

Le CRIFPE

vous invite à la conférence de

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Carla Vidoni is an Associate Professor and Program Director in the Physical Education & Health Program in the College of Education and Human Development at University of Louisville, Kentucky, USA. Her primary research area is related to how teaching strategies that involve students' social interactions in physical education can influence development of fair play behaviors such as respect, responsibility, participation and effort. The research findings from her experimental studies have generated articles that were translated to journals for teachers and practitioners such as *Journal of Physical Education, Recreation and Dance (JOPERD)*, *Strategies, Teaching Elementary Physical Education* and *Indiana AHPERD*. Carla Vidoni is a SHAPE (Society of Health & Physical Educators) America Research Fellow.



Conférences du CRIFPE

Incorporating the teaching social skills in physical education

Physical education classes provide plenty of opportunities for students to perform social skills. The physical education literature (has shown three aspects students' social skills that typically occur in physical education classes: (a) students who demonstrate prosocial behaviors are likely to support each other's performance, show respect to opposing teams and officials, accept losses without complaint, and victory without gloating, and are responsible for the accomplishment of tasks (Vidoni & Ward, 2009), (b) students who behave inappropriately or misbehave are likely to insult or offend teammates and others, disrespect officials, blame others for their own faults, and are not responsible for class tasks (Ward, 2006), and (c) students under self-control are those who are able to control their temper, and participate without disrupting the flow of the lesson (Hellison, 2011). The purpose of this presentation is to introduce a model of teaching social skills, and its application in physical education settings. Different studies will be reviewed. Each study presents a different strategy to incorporate the teaching of social skills in physical education lessons (e.g., Teaching Personal and Social Responsibility, Group Contingencies, Fair Play Instruction). These studies were conducted in American public schools. Single-subject research design was used to assess the effectiveness of the social skills interventions. The main finding were: (a) all the studies support the premise that social behaviors need to be taught and reinforced in physical education classes, (b) the incorporation of teaching social skills in physical education can be easily implemented, and (c) the teacher's prompts and feedback were key elements to increase prosocial behaviors.



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B-328, Pavillon Marie-Victorin
Université de Montréal