

**KINES 4610/6010**  
**Techniques to Improve Behavior & Skill in Physical Education & Sport**  
**Fall 2019**

**CLASS MEETINGS:** Monday 4:35-7:05pm in HPER N218

**INSTRUCTOR:** Markell McCubbin, M.Ed  
801.809.0977 (cell)  
Office Hours: by appointment  
markellmccubbin@gmail.com

**COURSE DESCRIPTION:**

This course is designed to provide information and training of behavior management techniques to assist educators responsible for students of all ages to create successful learning environments in a variety of settings. The emphasis will be on the use of techniques that have been successfully applied in educational settings to improve both behavior and performance.

**LEARNING OUTCOMES:**

**Upon completion of this course, the students will:**

1. demonstrate an understanding of the application of the behavior management approach to managing behavior in a variety of settings, including physical education and sport.
2. demonstrate knowledge of the proactive techniques of behavior management to prevent undesired behavior.
3. demonstrate an awareness of the origins of prejudice and recognize the harmful effects of stereotypes
4. demonstrate the ability to create a behavior management program sensitive to cultural and linguistic differences.
5. demonstrate the knowledge of the ways to prevent inappropriate behavior by modifying the environment (antecedent intervention).
6. demonstrate the knowledge of ways to modify consequences to increase or decrease behaviors (operant conditioning).
7. demonstrate knowledge of the techniques of behavior management to increase, maintain, or decrease behavior.
8. demonstrate the ability to evaluate and assess an existing behavior management program/philosophy/curriculum, create a critical analysis (report), and present it to the class.

9. demonstrate the ability to develop a professional behavior management portfolio tailored to a teaching/coaching situation
10. demonstrate the knowledge of how to conduct a functional behavioral assessment.
11. demonstrate the knowledge of how to use modeling to teach/coach.
12. demonstrate an understanding of how to use naturalistic teaching strategies to allow students to generalize skills to other settings and with different people.
13. demonstrate the knowledge of how to develop self-management skills.
14. demonstrate the knowledge of how to use story-based interventions to improve behaviors.
15. demonstrate an understanding of how to design, implement, and evaluate a behavior treatment plan using applied behavioral analysis by collecting, analyzing, and evaluating data to determine the effectiveness of the program and submit a report.
16. demonstrate an understanding of and be confident to speak to the ethics of working with children, support inclusion, and advocate for marginalized populations.

#### **REQUIRED TEXT:**

Lavay, B., French, R. , and Henderson, H. (2016). Positive Behavior Management in Physical Activity Settings, 3rd ed., Champaign, IL: Human Kinetics.

Supplemental readings (Modules) will be on CANVAS.

#### **COURSE REQUIREMENTS:**

1. **Take 3 exams** (100 points each = 300 points)
2. **In class participation and weekly reading homework** (125 points)  
Each week you will complete the required reading. You need to submit at least three questions or insights per chapter/article. We will use these questions to spark dialogue and engage collectively.
3. **Weekly field experience** (150 points) 24 hours: UFIT, 30 hours: alternative setting, pre approved
4. **Complete 3 projects** (100 points each = 300 points)

#### **EXPECTATIONS:**

*Class attendance is required and I expect you to arrive on time for class. I expect you to read all of the assigned materials and to be prepared to discuss all of the readings every day. I will take attendance every day and you will only be excused from class for good reason. Your grade in this course will be determined by the quality of your participation, engagement, field work, projects and exams.*

**NOTE:**

I reserve the right to change these dates as we go through the course with reasonable notice to you; some topics may, for example, take longer than I anticipated. When your exams are graded and returned, you will be given an opportunity to revise and correct them in order to learn from your mistakes, to better your understanding of the material, and to improve your score.

I am happy to provide feedback on your projects before they are due, however, it is your responsibility to ask any questions you have before the due date.

**PROJECT 1: BEHAVIOR MANAGEMENT PROGRAM/THEORY REPORT (100 pts.)****DUE: OCTOBER 21.**

You will :

- a) Choose a behavior management program or theory to become an 'expert' in.  
Pre approval required.
- b) Research the topic by finding all the articles, books, research, etc. written about the program or theory. Interview authors and/or educators who have used the program. Use findings/quotes in your paper.
- c) Write a high quality research response paper (10 pages)
  - Describe this program/theory in detail, referencing your research of the topic
  - Include a detailed evaluation/evaluation of the program
  - Describe how you would implement the program or theory in a physical education, teaching, or coaching environment;
  - Provide at least 5 references that you used in APA format
- d) Make a powerpoint presentation (approximately 20 minutes) to the class on the program/theory; and
- e) Submit a hard copy of your paper. Bring a laptop or jump drive loaded with your presentation on the assigned date.

Please be creative in your presentation. Use any means of presentation that your information lends itself to, i.e. videos, art, poster, app, etc. Be prepared to answer questions. Be the expert.

**PROJECT 2: DATA COLLECTION (100 pts.)****DUE: NOVEMBER 11.**

Collect baseline and intervention data on a case study, preferably in a physical education setting. Write up the case study as instructed in class. Make a 15 minute powerpoint presentation on your project to the class on the assigned date.

**PROJECT 3: PERSONAL TEACHING AND BEHAVIOR MANAGEMENT PORTFOLIO (100 pts.)****DUE: NOVEMBER 25.**

Develop your own behavior management portfolio that is tailored to meet your teaching/coaching/whatever situation following the outline as described in class. (HINT: READ CHAPTER 9 FIRST) This is a culminating activity and a great opportunity for you to synthesize the concepts you have learned and impress your instructor by including these concepts in your program. Make a 20 minute powerpoint presentation on your Portfolio to the class on the assigned date.

## GRADING SYSTEM:

3 Exams	(100 pts each)	300 pts.
Participation		175 pts.
→	In class discussions	
→	Reading questions	
→	Socratic seminars	
→	Feedback	
→	Reflections	
Weekly field experience		150 pts.
→	24 hours: UFIT	
→	30 hours: alternative	
Projects: (paper and powerpoint)		
1.	Program Report	125 pts.
2.	Data Collection Project	125 pts.
3.	Teaching & Behavior Management Portfolio	125 pts.
		<hr/>
<b>Total:</b>		1000 pts.

## Course Schedule

AUGUST 19:	Intro to Course Behavior Management, Ethics <i>Reading: Lavay, French, &amp; Henderson Chapter 1</i>
AUGUST 26:	Proactive Techniques <i>Reading: Lavay, French, &amp; Henderson Chapter 2, 7</i> <u>Developing a Data Collection Project</u> Exam review
SEPTEMBER 2:	LABOR DAY - NO CLASS - <u>You are still responsible for reading!</u> The Behavioral Change Process - <i>Reading: Module 1</i>
SEPTEMBER 9:	<b>Exam #1:</b> <i>Lavay, French, &amp; Henderson Chapter 1, 2, 7, Module 1</i> <u>Introduction to Behavior Management Program/Theory Project</u>
SEPTEMBER 16:	Bullying - Inclusion vs. Exclusion <i>Reading: Lavay, French, &amp; Henderson Chapter 8, Module 2</i>
SEPTEMBER 23:	Methods of Increasing Appropriate Behaviors <i>Reading: Lavay, French, &amp; Henderson Chapter 4, 5</i>
SEPTEMBER 30:	Methods of Decreasing Inappropriate Behaviors <i>Reading: Lavay, French, &amp; Henderson Chapter 6, 11</i>

Developing Your Teaching and Behavior Management Portfolio  
Exam review

OCTOBER 7: FALL BREAK - NO CLASS

OCTOBER 14: **Exam #2:** *Lavay, French, & Henderson Chapter 4, 5, 6, 8, 11, Module 2*

OCTOBER 21: **Project #1 Presentations:** Behavior Management Program/Theory (**due today**)

NOVEMBER 4: Children and Youth with Unique Needs, Ethics  
*Reading: Lavay, French, & Henderson Chapter 9, 10*

NOVEMBER 11: **Project #2 Presentations:** Data Collection (**due today**)

NOVEMBER 18: Respecting Children  
*Reading: Module 3*

NOVEMBER 25: **Project #3 Presentations:** Teaching & Behavior Management Portfolio (**due today**)

DECEMBER 2: **Presentation wrap up**  
Exam review

DECEMBER 9: **Exam #3:** *Lavay, French, & Henderson Chapter 9, 10, 11, Module 3*

### U-FIT

September 20th <b>FIRST NIGHT OF U-FIT</b> Parent Survey <b>*No Pool*</b>	September 27th	October 4th <b>*Pool 7-8pm*</b> Parent Presentation: KPEASEY	October 11 <b>No U-FIT</b> <b>Fall Break</b>
October 18 <sup>th</sup>	October 25 <sup>th</sup> Wear your Halloween costumes! <b>*Pool 7-8pm*</b>	November 1 <sup>th</sup> <b>*No Pool*</b>	November 8th <b>LAST NIGHT of U-FIT</b>

**\* Volunteer Orientation is Friday, Sept. 13 at 6:00 in HPER East 206**

**\*Parent Presentations in HPER West 117**

### **Student Code**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty's responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Students should read the Code carefully and know they are responsible for the content. <http://regulations.utah.edu/academics/6-400.php>

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD), <http://disability.utah.edu/>. CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### **Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS). Additional information regarding reporting and victim supportive resources are available at the offices listed above.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) ; 801-581-7776.

### **Veterans Center**

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **LGBT Resource Center**

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **University Safety Statement**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).