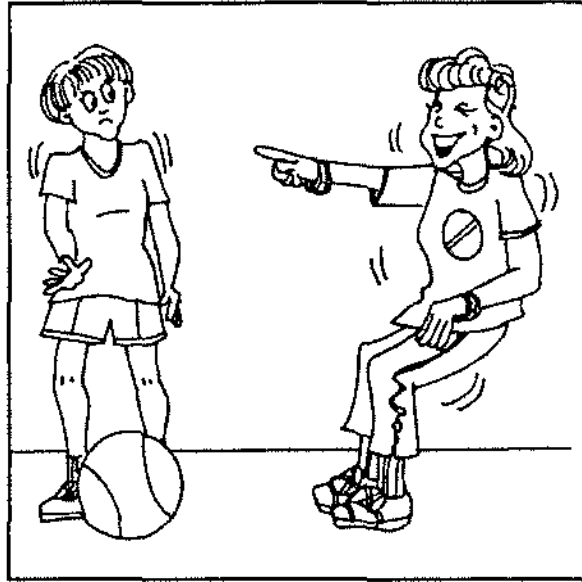
- A. Discuss the behavior with Susie to determine what she believes is the cause of her lying.
- B. Have a conference with her parents to discuss this issue and to find out how they handle it. Develop a behavior plan for Susie.
- C. Reinforce Susie's appropriate behaviors and for being honest by praising her.
- D. Role-play situations in which people are dishonest. Put someone opposite Susie who will lie about everything. Discuss why lying is not appropriate.
- E. When Susie is caught in a lie, use the response cost technique and take away a privilege.
- F. Identify role models who are truthful and reinforce their behavior in front of Susie.
- G. Use the Premack Principle by allowing Susie to select her favorite activities when she goes one week without lying (differential reinforcement of omission of behavior).
- H. Establish a behavior contract with Susie in which she determines a target behavior for lying, selects a reinforcer, evaluates whether she has earned her reinforcement, and gets reinforced if she meets her target behavior. Have her parents sign the contract.

HAPPENING 5

PROBLEM BEHAVIOR: Bullying

VIGNETTE

Betty Bully is a middle school youth sport player who enjoys ridiculing and mocking others when they make mistakes. In addition, she teases some students about their looks, intellectual ability, and skill in sports, even though she is not highly skilled. Sometimes she even threatens others if they make a mistake in a game.



POSSIBLE CAUSES

- A. Betty may bully others because she feels insecure about her looks or skills.
- B. Betty's put-downs may make the other players laugh giving her the attention she cannot get because of her poor skills.
- C. Betty may not know that put-downs are inappropriate.
- D. Betty's coach seldom uses praise and often criticizes the players when they make mistakes.
- E. Betty may not know appropriate ways to communicate with other players.
- F. Betty may have no friends on the team and is trying to become popular.
- G. Betty may have personal problems that she takes out on other players.
- H. Betty may have been bullied by others.

PREVENTION

- A. The coach should monitor the number of positive and negative criticisms directed at the players to determine whether they are provoking Betty's behavior.
- B. Use team input to establish rules and consequences. Include rules dealing with making negative remarks about others.
- C. Stress the fact that we are all learning and practicing to improve our performance, reminding players that it is ok to make mistakes; it shows that you are putting forth the effort to get better.
- D. Be a good role model of how to be positive and caring to others.
- E. Teach good communication skills. Stress to the team members that it is not ok to ignore teammates who are being bullied and passively watch the bullying, but rather step in and tell the bully it is not ok.
- F. Develop a bullying prevention program or use one of the programs listed in chapter 8 of the book.

INTERVENTION

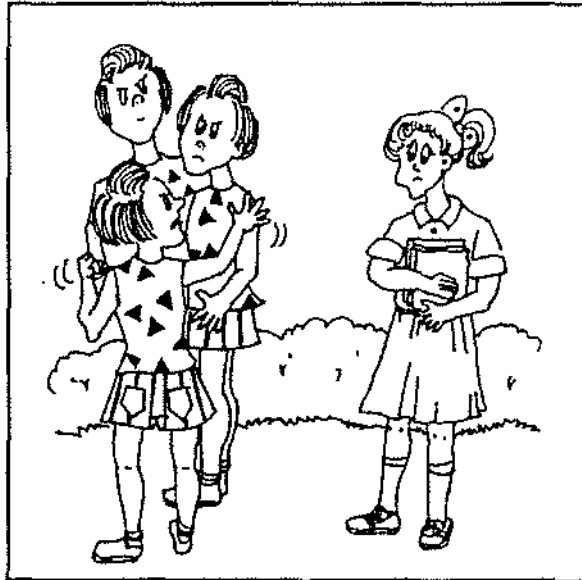
- A. Take time to discuss Betty's behavior with her directly.
- B. Use role playing to have players act out how they feel when they are ridiculed for making a mistake.
- C. If talking with Betty does not help, develop a behavioral contract with Betty to eliminate her negative behavior. Include rewards such as allowing Betty to be the team captain.
- D. Reinforce Betty with praise when she behaves appropriately.
- E. Have the other players ignore Betty's inappropriate remarks.
- F. When Betty ridicules other players, restrict some of her privileges or use time out.
- G. Talk with Betty's parents and other coaches to develop a bully prevention program with consistent reinforcement to encourage appropriate interaction with others.
- H. Give Betty the responsibility of helping another player improve physical skills.
- I. Use players who interact appropriately as role models for Betty.
- J. Have Betty do a self-evaluation, charting each time she ridicules another player. Work with her to set a goal for improving this behavior.
- K. Evaluate Betty's skill level, and if necessary, move her to a team with other players at the same performance level.

HAPPENING 6

PROBLEM BEHAVIOR: Forming Cliques

VIGNETTE

Several team players band together when asked to get a partner, form a small group, or select a team. Because these children and youth are highly skilled, they overpower the other players. In addition, they ignore new players that the coach tries to integrate into the team.



POSSIBLE CAUSES

- A. The inappropriate behaviors of the group members are contagious and serves as reinforcement for further negative behaviors.
- B. The group members may be uncertain of their interaction skills and hide it being a member of the clique.
- C. These players may be insensitive to others and do not realize the consequences of their negative behavior.
- D. These players may not have had social interactions with others outside their clique.
- E. The parents of these players may be outwardly judgmental.

PREVENTION

- A. Use a sociogram to determine if players are always selecting the same players. If so, the coach can structure the environment to include self-space and movement activities that involve intermixing of the team, such as two-on-two drills. Other examples of ways to select partners and groups are located in chapter 2.
- B. Use the ripple effect and select some players as models and praise them for intermixing and choosing different partners.
- C. Place the members of the clique into different squads and constantly rotate them in with other members of the team.
- D. Play a cooperative games with the whole team.

INTERVENTION

- A. Talk to the leader of the clique; enlist his/her help to embrace all players on the team.
- B. Use role playing to help the players get to know and understand each other.
- C. Teach empathy. Address insensitive behavior and how it affects others. Have a team meeting and have players tell how they feel when they are left out.
- D. Plan activities that encourage interaction and cooperation with others in a no failure setting.
- E. Challenge players to participate with someone or a group they do not know and reward those who do.
- F. Play an ice breaker or get-to-know-you game that awards points for interacting with other players in the class.

HAPPENING 7

PROBLEM BEHAVIOR: Inability to Handle Failure

VIGNETTE

Although he tries very hard, Larry Last always loses. With each failure he becomes more dejected and gives less effort. He seems to expect failure with every task.



POSSIBLE CAUSES

- A. If Larry is overweight, he may fatigue easily.
- B. Larry may be on medication that negatively impacts his performance.
- C. Larry may be unfit and/or unskilled in motor activities or he has been limited in past experiences participating in physical activity
- D. With each failure, Larry loose motivation to participate; therefore his skill level continues to decrease.
- E. At home, Larry may have brothers and sisters who are successful while Larry is not. Or, in Larry's family failure may be a norm and he feels there is no use trying.
- F. The instructional methods used by the teacher may not be effective with Larry.
- G. Larry may feel too much pressure to succeed.

PREVENTION

- A. Provide individualized activities that are self-paced and self-testing.
- B. Provide small group activities and place Larry with others of the same ability.
- C. Provide a peer tutor that Larry knows or feels comfortable around to assist him with activities.
- D. Select tasks that are within the abilities of all the students and can ensure success.
- E. Encourage Larry to talk about what it is that frustrates him.
- F. Use cooperative games with a no failure concept and may allow Larry to use and be recognized for his intellectual abilities.
- G. Emphasize and praise affective behaviors, such as enjoying the activity, rather than just praising performance and winning.

INTERVENTION

- A. Discuss with Larry different situations that frustrate him and talk about how he can deal with these feelings.
- B. Consult with the school nurse if Larry is on any medication that may impact his performance in physical education and, if so, collaborate with the nurse to determine appropriate interventions.
- C. Use the Poor Little Alice technique by befriending Larry and having him be your helper so other students will want to interact with him.
- D. Develop a behavioral contract that encourages completion of the activities and improvement of skills.
- E. Praise Larry for his efforts, especially if he does not get frustrated.
- F. Shape Larry's behavior by praising him as he approaches his goal of completing the activity.
- G. Let Larry select activities that he feels comfortable with or have him demonstrate a unique skill he has learned.
- H. Use group consequences by selecting some activities which require the participation of the entire group to complete.
- I. Determine the skills with which Larry is having trouble. Then give him homework activities that will improve his skills or work with him individually after school.
- J. Have Larry chart his behavior to see how many times he participates, enjoys, and doesn't give up during class activities.
- K. Equalize the competition so that all students have the same chance to win. For example when running a mile, Larry might get to start at the quarter mile marker.

HAPPENING 8

PROBLEM BEHAVIOR: Inappropriate Aggressiveness

VIGNETTE

During a soccer lead-up activity, Andy Act-out reacts aggressively when others take the ball away from him by forcefully pushing, biting, hitting, or kicking other players.



POSSIBLE CAUSES

- A. Andy may lack a role model to demonstrate appropriate behavior during physical activities.
- B. Andy may be trying to prove his masculinity.
- C. Andy may be acting over aggressively to cover up his lack of skill.
- D. Andy may be seeking the coach's attention, which he only receives when he is reprimanded.
- E. Andy may be a bully who often communicates through aggressive behavior.
- F. Andy may be abused at home by overaggressive siblings or parents.
- G. Andy may lack communication skills to express his anger or frustration.

PREVENTION

- A. Observe Andy to determine the cause of his aggressive behavior and eliminate factors that seem to trigger it. For example, if Andy is aggressive only when a certain player is on his team, the coach can structure the teams to eliminate this factor.
- B. Structure the activities to ensure that every player takes a turn and then must allow another player a turn.
- C. Teach Andy techniques for controlling himself when he gets the urge to act aggressively. For example, have him count to ten, take a self-time out or use a relaxation technique.
- D. Have Andy practice his motor skills with individual activities that are not competitive.
- E. Help Andy learn to communicate his feelings. For instance, have the players express how they feel when others are aggressive toward them.
- F. Schedule team discussions on good sportsmanship, sharing, and cooperation.

INTERVENTION

- A. Have a discussion with Andy to determine why he acts aggressively. Tell him that aggressive behavior is inappropriate. Give him alternative ways to behave.
- B. Check with other coaches to determine whether they have effectively addressed aggressiveness on their teams. With this information, implement a program to eliminate aggressiveness. When Andy begins pushing, kicking or biting, quickly restrain him in a non aggressive manner.
- C. Demonstrate to Andy how using proper game techniques can help him overcome the frustrations of the game. For instance, show him how to regain the soccer ball after he has lost it.
- D. Set up practice drills in which defensive players attempt to take the ball away from

the offensive players. Reinforce Andy each time he responds appropriately when the ball is taken away.

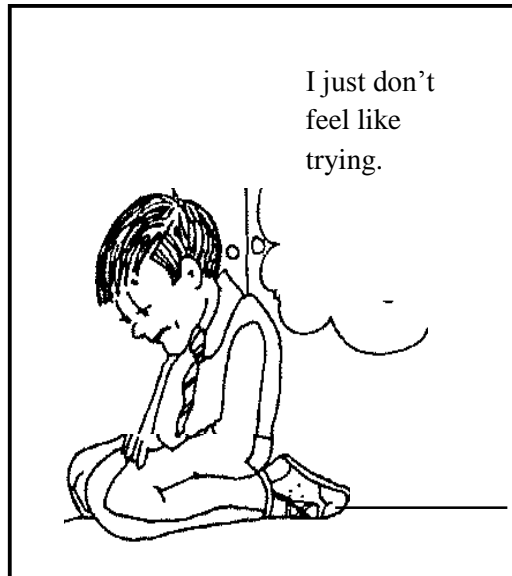
- E. Use the ripple effect by selecting a role model who plays the game aggressively but appropriately and praising his/her behavior.
- F. When Andy acts aggressively, use brief periods of time-out to allow Andy to regain control before he returns to the activity.
- G. Discuss the problem with Andy's parents and work collaboratively with them on a program to eliminate aggressive behaviors.
- H. Allow Andy to earn tokens for every practice or game in which he is not overly aggressive.
- I. When Andy demonstrates the aggressive behavior, channel his aggression into proper activities, such as kicking a soccer ball against the wall or into a net multiple times.
- J. Use self-evaluation by having Andy keep track of his behavior and work on goals to improve it.
- K. Reward Andy when he demonstrates appropriate behavior on the team.

HAPPENING 9

PROBLEM BEHAVIOR: Not Participating

VIGNETTE

Les Loner constantly tries to avoid participating in physical activities. He "forgets" to bring his gym clothes, pretends to be sick, or sneaks out of the activities to sit and watch from a corner.



POSSIBLE CAUSES

- A. Les may be insecure about his physical abilities.
- B. Les may be afraid the other students will ridicule him if he makes a mistake.
- C. Les may have a medical problem that causes him to fatigue easily and is afraid the other students will tease him.
- D. Les may have had bad experiences in physical education in the past and has grown to dislike it.
- E. Les may have overprotective parents who have taught him that he will get hurt if he participates in physical activities.
- F. Les may be afraid of certain specific activities.

PREVENTION

- A. Structure an individualized program for Les to increase his success and build his confidence.
- B. Consult with the school nurse if Les is on any medication that may impact his performance in physical education and, if so, collaborate with the nurse to determine appropriate interventions.
- C. Provide homework activities to help Les practice motor skills and gain parental support.
- D. Structure activities to provide immediate feedback when Les makes progress.

- E. On the first day of class, make sure all students understand the class policy on participating. As a teacher, be enthusiastic about what is being taught.
- F. Use equipment that cannot cause injuries, such as a Nerf Ball instead of a hard ball, for some activities.
- G. Be sure to show interest in all students.
- H. Be aware of the type of skills being taught and make sure all students experience some degree of success by using appropriate skill modifications.
- I. Show a sincere concern and interest in Les.

INTERVENTION

- A. Discuss the problem with Les to determine why he avoids participation.
- B. Encourage Les with praise such as a smile and a pat on the back when he participates.
- C. Pick a student to work with Les as a peer tutor and be sure that the peer encourages Les.
- D. Encourage Les to participate in physical activities outside of class and try to involve his parents in the program.
- E. Develop a token system in which Les accumulates points for participating in activities. These points can be traded for something Les enjoys.
- F. Develop a behavioral contract with Les that includes short-term objectives that encourage him to participate.
- G. Develop a feedback chart for the group showing participation of each group.
- H. Use group consequences to motivate Les to participate by rewarding activities, the squads get to select, contingent on successfully participating in certain activities or exercises.

PROBLEM BEHAVIOR: Poor Sportsmanship

VIGNETTE

Kent Complain, is a member of a youth sport team, has above average skills, and is popular. Unfortunately he dislikes losing. This is expressed in arguments with the other players and the coach about the rules of the game.



POSSIBLE CAUSES

- A. Kent may be pampered by his parents and is used to getting his way and/or is always allowed to win at home.
- B. Kent's father may provide a poor example by screaming at the officials during ball games.
- C. Kent may have no siblings or friends with whom to interact.
- D. Kent may complain to disguise his embarrassment when he loses.
- E. Kent may not respect his coach's authority.

PREVENTION

- A. Clearly explain the rules of the game at the beginning of the first practice. During this time discuss with the team acceptable ways to settle rules disputes.
- B. Establish the rule that the coach settles all disputes over a rule.
- C. Place Kent in a team of players who are not impressed by his complaints.
- D. Be a good role model and an authority on the rules to earn Kent's respect.
- E. Use activities that emphasize time of participation rather than always winning or losing.

INTERVENTION

- A. Have a direct discussion with Kent about his behavior and ask him to describe behaviors of a “good sport”.
- B. Use the ripple effect by praising others who show good sportsmanship.
- C. Use the Poor Little Alice technique by showing an interest in Kent and increasing positive interactions with him to improve other players’ attitudes toward him.
- D. Try to have Kent's peer group explain to him that losing occasionally is acceptable.
- E. Praise Kent when he loses gracefully.
- F. Give Ken time out whenever he exhibits poor sportsmanship.
- G. Discuss the problem with Kent's parents and enlist their partnership in praising good sportsmanship behaviors.
- H. Establish a "Good Sportsmanship Award" for the team and post the rules for attaining it.
- I. Modify the game rules to add five points for sportsmanship.