



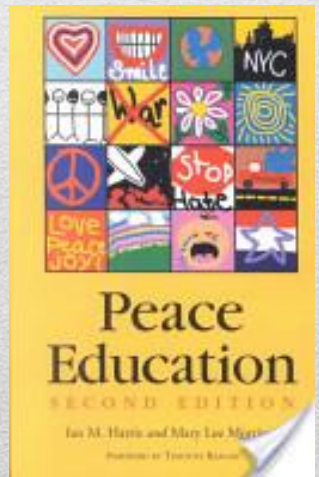
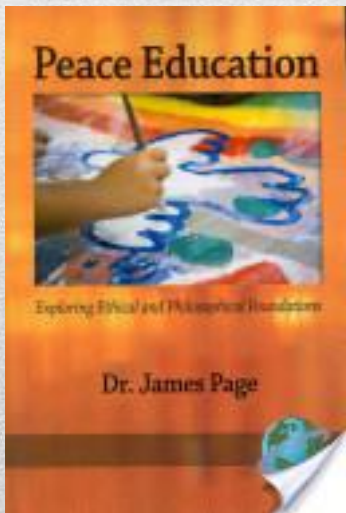
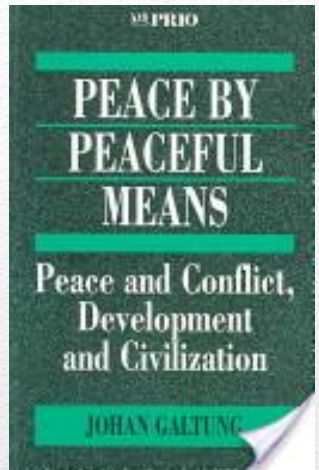
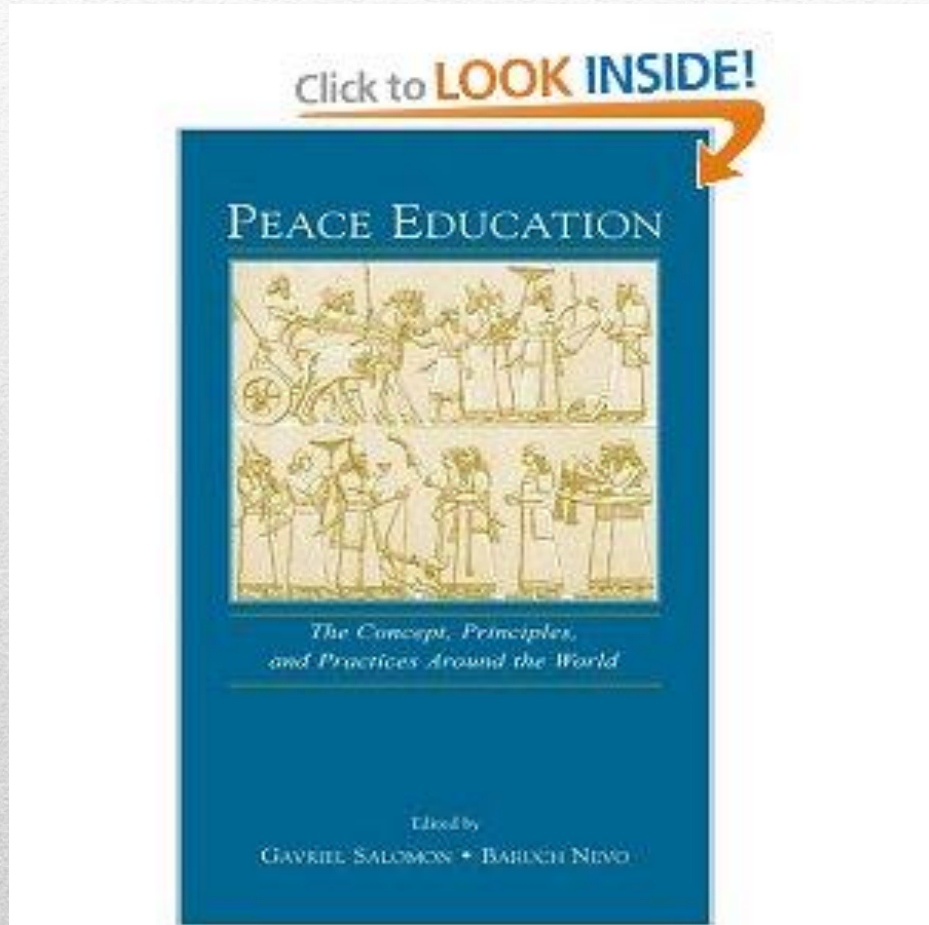
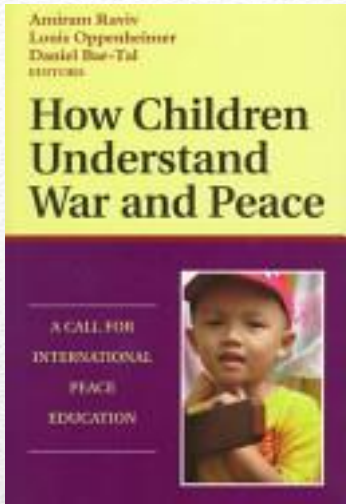
**EDUCATING THROUGH MOVEMENT:
USING PHYSICAL ACTIVITY TO SUPPORT
SOCIAL SKILLS / VALUES AND SELF-CONTROL**

Eitan Eldar

Zinman College at the Wingate Institute, Israel

eldare@wincol.ac.il

www.eitaneldar.com



General Definition - Wikipedia

Peace Education

The process of acquiring the *values*, the *knowledge* and developing the *attitudes*, ***skills, and behaviors*** to live in harmony with oneself, with others, and with the natural environment.

Teaching

A series of "teaching encounters" that draw from people:

- their desire for peace,
- **nonviolent alternatives** for managing conflict, and
- skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

Harris, Ian and Synott, John. (2002) 'Peace Education for a New Century' *Social Alternatives* 21(1):3-6

Peace Educations as a,

Conflict Resolution Training

..focus on the social-behavioral symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation. **Learning to manage anger, “fight fair” and improve communication** through skills such as **listening, turn-taking, identifying needs, and separating facts from emotions**, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises.

e.g., Deutsch, M. (1993). Educating for a peaceful world. *American Psychologist*, 48, 510-517; Hakvoort, I. and Oppenheimer, L. (1993). Children and adolescents' conceptions of peace, war, and strategies to attain peace: A Dutch case study. *Journal of Peace Research*, 30, 65-77; Harris, I.M. (1999). Types of peace education. In A. Raviv, L. Oppenheimer, and D. Bar-Tal (Eds.), *How Children Understand War and Peace* (pp. 299-317). San Francisco: Jossey-Bass Publishers.

Challenges

local / global level

- *Peace* challenge - the region is facing abrupt cultural changes.
 - Youth *violence* has been on the rise.
 - More children are lacking basic face to face *social skills*.
 - Rapidly *changing* society.
-

Recommended future direction

Educating through the Physical

- Values, and social skills.
- Supporting mutual respect among different cultures.
- Move from theory / theoretical models to

Intervention Studies

Movement and games are a
Context
for behavior evaluation and change,
rather than a
cause

Claims should be *empirically supported*

Sport activity and violence

.. there are more similarities than differences between German and Israeli adolescents concerning violence and aggression in and outside schools.

No clear linkage between physical activity involvement and the extent of violent and/or aggressive acts is found.

Brettschneider, W. D., Brandl-Bredenbeck, H. P., Hofmann, J., Eldar, E. (2005 - German). *Sportpartizipation & Gewaltbereitschaft bei Jugendlichen*. Aachen, Germany: Mayer & Mayer Verlag.

Tenenbaum, E., Eldar, E., Brettschneider, W. D., Brandl-Bredenbeck, H. P., & Hofmann, J. (2008). Cross-cultural comparisons in exercise participation, attitude toward aggression and violence: Reported violent acts among young German and Israeli students. *Sport and Society*, 5(1), 53-77.



Most studies – easing / adapting LD for achieving success.

We suggest – gradual exposure to the relevant difficulty domain.

Target – teaching students to cope with difficulties and to deal with conflicts

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Educating Through the Physical – Rationale

Eitan Eldar

Applied Behavior Analysis Program

Zinman College, Wingate Institute

Israel

Shiri Ayvazo

Department of Sports Education Leadership

University of Nevada, Las Vegas

Abstract

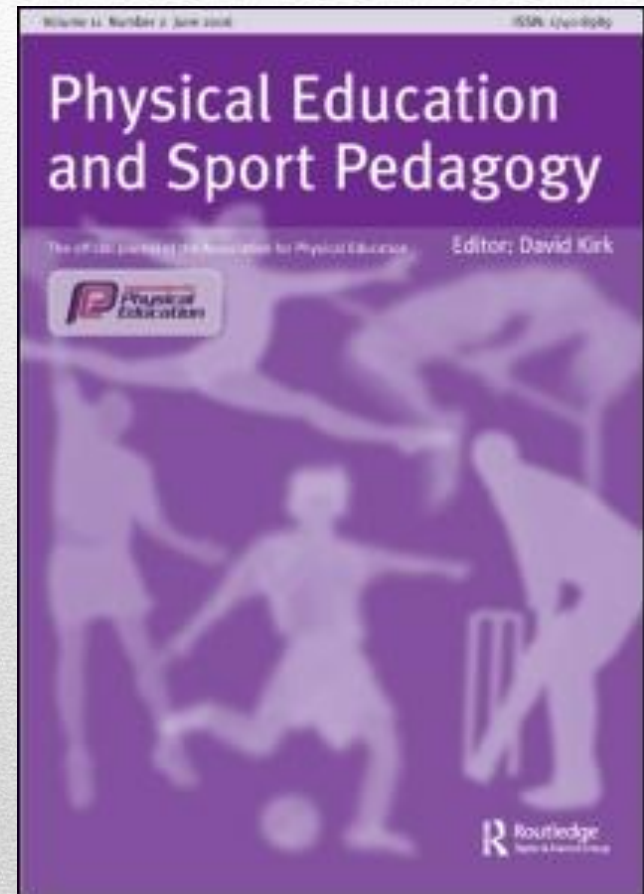
Competence is essential for successful performance in school and life. Pop (1980) suggested that physical education settings and related activities may serve as useful vehicles for improving pro-social skills and social competence. Physical education literature draws a clear distinction between physical education about, in, and through movement (Arnold, 1988, 1999). Despite a proliferation of pro-social programs in physical education curricula,



Education
and Treatment
of Children

Media messages don't change behavior (adapted from Lopez de D'Amico)

Eldar, E. (2008). Educating through the Physical—behavioral interpretation, *Physical Education & Sport Pedagogy*, 13:3, 215 - 229.



Key Words: self-control, value education, applied behavior analysis, physical education

Educating Through the Physical - Procedures and Implementation

Eitan Eldar, Ph.D., BCBA

Abstract

The unique features of physical activity and play highlight it as a constructive context for attaining behavioral goals such as self-control and social skills. Strenuous activity, competition, adherence to rules, team play, frustration and joy are all characteristics inherent in sport that make it a perfect “school for life”. This paper presents a model of Educating through the Physical, in which behavioral goals are achieved and mastered within the context of physical activity and then generalized across other settings and individuals. It provides educators and clinicians with practical tools to design and implement movement-related lesson plans (scripts) based on functional analytic information in order to attain pedagogical and clinical objectives.

Keywords: self-control, social skills, physical education.

Participation in physical activity can contribute to psychological, cognitive and social functioning. Past research has indicated that carefully designed activities and games, can change behavior and attain positive outcomes (e.g., Ames, 1981; Bay-Hinitz, Peterson, & Quilitch, 1994; Collingwood, 1997; Cooper, 1982; Gough, 1997; Johnson & Johnson, 1985; Kohn, 1992; McKenney & Dattilo, 2001; Priest, Krause, & Beach, 1999; Sherif, Harvey, Hood, & Sherif, 1987; Staub, 1978). Play is perhaps the most natural form of human learning and what young children do when they are not eating, sleeping, or complying with the wishes of adults (Gallahue, 1989). School-aged students tend to view their Physical Education (PE) classes as a welcome break from the classroom that helps keep them fit, healthy, challenged and socially active (Browne, 1992; McKenzie, Alcaraz, & Sallies, 1994; Rice, 1988; Tannehill & Zakrajsek, 1993; Tjeerdsma, Rink, & Graham, 1996).

will be apparent in the presence of other people, in different places, and through time - with no stringent support. The model is presented in Figure 1, followed by a further description of its components.

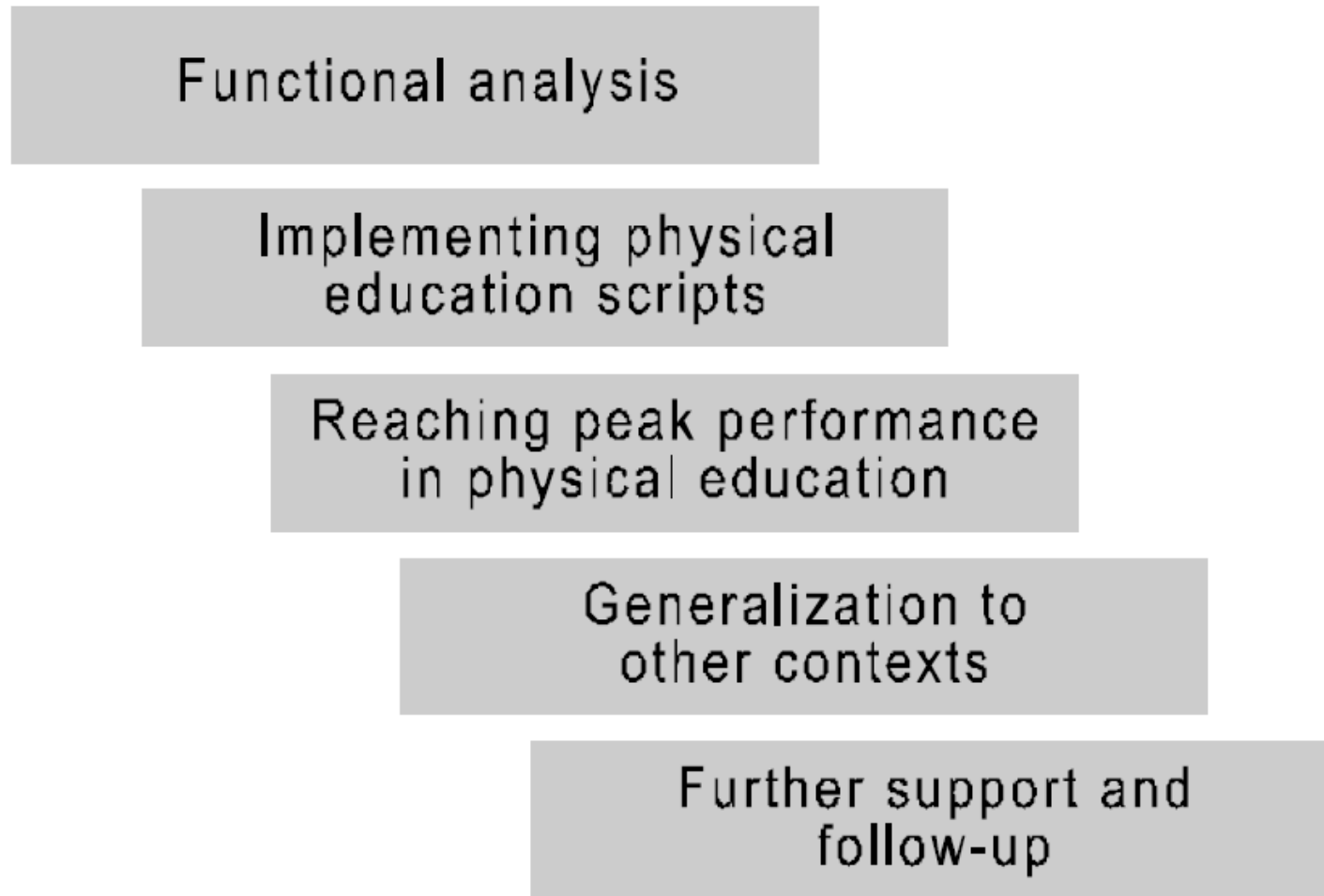


Figure 1. The components of the model.

Functional Analysis

Understanding the context for certain behaviors and the motivating factors that maintain them is achieved through Functional Analysis (Axelrod, 1987; Iwata et al., 1982; Skinner, 1953). Functional Analysis provides educators with reliable information about behaviors of concern, enabling the detection of significant patterns through graphical representation of collected data. Thus, functional analysis

Antecedent protocol

Task properties	Reaction to inappropriate behavior	Support	Description	Manipulation
פעילות ניטראלית (לא מחזקת) שהתלמיד מסוגל לעשות תוך שמירה על דרגת קושי גבוהה על-ידי: 1. רמת מורכבות גבוהה 2. אינטנסיביות גבוהה דוגמה: הליכת סרטן תחת מגבלת זמן והצגת מכשולים בדרך	ע"פ פרוטוקול כללי	ע"פ פרוטוקול כללי דגשים: אין לחזק על התמדה	הראות קצרות וברורות לסדרת משימות בנות 30 שני	Demand
משימה שהילד מסוגל לבצע באופן עצמאי תוך הצלחה ברמות גבוהות	ע"פ פרוטוקול כללי	אין חיזוקים כלל	1. ביצוע עצמאי של מטלה במשך 5 דקות, ללא הכנה מראש (המורה לא יאמר לתלמיד שעומדת להתרחש עבודה עצמאית) 2. המורה יימצא בחדר, מספר מטרים ספורים מהתלמיד, ללא תנועות רבה, תוך חצי הפנייה לכיוון התלמיד 3. המורה ימנע מאינטראקציה וקשר עין עם התלמיד	Alone
פעילות ניטראלית – לא פעילות שנואה/משעממת ולא פעילות אהובה/מעניינת	ע"פ פרוטוקול כללי	ע"פ פרוטוקול כללי דגשים: אין לחזק על המתנה	4. פעילות הדורשת המתנה בתדירות גבוהה כחלק אינטגרלי מהמטלה או מהשמעות להוראות (למשל, שימוש בסימנים מוסכמים) 5. פעילות של תלמיד בודד אל מול מורה, ללא מעורבות תלמיד נוסף או ביצוע משחק משותף עם המורה	Wait
פעילות מחזקת – תחומים שהילד אוהב (פעילות מעבר – משעממת (למשל, סדר)	ע"פ פרוטוקול כללי	ע"פ פרוטוקול כללי דגשים: אין לחזק בזמן הפסקת הפעילות המחזקת והמעבר לפעילות המעבר	סידרה של: פעילות מחזקת 30 שני + פעילות מעבר 15 שני	Termination of a favored activity
ניטראלי – לא פעילות שנואה/משעממת ולא פעילות אהובה/מעניינת	ע"פ פרוטוקול כללי	ע"פ פרוטוקול כללי	פעילות מרכזית: הוראה או משב כל 30 שני ברקע: גירוי מבחין לפעילות מחזקת: - במקום בולט ונגיש לתלמיד - ללא רעש - ללא מעורבות של משתתפים נוספים המורה "יתזכר" את קיומה של הפעילות המחזקת כל 60 שניות (למשל, יעסוק בחפץ המחזק תוך כדי המשך הפעילות השגרתית)	Prevention of favored activity
ניטראלי – לא פעילות שנואה/משעממת ולא פעילות אהובה/מעניינת	ע"פ פרוטוקול כללי	ע"פ פרוטוקול כללי	סידרה של משימות בנות 30 שניות ההוראה והמשוב בתקשורת לא נעימה, למשל: 6. טון דיבור שאינו מזמין 7. שפת גוף שמשדרת חוסר סבלנות 8. משוב מתקן קשוח – אבל כזה שתואם את ביצועי הילד	Aversion

יש להזהר לא לזלזל ולא להעליב

Table 1 Summation of the Stages, Definition and Various Examples of the Proposed Model.

Goal	Definition	Example	Level of Difficulty (LD)	Generalization
Supportive and pleasant atmosphere	Planning to ensure a high success level and favored activities	First lessons are devoted to familiar and favored games	No change in LD. Activity is designed to ensure success and joy.	Students describe their everyday favored activities
Cooperation with the teacher	Performance according to teachers instruction	Arranging students in groups. Students react promptly with no argument.	Complicated tasks / Time frame for completion / Less favored tasks	Cooperation at home – parents / Cooperation in other lessons.
Concentration Paying attention	Focusing on teaching stimuli and ignoring irrelevant ones	Focused stare at a student's demo. Directing body toward the teacher.	Explanation complexity & clarity / Interfering stimuli / Distance	Read a book / Watch a movie / Attend a lecture
Adhering to rules and routines	Following rules and routines according to instructions	Arrive on time / Touch the line in relay run / Sit at the end of activity	Number of rules / Motivation to break rules / Reminders for compliance	Adhering to school's rules / Behavior outside school.
Waiting	Student is not active while others are engaged in activity.	Before shooting a basket / Listening to or watching others.	Extending time / Increasing attractiveness of task waited for.	In line at the ticket office / When others at home are playing computer games.
Independent performance	Continuous engagement with no immediate attention.	Working out independently with no "external" involvement	Task complexity / Performance duration / Attention to others.	Doing homework without parents' assistance.
Dealing with demand	Performing complex physical cognitive, social & emotional tasks.	Extreme anaerobic effort / Cognitive tasks within exhausting drills	Task complexity / Duration / Fatigue / Distracters / Explanation clarity	Homework / Helping at home / Teamwork.
Perseverance Don't give-up.	Adhering to performance when task is difficult and student is tired.	3 more pushups / 2 more laps when student is about to give-up.	Duration / Fatigue Task complexity / Distracters	Completing an assignment / Fixing a defective apparatus.
Termination of a favored activity.	Stop activity and move to next task with slowdown or complaint.	Terminating basketball game and attending to teachers' remarks.	Activity appeal / Complexity of Succeeding task / Sudden termination	Returning home after a game / Lights turned off during a game
Cooperation	Collaborating with peers, showing support and patience.	Team strategy in a game / Forming a collaborative stunt.	Task complexity / Peers' ability / Contingent consequence	Helping at home / Collaborating in a team effort.
Self-control	Restrain during frustrating situations.	Confrontation games.	Contingent consequence / Frustration intensity / Emotional status	Playing soccer with friends / Receiving feedback.
Self-management	Self planning, performing & executing consequences.	Goal setting / data collection / implementing a conditioning prog.	Tasks complexity / Teachers' supervision level.	Being accountable for homework and home duties.
Peer teaching	Assuming responsibility on peers' performance.	Supporting peers in same or another class.	Tasks complexity / Peers' cooperation.	Assisting family members / Group work in class.

JBAHSFM

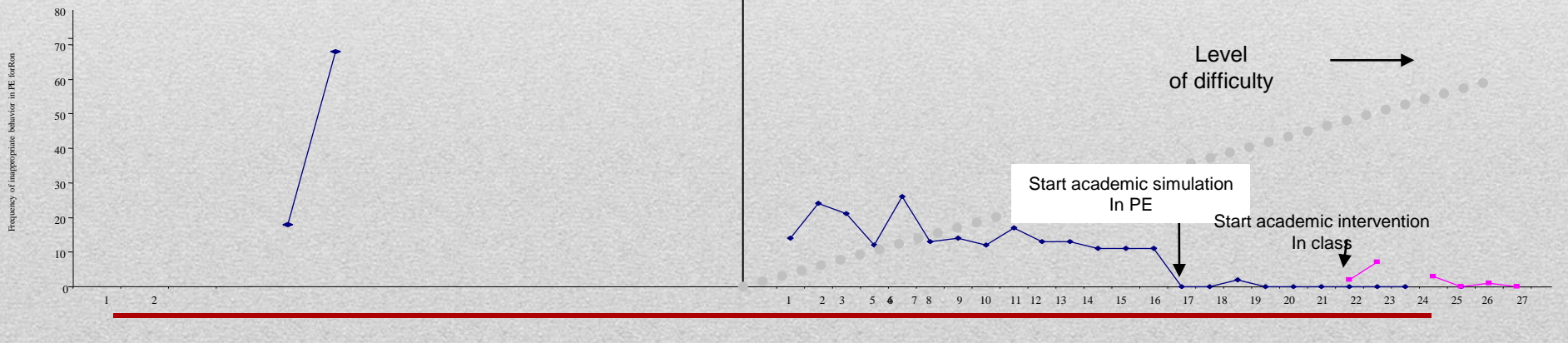
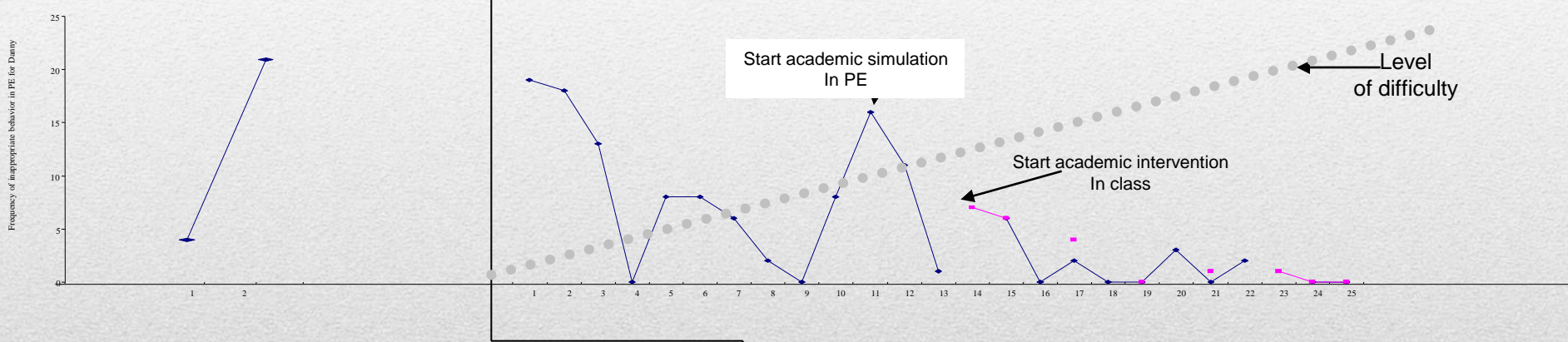
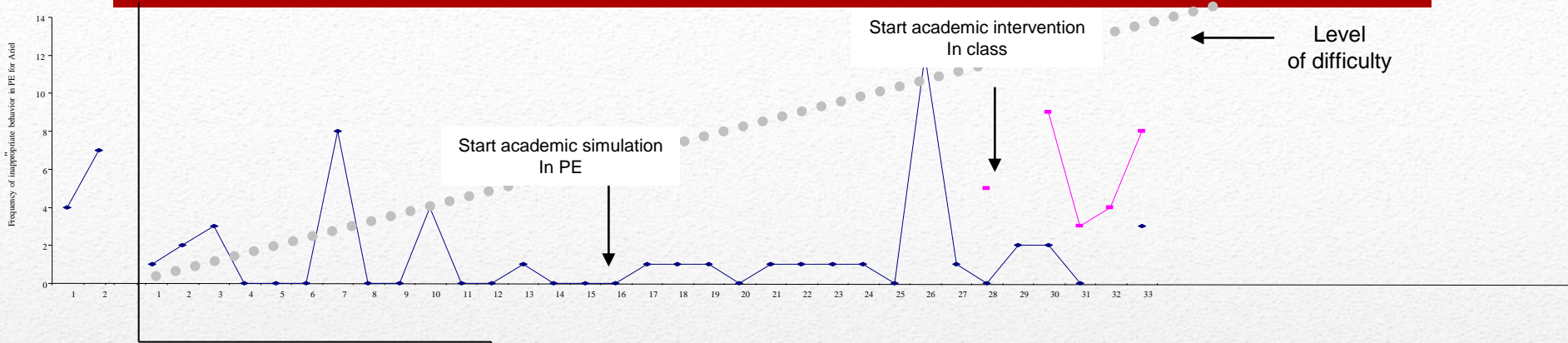
A UNIQUE PHYSICAL EDUCATION CURRICULUM - SUPPORTING CLASSROOM MANAGEMENT
EITAN ELДАР, MICHAL HIRSCHMANN AND EFRAT ELRAN
ABA CENTER, ZINMAN COLLEGE AT THE WINGATE INSTITUTE, ISRAEL

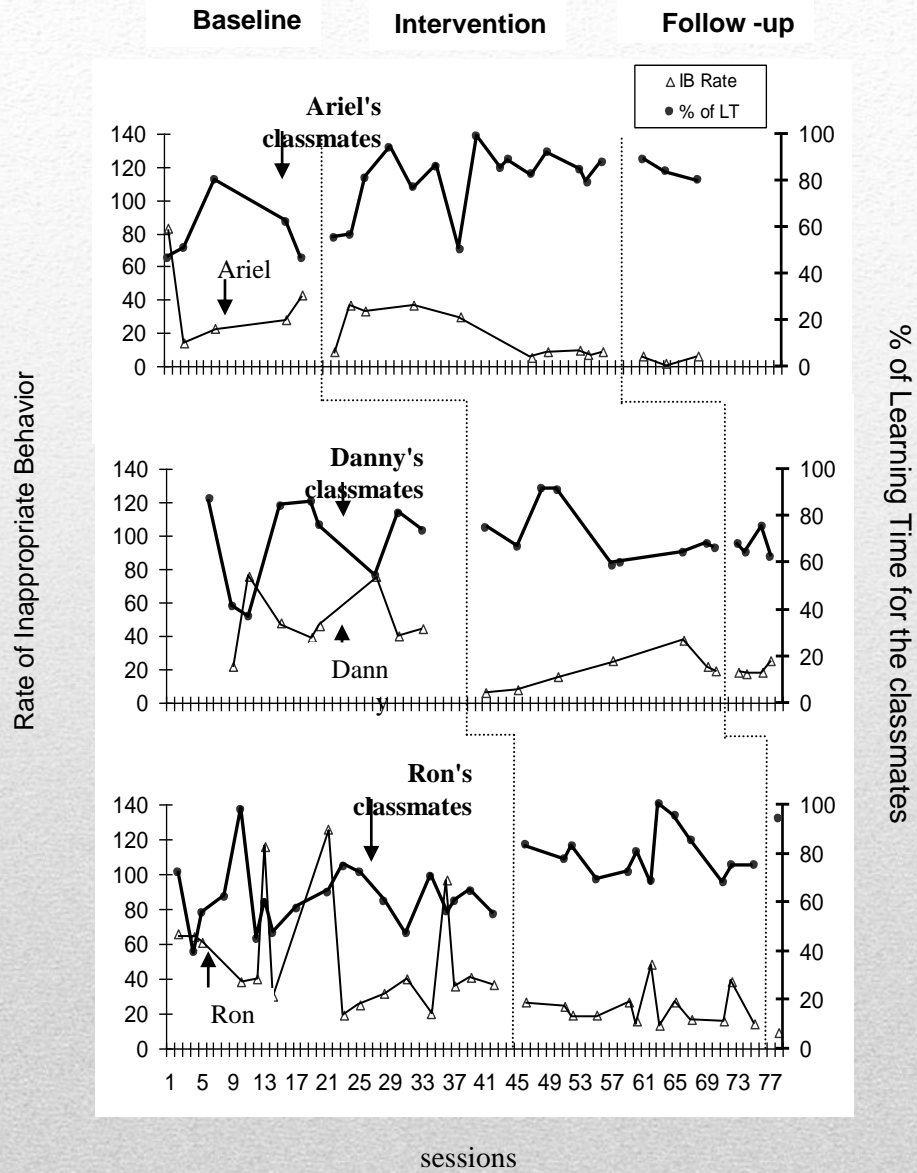
This study examined the contribution of individualized Physical Education (PE) programs in improving student behavior and consequently, in facilitating classroom management. Three highly disruptive students from three different classes in a special education school participated in the study. A unique PE-based intervention designed to reduce Inappropriate Behaviors (IBs) was employed and a concurrent multiple baseline design across participants was used to assess the effects of the intervention. Generalization procedures from the PE setting to the home-classroom were implemented as well. Results showed an improvement in the behavior of all target students during the individual PE intervention. The reduction in IBs was apparent during academic classes as well. Furthermore, a better learning climate was attained in the three classes, with improvement in the overall Learning Time (LT) for two classes and a more stable learning pattern for the third. Satisfaction surveys yielded encouraging findings for both the participating students and their homeroom teachers.

One often sees children and youth engaging in active play. These games seem to reflect real-life contingencies and social interactions (e.g., cooperation, competition, adherence to rules, effort and reward, etc.). Consequently, physical activity and play have been suggested in the general literature as a means for improving social skills and reducing behavior problems (e.g., Bay-Hinitz, Peterson, & Quilitch, 1994; Collingwood, 1997; Hastie & Sharpe, 1999; McKenney & Dattilo, 2001; Priest, Krause, & Beach, 1999). However, the relationship between engagement in physical activity and the development of socially desired behaviors has yet to be adequately explored. Thus, one cannot assume that feelings,

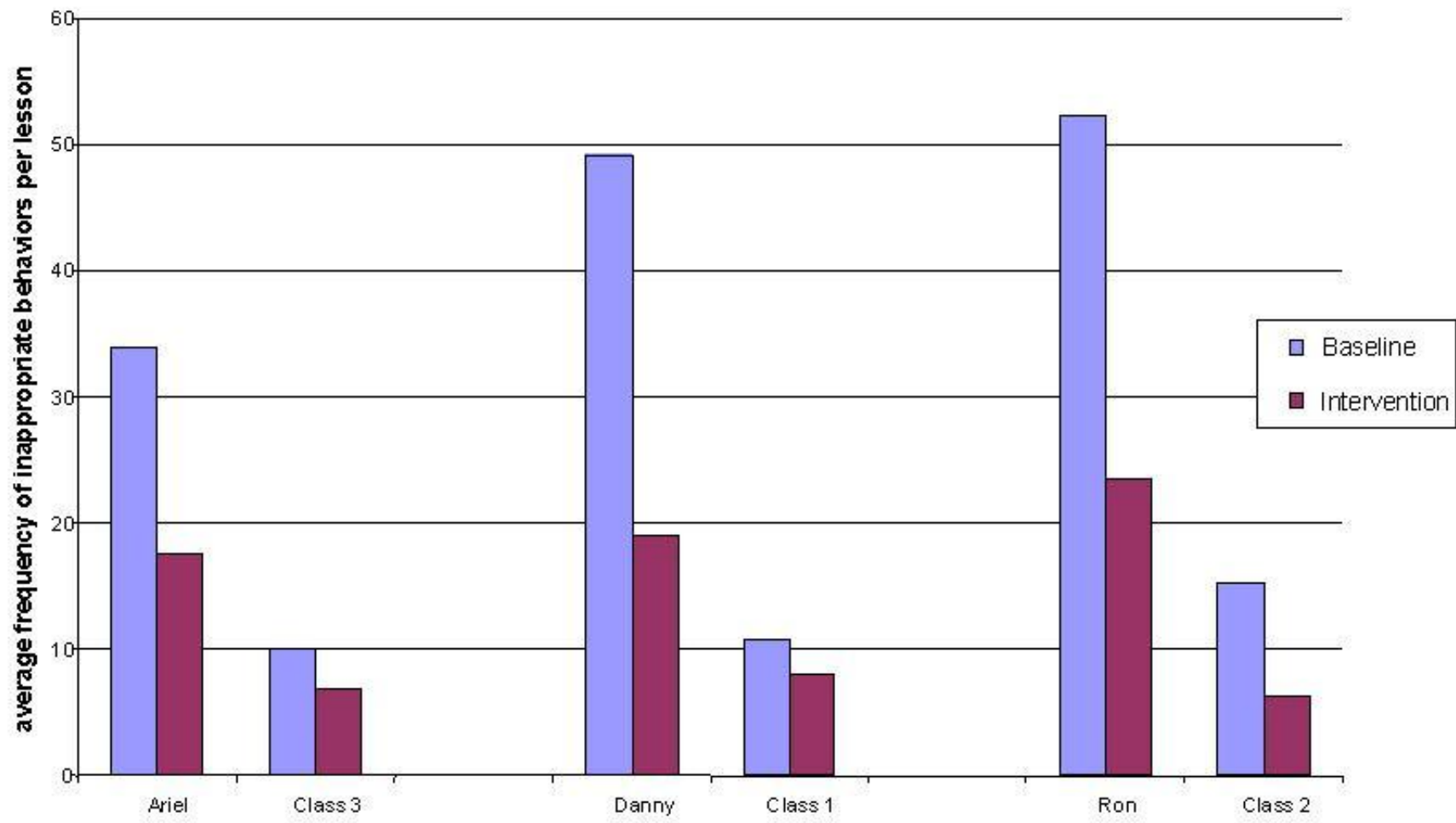
Anderson & Kirkpatrick, 2002; Brobst & Ward 2002; Critchfield & Vargas 1991; Kladopoulos & Mccomas, 2001; Koop & Martin, 1983; McKenzie & Rushall, 1974; Smith & Ward 2006; Ward & Carnes 2002; Ziegler, 1994). Other studies investigated if behavioral principles (e.g., momentum, reinforcement rate) can explain seemingly natural sporting behaviors (e.g., Mace, Lalli, Shea, & Nevin, 1992; Roane, Kelley, Trosclair, & Hauer, 2004; Vollmer & Bourret 2000).

Only few studies have attempted to implement behavioral interventions within a physical activity setting in order to alter behaviors that focus on appropriate social conduct. Van der Mars (1989)

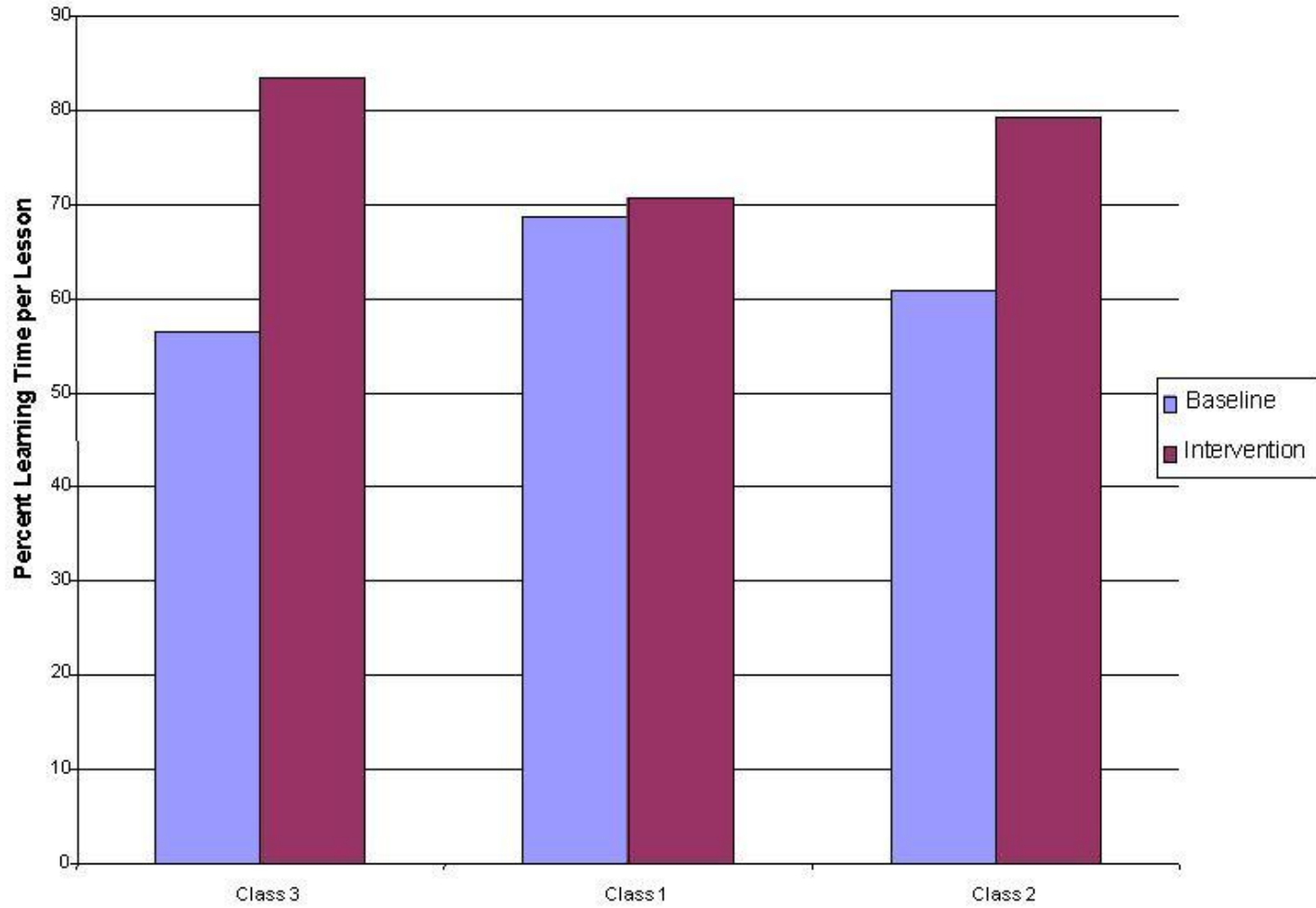




sessions



Average Learning Time per Class



למידה דרך תנועה

חיבור בין חינוך גופני
וניתוח יישומי של התנהגות



למידה דרך תנועה

חיבור בין חינוך גופני וניתוח יישומי של התנהגות

ד"ר איתן אלדר - ראש המרכז והמגמה לניתוח התנהגות במכללה לחינוך טמני ולספרט ע"ש זימן, במסגן וינגייט. בעל הסמכה בינלאומית בניתוח התנהגות BCBA. סגן נשיא של הארגון העולמי להכשרה להוראה במוסדות השכלה גבוהה לחינוך גופני. יו"ר ראשון של העמותה הישראלית לניתוח התנהגות. חיבר ספרים ומאמרים בתחום ניתוח התנהגות והכשרה להוראה וביניהם הספר "ניתוח יישומי של התנהגות - עקרונות והליכים". עוסק שנים רבות במחקר ובמיתוח דרכים חינוכיות לשיפור מוטיבציה ללמידה, לחינוך לערכים ולשקום תלמידים בעלי קשיי התנהגות.

הספר מתאר "חיבור דידיקטי" בין החינוך הגופני לבין ניתוח יישומי של התנהגות. הוא מציג את הרציונל התאורטי לחיבור ייחודי זה, את ההליכים היישומיים שניתן להחיל על מסגרות חינוך שונות, וכמו כן הוא מפרט את התהליכים שישמו במיעל בבית הספר "הוד" לצד נתונים אמפיריים אשר תועדו במהלך יישום התוכנית. מוצגים בו דפי עבודה המהווים בסיס ליישום התהליכים הדידיקטיים, שניתן יהיה להתאימם ולעשות בהם שימוש במסגרות חינוך דומות.



מדריך למורים ולצוותים במסגרות חינוך

מעלות הוצאת ספרים בע"מ



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“Are You Square?”

A Game for Developing Self-Control and Social Skills

by Eitan Eldar, Don Morris, Ron DaCosta, and Tali Wolf

The game “Are You Square?” (hereafter referred to as RUS), has been designed as a context for evaluation of self-control and social skills. Furthermore, RUS serves as an ideal context for exposing students to frustrating situations and teaching them coping and collaboration skills. This article presents the rationale for the game and describes its implementation. Appropriate equipment and rules are offered with adaptation ideas for a variety of educational goals and settings.

RUS involves four groups or individuals based in four stations (e.g., hula hoops can mark the stations) that contain an equal number of objects (e.g., rings). The game challenges participants to collect as many objects as they can from other stations and place them in their own station in a limited time frame. This article will show how RUS allows physical education to be a supportive context for the improvement of personal and social skills (Cooper, 1982; Eldar, 2001, 2002; Gough, 1997; McKenney & Dattilo, 2001).

Physical education can be a supportive arena for helping children develop appropriate and effective social skills. There have been many studies and discussions on the influence that physical education has on social-skill development in students. Morris (2003) offers a historical review of research in regards to whether or not engagement in physical education classes can properly influence social behavior development.

Most educational programs address inappropriate behaviors with behavioral consequences. Moreover, parents and educators frequently remove or mask frustrating triggers in order to eliminate unpleasant situations and ease emotional reactions from students (e.g., refraining from corrective feedback; eliminating learning challenges; teaching according to students’ requests). This “walking on egg shells” strategy may achieve a temporary relief based on a short-term “tactical behavior,” but it lacks education on self-control and frustration coping. Furthermore, this strategy may strengthen the student’s undesirable behaviors and even cause him or her to exhibit aggression, in order to

remove learning demands and complex challenges. RUS is designed to teach students how to identify difficulties and deal with frustration if it emerges.

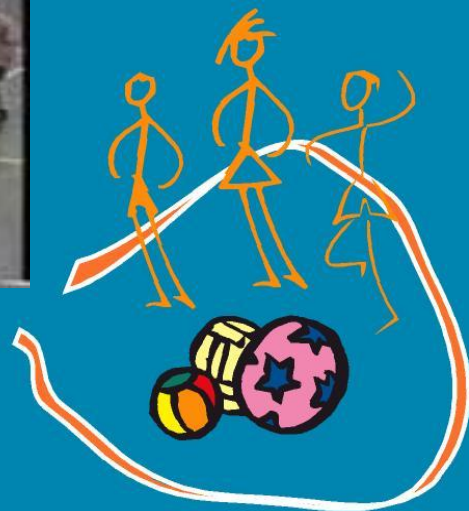
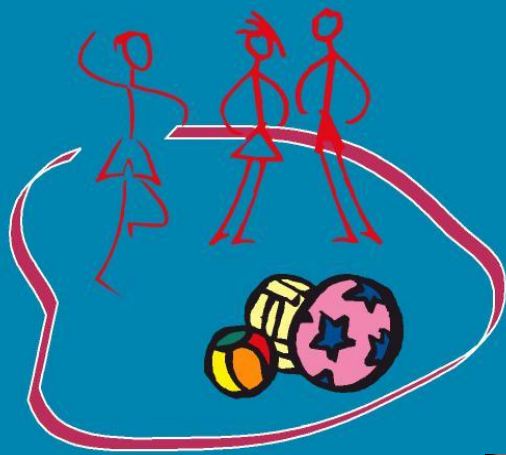
After a substantial review of the literature, coupled with over 30 years of public school and university teaching, the authors have concluded that physical education is one of the best school venues to promote positive social behavior. However, this does not occur unless specific strategies are employed. One such strategy involves the willingness and ability of teachers to design activities that address social-skill development. It is based on the ability to create, alter, and modify game designs in order to promote specific educational outcomes.

RUS serves as an example of a game that is designed to promote self-control and other specific social behaviors such as teamwork and respect for others. It is important to note that it is the game’s design and structure that offers students the opportunity to acquire these social skills. The game should be played in a physical education context that is adapted and designed to support, and thereby promote, the same social behaviors (Hellison, 1995).

The authors do not claim to show a direct link between participation in physical education games and behavior improvement. We know that participation in games could change behavior for better or worse. Therefore, the intervention aspects of this game are based on implementing behavioral procedures within a physical activity context (Eldar, 2001).

Developing Self-Control

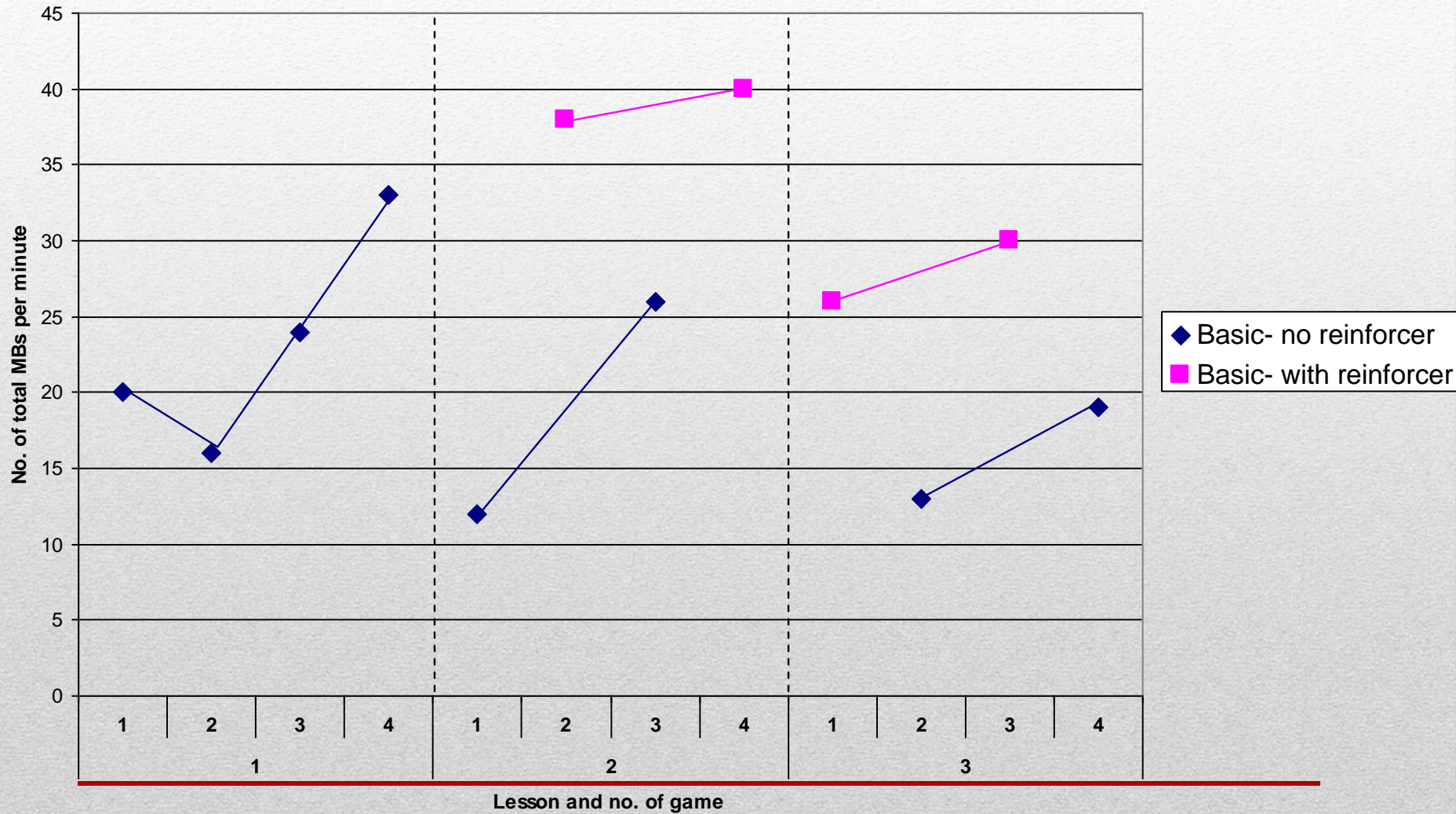
RUS should gradually and systematically expose students to frustrating triggers associated with their behavior difficulties. These frustrating triggers are seen in RUS when one student takes an object from his or her opponent’s station, in the scramble of many students vying to take the same object from the same station, or when time runs out and students have not returned to their station, and must return the collected object to its “home” (see rules section



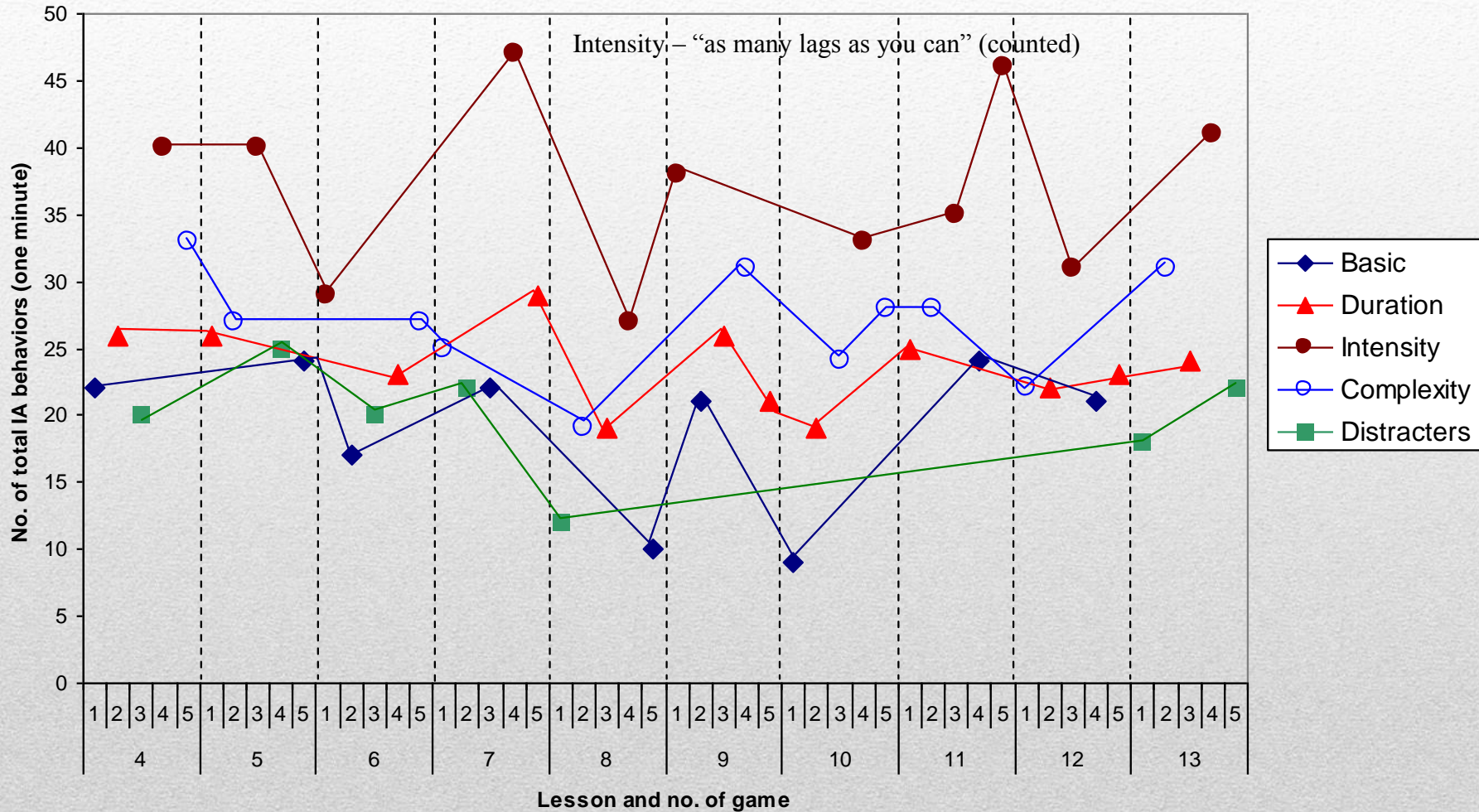
Part A

Each lesson - 4 games. Contingent negative reinforcement - set of push-ups

Violations increase in order to reduce an unpleasant situation (escape)



Each lesson- 5 games (Different order)



Speech training on the trampoline

Non speaking girl - before, she escaped any communication using SIB.



Say eee – motivation non – verbal child





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