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PRE-SERVICE AND NOVICE TEACHER PERCEPTIONS OF BEHAVIOR MANAGEMENT
PREPARATION AND PRACTICE IN PHYSICAL EDUCATION

Shane Turpen

47 Pages

If students are not engaged, they cannot be learning (Stright & Supplee, 2002). Student engagement relies heavily on the environment of a classroom, as well as the management of behaviors before and during a lesson (Hirn & Scott, 2014). Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (George Lucas Educational, 2011). In many cases, a lack of student engagement can be attributed to a discrepancy in behavior management competence on the teacher's behalf—often a result of limited teacher preparation (Lavay, Guthrie, & Henderson, 2014). The purpose of this study was to examine the perception of behavior management differences among pre-service and novice physical education teachers.

Participants for this study were 25 undergraduate students in their final year of an accredited PE program, and 24 practicing Physical Education teachers (n=25 males and n=24 females), ranging in age from 21 to 53. The researcher gave similar surveys to both sub-groups related to their perceptions of behavior management in the PE classroom. Surveys included both Likert scale multiple choice questions, and open-ended questions. Questions ranged from their behavior management philosophy and use of specific behavior techniques, to the perceived relationship between classroom management and behaviors in the PE environment. The survey

was distributed via an embedded link in an email invite after researchers obtained lists of possible participants, and remained open and available for approximately 6 weeks. Results pertaining to specific behavior management techniques showed that there was a significant difference in the techniques being used by the two sub-groups. That is, results showed that novice PE teachers are more likely to use reparation ($M = 2.32, SD = .8$) and verbal reprimand ($M = 3.64, SD = .49$) than pre-service teachers ($M = 1.83, SD = .56; M = 2.96, SD = .69$). Pre-service PE teachers feel better trained in behavior management techniques ($M = 3.5, SD = .93$) than novice teachers ($M = 2.71, SD = 1.0$). Novice PE teachers apply behavior management strategies ($M = 4.8, SD = .40$) more often than pre-service teachers ($M = 4.13, SD = .99$).

Qualitative data analysis of open-ended responses showed many trends among Novice teachers, specifically around positive reinforcement, relationship building, and verbal reprimand. There were less trends among responses of pre-service teachers, however many expressed the need for more training with specific behavior situations. When asked about the role of a principal or dean of students, both groups' perceived administrators as support for student removal, as well as the authoritative figure that oversees all behavior systems and structures. Finally, both groups seemed to agree on the idea of clear and consistent routines and expectations in the classroom.

The results of this study showed that physical educators, practicing or perspective, perceive behavior management to be important. Yet, many of the same educators are not, or did not receive sufficient training in the area of behavior management. The results of this study indicate the need for more in-depth, and ongoing training in the area of behavior management. Recommendations for future research regarding behavior management in PE is discussed.

KEYWORDS: Behavior Management; Physical Education; Pre-service Teacher; Novice Teacher; Undergraduate; Classroom Management

PRE-SERVICE AND NOVICE TEACHER PERCEPTIONS OF BEHAVIOR MANAGEMENT
PREPARATION AND PRACTICE IN PHYSICAL EDUCATION

SHANE TURPEN

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“Gladly would he learn, and gladly teach.” - Chaucer

S. T.

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CHAPTER I: PRE-SERVICE AND NOVICE TEACHER PERCEPTIONS OF BEHAVIOR MANAGEMENT PREPARATION AND PRACTICE IN PHYSICAL EDUCATION

Introduction

If students are not engaged, they cannot be learning (Stright & Supplee, 2002). Student engagement relies heavily on the environment of a classroom, as well as the management of behaviors before and during a lesson (Hirn & Scott, 2014). Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. (George Lucas Educational, 2011). The result of consistent disengagement ultimately predicts how successful children will eventually become, as research shows that students who are behind academically are more likely to drop out, which often leads to delinquency (Eisenman, Edwards, & Cushman, 2015). When considering the impact student engagement levels have on our society's future, one must examine what might be getting in the way of student success. In many cases, a lack of student engagement can be attributed to a discrepancy in behavior management competence on the teacher's behalf—often a result of limited teacher preparation (Lavay, Guthrie, & Henderson, 2014).

Research has shown that when positive behavior interventions are performed in activity and movement environments, students respond in a way that is conducive for learning (Hinton & Buchanan, 2015). Behavior management has proved to be foundational, and is crucial when considering what effective teaching looks like. A teacher should enter the work force equipped with several different strategies with which he or she can manage behavior, and must have confidence in using them in order to make a true impact on learning (Ruepert & Woodcock, 2010). A variety of strategies are necessary, as one student may not react the same as another

student to one specific strategy (Alstot & Alstot, 2015). There is great value in the emotional support provided in a classroom, and often reflects the success rate of the students involved.

Much research has been conducted in the area classroom management, specifically in physical education environment. In fact, research on classroom management began in the 1970s, with over 500 published articles on the subject to date (Lavay et al., 2014). Behavior management refers to a teacher's ability to maintain and manage behaviors in the classroom in a way that produces a positive learning environment for all students. Although classroom management differs from behavior management, one can infer that the two categories go hand in hand. In order to manage behaviors effectively, one must first focus on classroom management. That is, classroom management techniques such as equipment location, transitions, and structured routines set a foundation for the effective management of behaviors. Field research has been useful in determining the behavior management practices that are most often used, however it is important to note that every behavior situation is vastly different, and each student requires an approach that tailors to his or her specific needs. That said, more research is needed in the area of teacher perception—specifically how teachers perceive their ability to manage behaviors, and the significant differences in perception between pre-service and novice PE teachers. Although all teachers experience difficult behaviors, physical educators often face unique experiences due to larger class sizes, and a dynamic environment (Lavay et al., 2014). The perceptions of pre-service and novice teachers of behavior management very likely show a significant difference. Many teachers do not feel that they are leaving their undergraduate programs equipped to best serve students and their specific needs, despite the effort of these programs to provide undergraduate students with a sufficient amount of instruction and practice in the area of behavior management (O'Neill, & Stephenson, 2012).

When considering the effectiveness of undergraduate programs to prepare teachers to deal with negative behaviors, one must investigate the perceptions of both pre-service teachers in PE programs, as well as that of practicing PE teachers. As research shows, many teachers leave the profession within the first 5 years of teaching, and often due to issues related to behavior management (Fisher, 2011). For this reason, the perceptions of behavior management from the perspective of novice teachers is important in determining the root cause for so many teachers leaving education. Conversely, determining the knowledge and skill sets learned during undergraduate programs may provide insight into what needs to be added to such programs in order to produce the most effective teachers. The purpose of this study was to examine the perception of behavior management differences among pre-service and novice physical education teachers.

Methods

Participants/Setting

This study was conducted in 5 regions of the United States. Researchers obtained the names of program directors directly from university websites, and then asked that they distribute the survey link to all students who qualified for the study. Similarly, a list of novice teachers who qualified for the study was obtained from a department head in a major urban school district. Other qualifying novice teacher contacts were obtained through email and social media inquiries. All undergraduate participants were required to be in their final year of coursework—and novice teachers must have had 5 or less years of experience. Once all perspective participants were identified, an email with the embedded survey link was distributed to them. After 3 weeks, a second email was sent out reminding participants of the survey window, and encouraging them to take the survey if they had not already done so. After accessing the link, participants were

prompted to provide informed consent before they filled out the demographic portion of the survey. Recruiting participants and completing surveys extended approximately 2 months.

Participants were 25 undergraduate students in their final year of an accredited PE program, and 24 practicing Physical Education teachers (25 males, 24 females), ranging in age from 21 to 53. These individuals represented 5 different regions of the United States, with most teaching or attending a University in the Midwest region (n=28, 57%), followed by the Central (n=8, 16%), Southwestern (n=7, 14%), Eastern (n=5, 10%), and Southern (n=1, 2%).

The vast majority (n=42, 86%) of participants were Caucasian, although Black or African Americans (n=3, 6%), Hispanics (n=2, 4%), and Asians (n=2, 4%) also responded to the survey. The majority (n=38, 76%) had either earned, or were earning a Physical Education –Teacher Education degree, however Kinesiology (n=4, 8%) was represented, as well as one participant (n=1, 2%) from each of the following: Criminal Justice, Elementary Education, Exercise Science, Adapted Physical Education, Dance, and Health Education. Of those degrees most (n=43, 88%) were from accredited universities, while 6 (12%) degrees were not. Finally, participants reported that they mostly (n=23, 47%) taught Secondary PE, with Elementary PE (n=13, 27%), K-8 PE (n=9, 21%), and Adapted PE (n=1, 2%) also represented.

Instrumentation

Demographic survey. A demographic survey (see appendix A) was filled out by each participant before they began answering questions. Questions regarding gender, ethnic background, experience levels, and credentials were asked, among others.

Pre-service & novice teacher surveys. The Pre-service Teacher Survey (see appendix B) consisted of both Likert scale questions, and open-ended questions. These questions were a

modification of a survey composed by Lavay, Guthrie & Henderson in 2014. The questions were tailored specifically to pre-service teachers.

A second survey, The Novice Teacher Survey (see appendix C), was designed to determine the perceptions of behavior management preparation and practice of novice teachers. This survey was distributed to practicing PE teachers who had taught for 1-5 years. The survey consisted of both Likert scale questions and open-ended questions. Although similar to the questions on the Pre-service Teacher Survey, the questions on this survey were tailored specifically to practicing, novice teachers. These questions were also a modification of the Lavay et al. survey (2014). The purpose of these two surveys was to determine the perceptions of behavior management preparation and practice of pre-service and novice teachers.

In Part 2 of each survey, respondents were asked questions regarding their previous training in behavior management, including educational background, teaching certifications, number of behavior management courses taken, practicum experiences specific to managing behaviors, coursework specific to behavior management, and how well the behavior management coursework and training prepared them to teach in their current teaching assignment. A series of questions regarding teacher in-service training specific to behavior management was also included. Finally, participants rated their own ability to manage the behaviors of children in the PE environment where they were currently teaching.

Part 3 of each survey asked open ended questions, allowing preservice and novice teachers to share specific experiences that relate to behavior management. Questions in this section differed slightly between the two surveys. Respondents were queried on behavior management philosophy, and their perception of effectiveness in behavior management.

Data Collection Procedures

Approval from the IRB was obtained prior to beginning this study. In order to obtain contact information for pre-service teacher, the investigators searched for qualifying PETE programs, and then obtained program director information directly from the university websites. The co-investigator, who is a professional in the field of Physical Education, also reached out to several colleagues who were involved with qualifying programs. Researchers then provided the survey link to the program directors at universities that offer a Physical Education Teacher Education degree, who then distributed the survey to students who fit the criteria for the study. To access email addresses of novice teachers, researchers asked school district administrators to identify novice PE teachers (1-5 years), as well as PETE program directors to identify recent graduates. Once the e-mail addresses were obtained, the participants received an email invitation that included a link to the electronic survey. Embedded in the survey was the informed consent (see appendix D)—which participants were required to complete before gaining access to the rest of the survey. The survey period remained open for about 6 weeks. The data was collected and compiled through the online survey platform, Qualtrics. Data for demographic and Likert items were automatically saved and sorted, while data for open ended questions was examined for trends by the researchers.

Data Analysis

Descriptive statistics (e.g., frequencies, percentages, means and standard deviations) for the total sample were used to describe the demographic and perceptions of behavior management data. Statistical analysis was completed using SPSS v20 (Armonk, NY, USA). Additionally, *t* – tests were computed to determine whether significant differences existed between novice and preservice teacher perceptions of behavior management. The a priori alpha level was set up at p

≤ 0.05 . Participant responses to the open-ended questions were analyzed through the process of open coding and constant comparative techniques to identify initial themes and categories.

During this study, participants were anonymous. Only the researchers had access to the data provided, and participants could step away from the study at any time. For the qualitative data, constant comparison was used to find trends among responses. Peer debriefing was also used to verify themes and the development of the final categories.

Results

An independent samples *t* test was conducted to evaluate the similar (multiple choice) questions between novice and pre-service teachers' use of behavior management techniques. The test was significant for the how well does/did your coursework train you to implement behavior management methods, $t(47) = 2.44, p = .01$; and verbal reprimand, $t(28) = 3.99, p = .01$. Novice PE teachers are more likely to use reparation ($M = 2.32, SD = .8$) and verbal reprimand ($M = 3.64, SD = .49$) than pre-service teachers ($M = 1.83, SD = .56; M = 2.96, SD = .69$). Additionally, another independent samples *t* test was conducted to evaluate the similar questions between novice and pre-service teachers' perceptions of behavior management. The test was significant for the technique of reparation, $t(46) = -2.77, p = .01$; and how often do you apply behavior management strategies, $t(47) = 3.13, p = .01$. Pre-service PE teachers feel better trained in behavior management techniques ($M = 3.5, SD = .93$) than novice teachers ($M = 2.71, SD = 1.0$). Novice PE teachers apply behavior management strategies ($M = 4.8, SD = .40$) more often than pre-service teachers ($M = 4.13, SD = .99$).

Participants were asked a number of open-ended questions pertaining to behavior management. Questions for both surveys were based on the same topics, but language was

tailored to meet the separate situations of both novice and pre-service PE teachers. Researchers analyzed the responses, and searched for trends among the responses.

Pre-service Teacher Responses

When asked if they thought their behavior management philosophy would change after working as a practitioner for 1-5 years, the majority of pre-service teachers did not think much would change. They did, however, allude to learning to manage behaviors better with more teaching experience. One pre-service teacher for example, wrote, “I don't think my philosophy will change. I think that I'm always going to feel as though everyone needs to work together in order for the behavior of our students to be as great as possible.” Another added, “With more experience I will see what negative types of behaviors are really happening in my age population. I also will be able to have tried different techniques and see what works best for my teaching style.”

Participants were then asked to describe which behavior management techniques they perceived to be the most important. Responses to this question did not seem to have a clear direction, as many responses were more conceptual in nature, rather than providing specific techniques. Said one, for example, “...having routines in place and having the students know the procedures and the rules of your classroom is beneficial so that you can be consistent throughout your classes and between students.” Pre-service teachers seemed to mention aspects of classroom management more so than specific behavior management approaches.

Finally, pre-service teachers were asked what they would change or add to their undergraduate programs, as it relates to behavior management. A common trend in the responses was the need for more practice, and situational behavior management techniques. One pre-service teacher stated, “I would just spend a bit more time on learning different techniques

that are effective. We learn the basics of what you should do but don't get many specific ideas to handle student behavior". Another responded, "More situations in which talking about what teachers have gone through and what they did in response to the situation."

Novice Teacher Responses

Novice teachers were asked a similar set of open-ended questions that were tailored to fit their specific demographic. They were first asked to briefly describe their behavior management philosophies. Many teachers alluded to the use of positive reinforcement, and the importance of establishing and maintaining strong relationships with their students. One teacher wrote, "I truly believe it is important to work with the child not against them. I try my hardest to establish a (rapport) with my students so that we have a mutual respect for one another to work through problems." When novice teachers were asked how these philosophies on behavior management have changed since they started teaching, many novice teachers mentioned more emphasis on relationship building, setting clear and consistent expectations, and holding students accountable. "I now realize how important building relationships with the kids is, especially those kids who have more behavior needs," said one teacher. Another added, "...maintaining high expectations no matter what the plan is for the day has gotten my students to learn more information and more about physical education in the long run."

When asked which 3 behavior management techniques were most important, the novice teachers, again, showed trends of responses related to relationship building, activity removal, and positive reinforcement. Creating a positive culture in the classroom was one teacher's method, as they responded by saying, "Opening the door with a handshake and a smile Having students circle up at the beginning, middle, or end of a class and "shouting out" others for exceptional behaviors." Consistently holding high expectations also appeared to be a trend, and could be

summed up in one response, “The most important method is establishing classroom rules/expectations. Making sure to follow through on the expectations and rules when one is broken.” Overall, the responses from the novice teachers were fairly similar, and all seemed to reflect the perceptions of experienced practitioners.

Commonalities Amongst Both Sub-groups

When asked about the role of a principal, or dean of students in the school, both groups perceived those positions as a “last resort” for behavior, as well as seeing administrators as authority figures. Novice teachers discussed needing support and modeling from administrators—especially when needing a student removed from the classroom. Said one novice teacher, “Supporting the teacher. It is important to keep the students in the classroom but ultimately they need to support their teachers as well.” Similarly, a pre-service student responded by saying, “...the last step in the process of behavior management. Result to them after all other options have been utilized.” Both groups gave very similar responses when asked if classroom management (equipment, transitions, etc.) affected behavior management —this response was a resounding yes, classroom management absolutely affects behaviors in the PE environment. To that question, a novice teacher wrote, “100%. A poorly managed classroom makes PE practically impossible.”

Finally, both sub-groups were given the opportunity to provide any extra commentary or suggestions they may have as they pertained to behavior management. There was a consistent trend of more practice in behavior situations—specifically from the pre-service demographic. For example, a pre-service teacher responded by saying, “Provide more scenarios for teachers to see what may happen in class so that we can have a better understanding of how to deal with certain situations.” Novice teachers pointed to the importance of professional development, and

mentioned that behavior management expertise comes only with more experience. Similarly, a novice teacher explained, “I wish colleges would do a little better job at preparing student teachers with classroom management skills. Professors always say what you could do, but actually carrying it out and trying it is way different. Student teachers need to be prepared in how to handle their students and have some practice in carrying out their behavior management plan.”

Discussion

Based on the results from this study, the following section includes suggestions for how behavior management training can be improved for pre-service and novice teachers, as well as suggestions for future research.

Coursework and Teacher Preparation

There is a clear discrepancy in the amount of behavior management training provided during undergraduate coursework, however it may be trending positively (see Figure 1). Of all the participants, 53% of novice teachers responded that their coursework did not include a course on behavior management. Conversely, 64% of pre-service teachers claimed their programs did include such courses. That said, 70% of pre-service teachers answered that they are either moderately interested, or very interested in more coursework pertaining to behavior management in PE. Neither sub-group expressed the notion that their programs helped them feel prepared to manage behaviors (novice 40% somewhat prepared, pre-service 44% moderately prepared), but both groups (77% novice, 76% pre-service – very important) provided overwhelming data to support their perceived importance of such training to effectively manage behaviors in the classroom. Despite the data showing the perceived importance of behavior management, this study supports findings of a study done by Lavay et. al 2014 that showed there is a lack of behavior management training in PETE undergraduate programs.

The results from this study indicate that more research needs to be conducted in regards to the structure of undergraduate PETE programs, and the amount of behavior management training being offered to pre-service students. Respondents indicated that specific situational behavior management could perhaps be a way to help train teachers to be prepared in the classroom. Participants mentioned that behavior management can be learned from experience, which may have explained some of the pre-service teacher results. This study also shows the need for in-service training for practicing teachers. Novice teachers indicated that they sometimes seek out professional development in behavior management, but that it is not often offered in a schoolwide in-service format. Providing teachers with continuous instruction in behavior management could serve as a support when considering proactive behavior management.

Specific Behavior Management Techniques in Physical Education

Aside from the frequency of coursework in behavior management being offered, this research points to some very clear strategies that are more popular among both sub-groups than others. For example, the frequency of humanistic and specific behavior strategies (see Tables 1&2) showed participants attributing behavior management to managerial aspects relating to classroom management, verbal redirection, and strategies used to increase positive behaviors. The participants were asked how comfortable they were managing equipment and transitions, and both groups were above 70% in the moderately to very comfortable range—which relates directly to the responses supporting the effectiveness of managerial strategies.

The frequency in application of behavior management strategies (see Figure 2) was similar in both groups, however novice teachers seem to use them slightly more often than pre-service teachers. Despite there being evidence showing that undergraduate programs are not

providing ample behavior management practice (Lavay et. al 2014), both groups expressed that they feel mostly confident (see Figure 3) in managing behaviors. This research was given to a small sample size, which may not reflect the overall confidence of other teachers/undergraduate students. Therefore, more research in the area of perceived behavior management confidence may be necessary.

Confidence in behavior management may not always mean a positive learning environment. Many practicing teachers in this study alluded to positive reinforcement. The idea of building strong relationships, and understanding each individual student was also mentioned consistently in the responses in this study. This study indicates that teachers need more strategies in their repertoire in order to attend to each student on a need by need basis. This study also indicates that more research can be done on what physical education teachers are doing in the most effectively managed classrooms. Finally, teachers spoke of having consistent, clear, and high expectations. With those expectations come accountability—ultimately giving students a way to track and manage their own behaviors. With many behavior management systems available, more research could be done on the effectiveness of such programs in the PE environment.

Importance of Behavior Management in Physical Education

As a study done by Kearney, Smith, & Maika in 2014 showed, relationships in the classroom are the foundation to student engagement—which ultimately drives learning and affects the behaviors of students. That is, teachers who have built meaningful relationships with their students find that their behavior management is not the focus of their lesson; rather their instruction of content takes the lead (Reyes, Brackett, Rivers, White, & Salovey). The results from this study also showed that relationships were meaningful to behavior management,

specifically from the novice teacher group. With that in mind, inferences can be made about behavior management effectiveness, and a teacher's ability to build strong, meaningful relationships with his or her students. Despite the lack of behavior management training, both sub-groups alluded to the importance of relationships, where the vast majority of participants called it "very important". The same response was given when the participants were asked how important they thought behavior management was in the PE setting. With so much focus on skill acquisition, physical education can often get bogged down with content rather than focusing on relationship building and the social-emotional wellness of students (Reyes et.al.). The results from this study, and others with similar results, lead to the suggestion of more research in the area of relationships and student engagement, specifically in the physical education environment due to the challenges created by dynamic movement, equipment, and often large class sizes.

The results of this study indicated a number of important points in the area of behavior management in the physical education environment. First, the results showed that there is a lack of behavior management training and practice in undergraduate programs. However, this study only reached a select number of PETE program participants, which may be a limitation. Another limitation could exist in that this survey did not take place in regional parts of the US. Novice teachers were those with 5 or less years of service, and behavior management could look different for those with more experience. More research should be conducted by accessing different programs to determine if this is a nation-wide trend amongst pre-service education. Second, this research alludes to the overwhelming importance of managing behaviors in an education setting—specifically in the PE environment. The relationship between classroom management techniques and behavior management might be examined in order to determine a correlation between learning environment, and behaviors. Finally, this research points out that

relationship building is an important aspect to maintaining behaviors in the classroom. The study indicates that each student has different needs, and each teacher uses different strategies to manage behaviors. Because the sample size was not representative of most PE teachers, no complete conclusions can be made about PETE program effectiveness or the behavior management of practicing teachers. However, it is recommended that more research be conducted to determine exactly what effective behavior management looks like in the physical education classroom.

Table 1

Frequency and Percentage for Teacher Perceptions of Behavior Management Method

	Novice	Pre-Service
Which of the following general behavior management methods do you use with the children you teach in your PE classes? (Check all that apply)		
Methods used to manage managerial tasks (i.e., rules, routines)	24 (33)	19 (33)
Methods to maintain and increase appropriate behaviors (i.e., rewards such as stickers, tokens, etc.)	13 (18)	11 (19)
Methods to redirect or decrease inappropriate behaviors (i.e., time out, response cost, etc.)	21 (29)	16 (28)
Methods to assist students to take responsibility for their own behaviors (i.e., Hellison's levels, etc.)	6 (8)	8 (14)
Methods to design a Behavior Intervention Plan (BIP)	8 (11)	4 (7)

**Note: Frequency (percentage)*

Table 2

Frequency and Percentage for Teacher Perception of Humanistic Model Approach Questions

	Novice Teachers	Pre-Service
	20 (18)	
Character Education (e.g. Team Building)		16 (13)
Conflict management techniques (e.g. Talking Bench)	9 (8)	9 (7)
Cooperative learning (e.g., New Games)	22 (19)	19 (16)
Teaching Personal and Social Responsibility (e.g., Hellison's Model)	11 (10)	17 (14)
Self-determination (allow students to make choices & problem solve)	17 (15)	15 (12)
Restorative approach	10 (9)	3 (2)
Self-evaluation (e.g., self-task, student evaluates & reports on their own behavior)	15 (13)	21 (17)
Peer-evaluation (e.g., student evaluates and reports on the behavior of others)	9 (8)	21 (17)

**Note: Frequency (percentage)*

Table 3

Descriptive Data for Behavior Management Techniques - Pre-Service PE Teacher

How often have you used the following methods to redirect and or decrease inappropriate behaviors during your physical education practicums or student teaching?

	Not Familiar	Never	Sometimes	Often
Conflict management (e.g., talking bench for students to work out their problems)	12.5 (3)	37.5 (9)	29.2 (7)	20.8 (5)
Corporal punishment (using physical force)	4.2 (1)	87.5 (21)	8.3 (2)	n/a
Direct discussion	12.5 (3)	29.2 (7)	45.8 (11)	12.5 (3)
Extinction (planned ignoring)	12.5 (3)	75 (18)	12.5 (3)	n/a
Physical restraint methods	4.2 (1)	16.7 (4)	54.2 (13)	25 (6)
Positive practice overcorrection (repeatedly practice performing an appropriate behavior)	12.5 (3)	33.3 (8)	37.5 (9)	16.7 (4)
Relaxation techniques	25 (6)	33.3 (8)	37.5 (9)	4.2 (1)
Restituitional overcorrection (do work to rectify the situation)	25 (6)	66.7 (16)	8.3 (2)	n/a
Reparation (pay with money or time)	12.5 (3)	37.5 (9)	45.8 (11)	4.2 (1)
Response cost (take away reinforce)	n/a	12.5 (3)	58.3 (14)	29.2 (7)
Time out (remove student from reinforcing environment)	n/a	25 (6)	54.2 (13)	20.8 (5)
Verbal reprimand	12.5 (3)	12.5 (3)	41.7 (10)	33.3 (8)
Reinforce incompatible or alternative behavior (reinforce a student for being quiet)	12.5 (3)	25 (6)	41.7 (10)	16.7 (4)

**Note: Frequency (percentage)*

Table 4

Descriptive Data for Behavior Management Techniques – Novice PE Teacher

How often have you used the following methods to redirect and or decrease inappropriate behaviors during your physical education practicums or student teaching?

	Not Familiar	Never	Sometimes	Often
Conflict management (e.g., talking bench for students to work out their problems)	8 (2)	20 (5)	40 (10)	32 (8)
Corporal punishment (using physical force)	16 (4)	80 (20)	4 (1)	n/a
Direct discussion	4 (1)	4 (1)	24 (6)	64 (16)
Extinction (planned ignoring)	n/a	24 (6)	64 (16)	12 (3)
Physical restraint methods	8 (2)	84(21)	8 (2)	n/a
Positive practice overcorrection (repeatedly practice performing an appropriate behavior)	n/a	8 (2)	48 (12)	44 (11)
Relaxation techniques	4 (1)	36 (9)	48 (12)	12 (3)
Restituional overcorrection (do work to rectify the situation)	20 (5)	32 (8)	28 (7)	20 (5)
Reparation (pay with money or time)	12 (3)	52 (13)	28 (7)	8 (2)
Response cost (take away reinforce)	4 (1)	24 (6)	56 (14)	12 (3)
Time out (remove student from reinforcing environment)	n/a	4 (1)	44 (11)	52 (13)
Verbal reprimand	n/a	32 (8)	24 (6)	44 (11)
Reinforce incompatible or alternative behavior (reinforce a student for being quiet)	4 (1)	36 (9)	32 (8)	28 (7)

**Note: Frequency(percentage)*

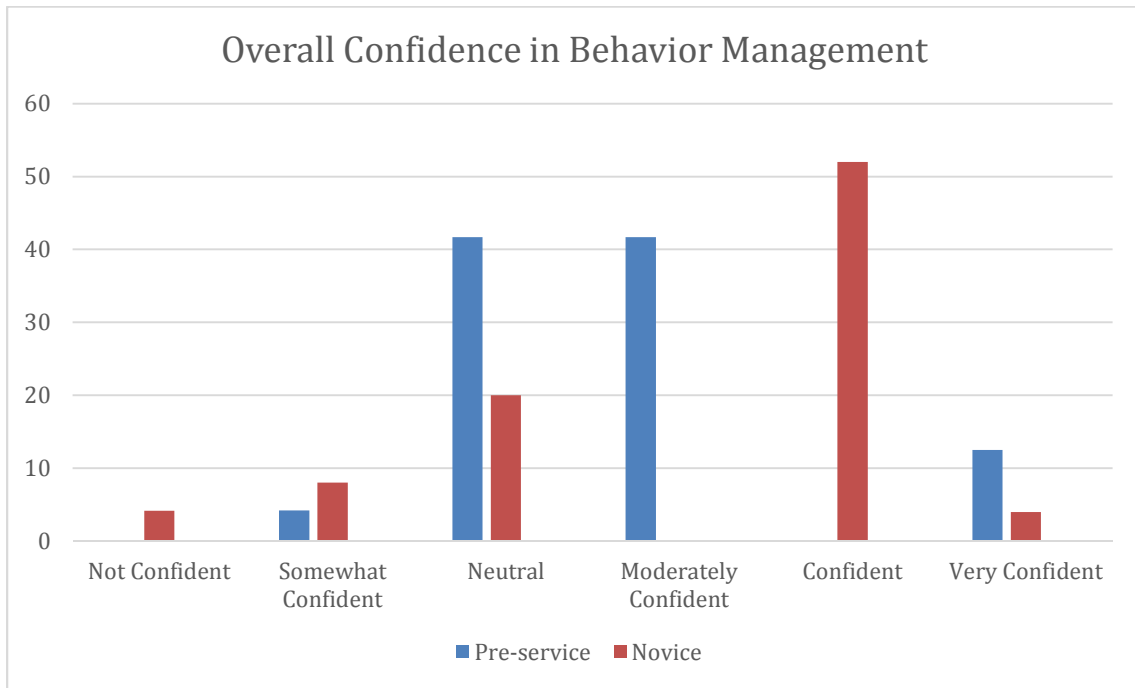


Figure 1. Percentage of overall confidence in behavior management

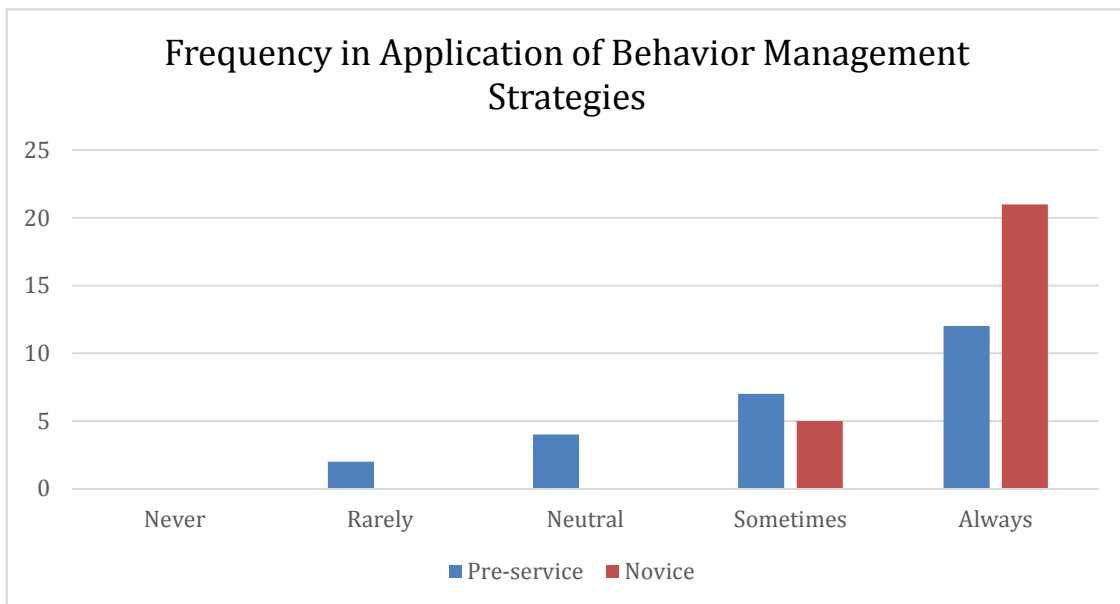


Figure 2. Frequency in application of behavior management strategies

How well does coursework prepare for behavior management method implementation?

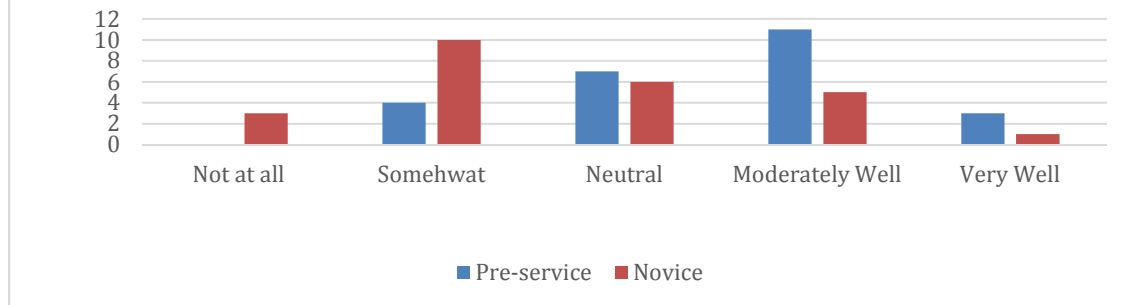


Figure 3. Frequency in response to how well coursework prepares for implementation of behavior management methods

CHAPTER II: EXTENDED LITERATURE REVIEW

The purpose of this study was to examine the perception of behavior management differences among pre-service and novice physical education teachers. Perception was measured using the Novice Teacher Perception Survey, and the Undergraduate Perception Survey. Surveys were mostly Likert scale, but they both also included a short answer, opinion-based section. This review of literature will explore behavior as it relates to three main topics: (a) Behavior management in the PE classroom, (b) student engagement and learning, and (c) teacher preparedness levels.

Behavior Management in the Physical Education Classroom

There is minimal research in the area of how behavior management specifically relates to a physical education environment (Rasmusesen, Scarbis-Fletcher, Silverman, 2014). However, in a study conducted by Reinke in 2014, the implementation of a universal behavior management plan, paired with teacher coaching, reduced the amount of reprimands a teacher was providing; and more importantly, less reprimands were given to the students who presented behavior challenges. The result of less reprimanding was an increase in instruction time and content delivery. Another study performed in 2014 by Sayeski & Brown showed that using a tiered behavior management system not only helped with accountability, but also increased engagement levels as students were being given behavior supports that were specific to their needs.

Many practicing teachers admit that their undergraduate course work did not prepare them to be efficient classroom managers, and thus requires professional development throughout their career (Rathel, Drasgow, Brown, & Marshall, 2014). Many new teachers are leaving

undergraduate programs feeling underprepared, and less confident than those who received course work in the area of classroom management (O'Neill, & Stephenson, 2012). With confidence, and self-efficacy in mind, research has been composed to see how pre-service course work may impact the entire career of a practicing teacher (Akalin, & Sucuoglu, 2015). The lack of field experience and related course work in induction stage teachers seems to be a trend, and thus served as an area of focus related to classroom management.

Proactive Behavior Management

A second theme in the classroom management literature relates to proactive strategies. Proactive classroom management is based on organizing the classroom in ways that create a positive physical and emotional environment. Proactive teachers establish routines, lessons, and disciplinary strategies that teach students self-control (Stough, Montague, Landmark, & Williams-Diehm, 2015).

An article by Sayeski & Brown, 2014, set out to determine the ability of a three-tiered model to reduce challenging behaviors in the classroom. For this study, the three-tiered model was applied at the classroom level to individual (or team) teachers. The three tiers consisted of preventative classroom management, first-line interventions, and intensive, individualized interventions. This study found that without a solid “core” of a behavior management system in place, students do not have the necessary supports needed to gain skills and knowledge in the classroom. The study also discussed the benefits of a tiered model for behavior management, and how it not only allowed for teachers to provide student-specific supports, but it also helped the teacher clearly communicate what behavior supports were being used to administrators, parents, and the students as well. However, understanding the behaviors that are creating

barriers in the classroom may be the first step to determining which behavior supports are most necessary (Alstot & Alstot, 2015).

Reactive Behavior Management

Reactive classroom management is defined as responding to unexpected events in the classroom (behavioral or otherwise) by drawing on predetermined principles with the goal of returning the classroom to the positive learning environment. In contrast to proactive classroom management, reactive classroom management occurs after the unexpected event has occurred (Alstot & Alstot, 2015).

Another article took an approach that featured the examination of the functions of behavior before determining appropriate behavior supports (Alstot & Alstot, 2015). The purpose of this article was to introduce reactive behavior management techniques that take into consideration the functions of behavior (i.e., the reasons why students engage in inappropriate behaviors) (2015). Although this study was based on physical education classes, one can infer that proactive and reactive behavior management techniques are necessary in any content area to create an environment that is conducive for learning. The following excerpt from that article shows the importance of the functions of behavior as they relate to classroom and behavior management:

Further, two students may exhibit the exact same inappropriate behavior, but each instance of the behavior serves a unique function — either to receive attention from another person, gain access to a desired object or activity, escape an undesired activity or situation, or to receive sensory stimulation. It is important to treat each situation, each behavior, and each student uniquely and to implement consequences according to the function of the behavior. The success of a teacher’s behavior-management strategy may depend on this individuality. (pg. 28)

This excerpt reiterates the importance of teaching each student based on specific, individual needs. With this in mind, an inference can be made supporting relationship building with

students as a crucial aspect of effective classroom management.

From these articles, we can not only see the benefits of implementing a specific classroom management system, but we can also draw strategies that are effective in dealing with challenging student behaviors. These also had a commonality when considering the appropriate approach to classroom management—that is, each article cited setting clear, high expectations, delivering consequences, holding students accountable, and incentive systems as appropriate behavior supports, and ways to build a positive classroom climate. All in all, a teacher may need to examine the relationships he or she has with the students when considering which behavior supports are most appropriate.

Student Engagement and Learning

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. (George Lucas Educational, 2011). In most cases, it is assumed that engaged students are quiet, tracking the speaker, using provided resources, and staying in personal space (Hospel & Galand, 2015). For the sake of this study, the same engagement indicators would be used to determine overall engagement levels. In order to maintain that classroom management is effective in increasing student engagement levels, a systematic evaluation instrument must be used following the guidelines for engagement listed above (Caruth, 2014). Another study suggests that a teacher's relationship with his/her students is the basis of all learning, and often prevents challenging behaviors that detract from learning (Kearney, Smith, & Maika, 2014). These articles prove that student engagement levels are directly related to behavior management, and that there are many factors contributing to the creating of a positive learning environment.

Learning Environment

Student engagement and learning should serve as the main motivations for any teacher. In order for students to truly invest in learning, they must first trust the teacher from whom they will be learning (Kearney, Smith, & Maika, 2014). One study, conducted by Hospel & Garland, 2015, featured a questionnaire given to 744 ninth grade students from 51 classes that asked about their engagement during language classes and their perceptions of the teacher's provision of autonomy support and structure. The results showed that classroom context and structure were most important when considering how engagement levels can be increased. Overall, this article suggested that the classroom environment plays a large role in the learning experience for children. Autonomy support can be linked directly to student engagement, as this study proves. When teachers empower students to use thought to solve problems, students are generally more engaged in the learning.

The link between classroom management and behavior is one that can be observed in a study conducted in 2014, by Hirn & Scott. The purpose of this study was to observe teacher and student behavior in high school classrooms that included at least one student identified as producing challenging behaviors. Student engagement was determined based on three categories: active, off-task, and passive. The findings showed that students who had been identified as producing challenging behaviors often did not respond to prompted teacher behavior—which can also be described as behavior intervention strategies. Although this study was limited to high school students, there is much to be said about the specific techniques teachers are using to intervene the challenging behaviors.

In 2015, Van den Berghe, Tallir, Cardon, Aelterman & Haerens set out to explore whether student engagement relates to teachers' need support and whether that relationship is

moderated by teachers' causality orientations. The researchers used 127 classes, taught by 33 PE teachers. Engagement was determined by both teachers and students, as both reported their experiences throughout the research. This was done through the use of questionnaires.

Basically, the researchers wanted to determine if need-support was being given at appropriate times, and if teachers were differentiating for students who they perceived to have behavioral or emotional challenges. Unfortunately, there were few moderation effects found. However, the research did show that teachers with relatively low controlled orientation were more supportive when perceiving students as emotionally and behaviorally engaged. The researchers go on to say that by making teachers aware of those dynamics, automatic responses to student engagement can be better thought out.

Relationships and Emotional Connection

Another study focused on the emotional connections students foster in their classroom, and how those connections are likely to impact their academic success in school (Reyes, Brackett, Rivers, White, & Salovey, 2012). During this study, data were collected from 63 fifth- and sixth-grade classrooms (N = 1,399 students) and included classroom observations, student reports, and report card grades. The study concluded that, "Authentic instruction cannot take place unless teachers attend to the social and emotional aspects of learning." When a classroom is positive, respectful, and features emotionally supportive relationships, students proved to achieve higher academically—mostly due to the fact that they were more emotionally engaged in the instruction. The article suggested that its findings had implications on teacher training in the area of classroom management, with importance placed on building a positive classroom climate that fosters respectful, supportive emotional relationships.

As we consider the impact classroom management has on student behavior, it is important to remember that the decisions teachers make should be based on the individual student, and not a specific protocol (Margutti, 2011). What works for one student, may not be an appropriate intervention for another student (Lynch, Kistner, & Allan, 2014). The classroom climate should foster respect, and serve as an emotional safe-haven in order to get the highest potential for student learning. Research shows that positive classroom climates allow for higher academic achievement (Hospel & Galand, 2015). These findings may also suggest that teacher preparation programs begin examining the skills and knowledge with which teachers are expected to leave the program, as they relate directly to building a positive learning environment (Reupert & Woodcock, 2010).

One research team set out to explore the relationship of a physical education teacher's personality to the behavior and overall learning environment (Arbabisarjou, Sourki, & Bonjar, 2016). For this study, the researchers conducted a descriptive-correlative type of study, as they sought to specify and study the relation between physical education teachers' personality and the students' individual and social behaviors. The participants who made up this study were all physical education teachers at boys' high schools. In all, 60 teachers took two questionnaires—one around personality, and the other around individual and social beliefs and activities. The research found that there is a significant correlation between students' beliefs and activities, and their extraversion and openness. The team concluded that attention to a teacher's personality can be considered as an important and fundamental factor with regard to the spirit of participation, and attention to students. The researchers went on to provide a few suggestions as conclusions. These suggestions were based around a teacher's approach to behaviors, and how their personality can truly change the dynamic of any class.

After reviewing pertinent research, one can infer that emphasis needs to be placed on classroom and behavior management during the pre-service experience. If teachers enter the work force without the appropriate skills, they will lack both the resources, and the confidence to maximize learning. Dealing with challenging behaviors is inevitable for all teachers, yet many do not possess the appropriate skill set to do so. In order to determine the root cause for lack of management strategies in the classroom, one must first examine the preparedness level of teachers as they enter the induction stage of teaching.

Teacher Preparedness Levels

A lack of classroom management competence can often be traced back to the amount of pre-service work dedicated to the subject (O'Neill & Stephenson, 2012). In a 2012 study conducted in Australia, pre-service teachers completed behavior management units during their teacher preparation program (O'Neill & Stephenson, 2012). The program provided strategies to use when addressing misbehavior, although participants would only use about half of those strategies by the end of the study. The completion of these units left the teacher feeling more confident, and prepared to deal with challenging behaviors. In fact, students who did not complete the classroom management units entered the work force feeling closer to not at all prepared, and less confident in the area of classroom management than those students who did complete the units.

Another study conducted by Ruepert & Woodcock, 2010, examined which classroom management strategies pre-service teachers used, and with how much confidence they used them. The results showed that many pre-service teachers believe they will gain the knowledge and skills necessary to be a good teacher when they are placed in the actual environment. However, this study indicates that classroom management strategies introduced prior to student

teaching experiences were more often used, and with more confidence. Unless emphasis is placed on classroom management during pre-service learning, teachers will not develop the necessary skills and behaviors needed to foster a classroom that is conducive of learning.

Finally, another study conducted by Flower, McKenna, and Haring in 2017 examined experienced special education teachers (n=62), who were surveyed on their professional preparation to become effective classroom managers. Teachers were asked to reflect on the coursework in classroom management that they completed during pre-service training. Despite having received extensive pre-service training, over 83% of the sample reported being underprepared in classroom management and behavioral interventions. However, there was no statistical evidence of the theory or type of behavior management having an effect on these results. Of those (74.2%) who received behavior management training post-graduation, the majority (64%) reported needing more training in behavior management in order to feel truly competent. Specific training desired was in whole-class management strategies, as well as in managing behaviors of students with disabilities. Results suggest that teachers' training needs in behavior management may persist throughout their professional careers, even following intensive pre-service training.

Conclusion

There have been numerous studies exploring behavior management, however not as many in the environment of physical education. According to the previously stated research, proactive and reactive behavior (classroom) management can be used as behavior supports in certain situations (Alstot & Alstot, 2015). Student engagement has been found to increase based on the relationships that teachers have with students, as well as with invigorating content and context (Hospel & Garland, 2015). In the same sense, a teacher's personality and learning

environment can show effects on student engagement as well (Arbabisarjou, Sourki, & Bonjar, 2016). In general, PE teachers are entering the workforce without a sufficient amount of training in the area of behavior management (Lavay et. al 2014). This lack of instruction is resulting in lower student engagement, and causing teachers to feel less efficacy when managing the behaviors presented in PE class daily.

There have been many suggestions for more research in the subject of behavior management. For example, comparing undergraduate programs, investigating the effectiveness of specific behavior management strategies, and seeking further professional development to increase one's repertoire. The foundation for such research has been set, however more research may lead to change in structures of both undergraduate programs, and school-wide behavior systems alike.

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APPENDIX A: DEMOGRAPHIC SURVEY

*The purpose of this first set of questions is to determine you background and PE teaching assignment

1. What is your gender?

- Male
- Female

2. What is your race/ethnicity?

- American Indian or Alaskan native
- Asian/Pacific Islander
- Black/ African American
- Indian (from India)
- Middle Easterner
- Spanish/Hispanic/Latino
- White/Caucasian/European American
- Other (please specify) : _____

3. What is your age range?

- Younger than 20
- 20-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-59
- 60 or older

4. What was your primary area of study (major) in your teaching educational degree program?

5. In which region of the US do you reside?

- Central
- Eastern
- Midwest
- Northwest
- Southern
- Southwest

6. Are you a graduate of, or seeking a degree from, a Physical Education-Teacher Education program at an accredited university? **DIFFERENTIATE FOR EACH SURVEY**

Yes

No

7. Please choose your highest earned degree below:

Not yet earned (expected graduation year _____)

Bachelor's Degree

Master's Degree

Doctorate Degree

8. How many years have you taught physical education as a licensed educator?

0 years (pre-service teacher)

1 year

2 years

3 years

4 years

5 years

More than 5 years

9. Are you licensed to teach any other content areas? If yes, please provide content area in box below.

Yes

No

10. In which school setting do you teach? (preservice teachers select preferred school setting)

Elementary Physical Education

Secondary Physical Education (Junior high/Middle or High School)

K-8 Physical Education

Adapted Physical Education

Other (please specify): _____

APPENDIX B: UNDERGRADUATE PERCEPTION SURVEY

3. Perception of Classroom Management

*The purpose of this second set of questions is to gain your perception of classroom and behavior management, and your undergraduate preparation in classroom management.

For the purpose of this study, behavior management is defined as: A system implemented to provide clear expectations, routines, consequences, and build relationships. The system remains consistent, and helps to establish a positive learning environment.

<http://www.apa.org/education/k12/classroom-mgmt.asp>

1. Does your undergraduate program include one or more courses on Behavior Management?

1. Yes
2. No

Comment if needed:

2. If yes, which department provided this course?

1. Education
2. Kinesiology or Physical Education
3. Psychology or Education Psychology
4. Special Education
5. Other: _____

3. In your opinion, how important is behavior management?

1. Not important
2. Somewhat Important
3. Neutral
4. Moderately important
5. Very Important

4. How well does your coursework train you to implement behavior management methods?

1. Not at all
2. Somewhat
3. Neutral
4. Moderately well
5. Very well

5. How often does your course work teach behavior management strategies?

1. Never
2. Rarely
3. Neutral
4. Sometimes
5. Always

6. How often do you apply behavior management strategies in your physical education practicums?

1. Never
2. Rarely
3. Neutral
4. Sometimes
5. Always

7. Which of the following general behavior management strategies did you or do you implement during your physical education practicum(s)? Please check all that apply. Please include other methods in the comment area.

Methods used to manage managerial tasks (i.e., rules, routines)

Methods to maintain and increase appropriate behaviors (i.e., rewards such as stickers, tokens, etc.)

Methods to redirect or decrease inappropriate behaviors (i.e., time out, response cost, etc.)

Methods to assist students to take responsibility for their own behaviors (i.e., Hellison's levels, etc.)

Methods to design a Behavior Intervention Plan (BIP)

Comment: _____

8. In your physical education practica or student teaching, did you have an opportunity to collect behavioral data on children you were teaching in order to determine the effectiveness of applied behavior management strategies? Feel free to comment.

1. Yes
2. No

Comment: _____

9. How comfortable do you feel when it comes to managing Tier 1 behaviors (i.e., name calling, defiance, bad language, pushing/shoving, other minor offenses)?

- 1 Not Comfortable
- 2 Somewhat Comfortable
- 3 Neutral
- 4 Moderately comfortable
- 5 Very Comfortable

10. How comfortable do you feel when it comes to managing transitions?

- 1 Not Comfortable
- 2 Somewhat Comfortable
- 3 Neutral
- 4 Moderately comfortable
- 5 Very Comfortable

11. How comfortable do you feel when it comes to managing equipment?

- 1 Not Comfortable
- 2 Somewhat Comfortable
- 3 Neutral
- 4 Moderately comfortable
- 5 Very Comfortable

12. Overall, how confident are you in the area of behavior management?

1. Not Confident
2. Somewhat Confident
3. Neutral
4. Moderately confident
5. Very Confident

13. How effective are incentive systems in managing behaviors?

- 1 Not effective
- 2 Somewhat Effective
- 3 Don't Know
- 4 Moderately effective
- 5 Very Effective

14. How much interest do you have in receiving more course work in the area of behavior management?

1. Not Interested
2. Slightly Interested
3. Neutral
4. Moderately interested
5. Very Interested

15. How would you rate the focus on relationship building in your undergraduate practicum or student teaching?

1. No focus
2. Limited focus
3. Neutral
4. Some focus
5. Much focus

16. Which of the following humanistic models or approaches have you discussed during your undergraduate course work? (Check all that apply)

- Character Education (e.g. Team Building)
- Conflict management techniques (e.g. Talking Bench)
- Cooperative learning (e.g., New Games)
- Teaching Personal and Social Responsibility (e.g., Hellison's Model)
- Self-determination (allow students to make choices & problem solve)
- Restorative approach
- Self-evaluation (e.g., self-task, student evaluates & reports on their own behavior)
- Peer-evaluation (e.g., student evaluates and reports on the behavior of others)

None

Other (please specify): _____

17. How important do you believe behavior management training is for university students pursuing a teaching degree in the physical education environment?

1. Not at all important
2. Slightly important
3. Neutral
4. Moderately important
5. Very important

18. How important is it to be skilled in using behavior management methods when teaching in a physical education classroom?

1. Not at all important
2. Slightly important
3. Neutral
4. Moderately important
5. Very important

19. How often have you used the following methods to redirect and or decrease inappropriate behaviors during your physical education practicums or student teaching?

	Not familiar	Never	Sometimes (1-3 times a month)	Often (4 or more times a month)
Conflict management (e.g., talking bench for students to work out their problems)				
Corporal punishment (using physical force)				
Direct discussion				
Extinction (planned ignoring)				
Physical restraint methods				
Positive practice overcorrection (repeatedly practice performing an appropriate behavior)				
Relaxation techniques				
Restituational overcorrection (do work to rectify the situation)				
Reparation (pay with money or time)				
Response cost (take away reinforce)				

Time out (remove student from reinforcing environment)				
Verbal reprimand				
Reinforce incompatible or alternative behavior (reinforce a student for being quiet)				
Reinforce omission of behavior (reinforce a student for not talking for a predetermined amount of time)				

Open Ended:

20. Briefly describe your behavior management philosophy in the space below.

21. How do you anticipate this philosophy might change after 5 years of teaching, and beyond? Please explain.

22. What would you change or add to your undergraduate preparation, as it relates to behavior management?

23. Does classroom management affect student behaviors in the PE environment? Please explain.

24. What do you consider to be the 3 most important behavior management methods that you have used with the children you teach during your practicum or student teaching? List the most important method first.

25. How would you describe the role of a principal, dean of students, or behavior specialist in a school?

26. Feel free to add any additional thoughts you have regarding training in behavior management.

APPENDIX C: NOVICE TEACHER PERCEPTION SURVEY

3. Perception of Classroom Management

1. During your undergraduate training, were you required to pass a course focused on behavior management?

1. Yes
2. No
3. I don't recall

2. If yes, which department provided this course?

1. Education
2. Kinesiology or Physical Education
3. Psychology or Educational Psychology
4. Special Education
5. Other

3. In your opinion, how important is behavior management?

1. Not important
2. Somewhat Important
3. Neutral
4. Important
5. Very Important

4. How well did your undergraduate course work train you to implement behavior management methods?

1. Not at all
2. Somewhat
3. Neutral
4. Moderately well
5. Very well

5. How often do you seek professional development in the area of behavior management?

1. Never
2. Rarely
3. Neutral
4. Sometimes
5. Often

6. How often is behavior management discussed in school mandated in-service or professional development days?

1. Never
2. Rarely
3. Neutral
4. Sometimes

5. Often

7. How often do you apply behavior management strategies with the students you teach in PE?

1. Never
2. Rarely
3. Neutral
4. Sometimes
5. Often

8. Do you use a positive reward or incentive system in your classroom? If yes, please explain.

Yes

No

Comment: _____

9. Which of the following general behavior management methods do you use with the children you teach in your PE classes? (Check all that apply)

Methods used to manage managerial tasks (i.e., rules, routines)

Methods to maintain and increase appropriate behaviors (i.e., rewards such as stickers, tokens, etc.)

Methods to redirect or decrease inappropriate behaviors (i.e., time out, response cost, etc.)

Methods to assist students to take responsibility for their own behaviors (i.e., Hellison's levels, etc.)

Methods to design a Behavior Intervention Plan (BIP)

Comment: _____

10. How comfortable do you feel when it comes to managing Tier 1 behaviors (i.e., name calling, defiance, bad language, pushing/shoving, other minor offenses)?

1. Not Comfortable
2. Somewhat Comfortable
3. Neutral
4. Comfortable
5. Very Comfortable

11. How comfortable do you feel when it comes to managing transitions?

1. Not Comfortable
2. Somewhat Comfortable
3. Neutral
4. Comfortable
5. Very Comfortable

12. How comfortable do you feel when it comes to managing equipment?

1. Not Comfortable
2. Somewhat Comfortable
3. Neutral
4. Comfortable
5. Very Comfortable

13. Overall, how confident are you in the area of classroom management?

1. Not Confident
2. Somewhat Confident
3. Neutral
4. Confident
5. Very Confident

14. How effective are incentive systems in managing behaviors?

1. Not effective
2. Somewhat Effective
3. Don't Know
4. Effective
5. Very Effective

15. How familiar are you with school-wide discipline procedures?

1. Not familiar
2. Somewhat familiar
3. Neutral
4. Familiar
5. Very Familiar

16. How supported do you feel by your building's leaders in terms of behavior and classroom management?

1. Not at all
2. Somewhat Supported
3. Neutral
4. Supported
5. Very Supported

17. How would you rate the focus on relationship building in your classroom?

6. No focus
7. Limited focus
8. Neutral
9. Some focus
10. Much focus

18. Which of the following humanistic models or approaches do you use with the children you teach in your PE classes? (Check all that apply)

- None
- Character Education (e.g. Team Building)
- Conflict management techniques (e.g. Talking Bench)
- Cooperative learning (e.g., New Games)
- Teaching Personal and Social Responsibility (e.g., Hellison’s Model)
- Self-determination (allow students to make choices & problem solve)
- Restorative approach
- Self-evaluation (e.g., self-task, student evaluates & reports on their own behavior)
- Peer-evaluation (e.g., student evaluates and reports on the behavior of others)
- Other (please specify): _____

19. How important do you believe behavior management training is for university students pursuing a teaching degree in the physical education environment?

1. Not at all important
2. Slightly important
3. Neutral
4. Moderately important
5. Very important

20. How important is it to be skilled in using behavior management methods when teaching in a physical education classroom?

1. Not at all important
2. Slightly important
3. Neutral
4. Moderately important
5. Very important

21. How often do you use the following methods to redirect and or decrease inappropriate behaviors in your PE classes?

	Not Familiar	Never	Sometimes (1-3 times a month)	Often (4 or more times a month)
Conflict management (e.g., talking bench for students to work out their problems)				
Corporal punishment (using physical force)				
Direct discussion				
Extinction (planned ignoring)				
Physical restraint methods				
Positive practice				

overcorrection (repeatedly practice performing an appropriate behavior)				
Relaxation techniques				
Restituional overcorrection (do work to rectify the situation)				
Reparation (pay with money or time)				
Response cost (take away reinforce)				
Time out (remove student from reinforcing environment)				
Verbal reprimand				
Reinforce incompatible or alternative behavior (reinforce a student for being quiet)				
Reinforce omission of behavior (reinforce a student for not talking for a predetermined amount of time)				

Open Ended:

22. Briefly describe your behavior management philosophy in the space below.

23. How has your opinion and/or philosophy of behavior management changed from the day you started your teaching career, until now?

24. Does classroom management affect student behaviors in the PE environment? Please explain.

25. What do you consider to be the 3 most important behavior management methods that you have used with the children you teach in PE class? List the most important method first.

26. Feel free to add any additional thoughts you have regarding training behavior management.

APPENDIX D: INFORMED CONSENT

1. Consent Form- Pre-Service & New/Novice Teachers Behavior Management Survey

Perception of Classroom Management Survey for Pre-Service & New/Novice Teachers

Introduction

You are invited to participate in a research study, conducted by Shane Turpen at Illinois State University. You have been selected for this study because the insight you can provide as either a pre-service physical education teacher, or new/novice physical education teacher, is valuable in understanding classroom management in the PE environment.

Purpose Statement

The purpose of this study is to determine the perception of classroom management efficacy, and undergraduate preparation in classroom management, among pre-service and new/novice teachers (1-5 years' experience).

Potential Benefits

There are no direct benefits to participants. However, your participation will help us gain useful knowledge about student engagement and classroom management, and undergraduate preparation programs. You may also find that answering survey questions in this study can be applied to grow your own practice.

Procedures

If you choose to take part in this research study you will be asked to complete a short survey with 15 questions. This survey will take approximately 15 minutes to complete, and will be conducted through a 3rd party survey website (Qualtrics).

Confidentiality

The information obtained from you during this project will be anonymous. No names will be collected. In addition to this Qualtrics will NOT collect/record your IP addresses, and therefore the data will in fact be anonymous. The information obtained may be used for statistical or scientific purposes with your right of privacy retained. The information obtained will be used in publications and or presentations. All records will be kept for five years, after which all electronic files will be deleted and hard copies of the data shredded. Your employer may have software that closely monitors the computer use and activity of students and staff. Because the responses to this survey involve information about aspects of your position, you may wish to complete this survey on a non-work related computer at a location other than school if you feel that there is any risk to your employment by completing this survey.

Risks

There are no foreseeable risks more than encountered in everyday life.

Participation/Withdrawal Participating in this study is voluntary, and you will receive no monetary compensation for your participation. Refusal to participate involves no penalty. You

may discontinue participation at any time without penalty or loss of benefits. You can also skip questions you do not feel like answering. Identification of Investigator
If you have any questions or concerns about the research or would like to receive a summary report of the results, please feel free to contact Dr. Skip M. Williams, at 309-438-1114 or at swillia@ilstu.edu.

Rights of Research Participants

You may withdraw your consent at any time and discontinue participation without penalty. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Research Ethics & Compliance Office at Illinois State University at (309) 438-2529 or via email at rec@ilstu.edu.

I understand the procedures and conditions of my participation described above. My questions have been answered to my satisfaction and I agree to participate in this study.

I therefore voluntarily agree to be a participant in this research study.