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**School Inclusion  
and Students with  
Emotional and  
Behavioral Difficulties (EBD)  
in physical education**



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sur les transitions et l'apprentissage

## Symposium Aim

- To expose the results from a research project looking at teaching practices and representations of physical education teachers (PET) relating to school inclusion of students with emotional and behavioral difficulties (EBD).

## Introduction of the Topic

- Education of EBD students is recognized as being challenging and leading to stress and negative impacts for many teachers in general education as well as in PE (Fejin, Talmor & Erlich, 2005).
- Students adopt significant numbers of disruptive behaviors that can impair learning in PE (Desbiens et al., 2008; Turcotte et al., 2008).

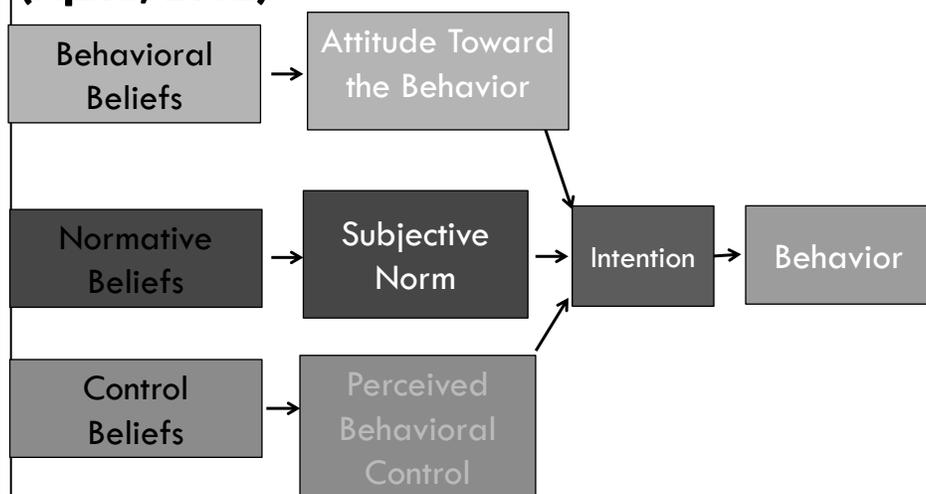
## Introduction of the Topic

- Research on classroom management in PE is oriented towards undesired behaviors and on what teacher should not do (Barker & Annersted, 2016).
- Some teaching practices may ...
  - Negatively impact overall academic experiences of EBD students (Rousseau, Point, & Vienneau, 2015)
  - Undermine the learning environment and class climate (Montuoro & Lewis, 2015).
- Few studies have documented inclusive teaching practices and other variables in teaching EBD students in physical education (Lavay, Henderson, French & Guthrie, 2012).

## Research Findings and/or Contribution to the Field

- To understand this phenomenon, it is suggested that adoption of teaching practices is associated with beliefs and attitudes, as well as other variables such as professional experience.
- Theory of Planned Behavior (Ajzen, 2012) promotes the development of an integrated and original perspective in this field of research.

## Theoretical Framework Theory of Planned Behavior (TPB) (Ajzen, 2012)



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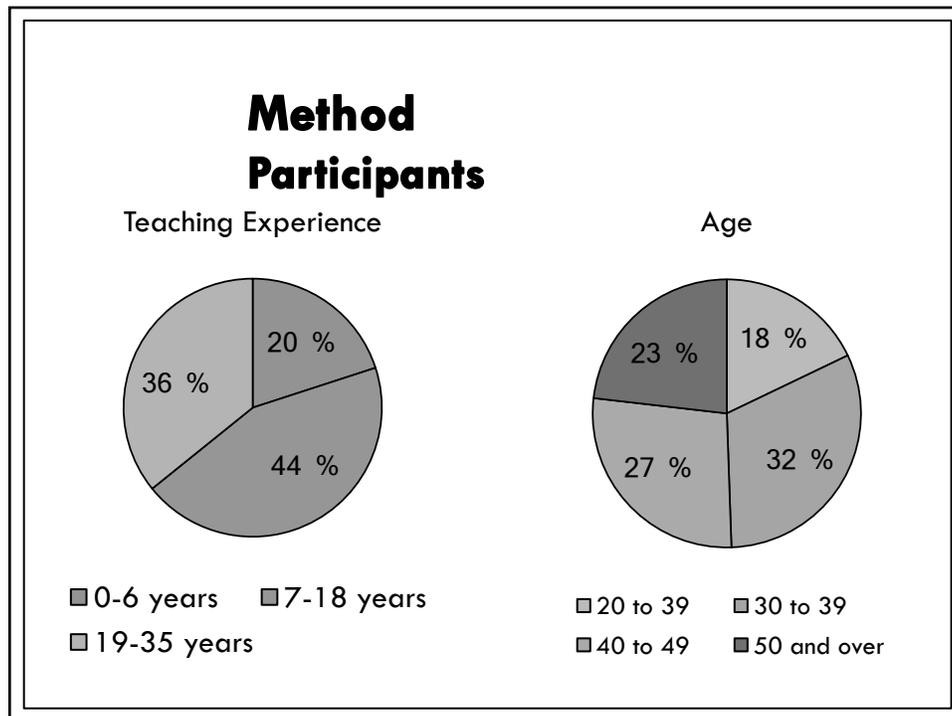
## **Method**

### **Participants**

- Physical education teachers (PET) from the province of Quebec, Canada
- Recruited by Email
- $N = 95$  PET
- Gender: 39 female teachers (41.1%); 56 male teachers (58.9%)
- Teaching level
  - Primary :  $n = 64$  (67.4%)
  - Secondary (High school) :  $n = 31$  (32.6%)
- Education level
  - 90.5 % undergraduate degree
  - 9.5 % master degree
- Teaching experience :  $M = 14.7$  years ( $SD = 8.53$ )

## **Research Findings and/or Contribution to the Field**

- Those variables are the most commonly studied in inclusive education, but very little is known on specific attitudes, intention or practices toward inclusion and EBD students
  - Even less about french canadian PET's towards inclusion
- Research is based on a teacher's perspectives



### Method Instruments

- Seven questionnaires (30 to 45 minutes to complete online) :
  - 1) Sociodemographic information
  - 2) Attitudes toward the inclusion and subjectives norms (Marie-France Nadeau)
  - 3) Perception of control toward the inclusion of EBD students (Line Massé)
  - 4) Teachers self-efficacy beliefs (Nancy Gaudreau)
  - 5) Teachers willingness to work with EBD students in inclusive class (Jeanne Lagacé-Leblanc)
  - 6) Management practices for behavioral difficulties (Claudia Verret)

## Method

### Structure of every presentation

- Specific to the subject (variable evaluated)
- 1) Introduction (referring to the specific context)
- 2) Aim
- 3) Method (the specific instrument)
- 4) Results
- 5) Discussion
- 6) Conclusion

## References

- Ajzen, I. (2012). The theory of planned behaviour. In P. A. M. Van Lange, A.W. Kruglanski & E.T. Torry (dir.), *Handbook of theories of social psychology (Vol. 1)* (p. 438-459). Thousand Oaks, CA: Sage Publications Ltd.
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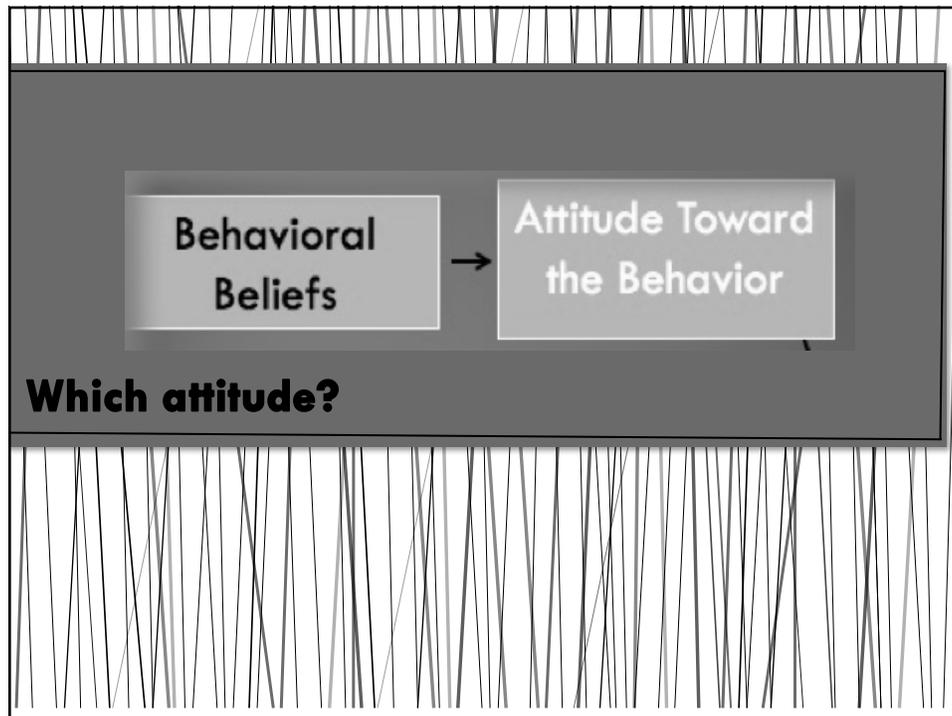
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## Students with emotional and behavioral difficulties in my gym? Glance on physical education teachers attitudes towards inclusion

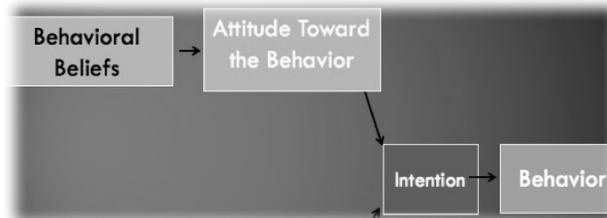
AND an extra:  
Glance on subjectives norm

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## Introduction

- Numerous studies closely relate attitudes of teachers to their behavior and, moreover, to their intervention choice;
- Others studies in health or social psychology has also linked behavioral beliefs, attitudes toward the behavior and the adoption of a prescribed behavior (Azjen, 2012).



## Introduction

Attitudes toward inclusive education in a Physical Education context is reported to be influenced by the type of disability (Qi & Ha, 2012):

- PE teachers more inclined to teach children with specific learning disabilities, intellectual disabilities and visual and hearing impairments than they did children with physical disabilities or emotional and behavioral disorders (Wang, Qi, & Wang, 2015)
- Students with emotional and behavioral difficulties (EBD) are generally linked with more negative attitudes among teachers than for students with learning disabilities (Obruskikova, 2008).

## Aim of this presentation

- To get a global picture of the attitudes maintained by physical education teachers (PET) toward students with EBD in the province of Quebec
- To describe different dimensions of attitudes by
  - Gender
  - Age
  - Teaching experience
  - Teaching level
  - School's socioeconomic status

## Method

### Instrument

- **Multidimensional Attitudes Toward Inclusive Education Scale**

(MATIES : Mahat, 2008).

- Three scales measuring different dimensions of attitudes
  - Behavioral (6 items,  $\alpha = .91$ )
  - Affective (6 items,  $\alpha = .78$ )
  - Cognitive (6 items,  $\alpha = .77$ )
- Likert 6 point rating scale (1 = Strongly Agree;  
6 = Strongly Disagree)

## Method

- **Instrument**

- **Multidimensional Attitudes Toward Inclusive Education Scale**

(MATIES : Mahat, 2008).

- Behavioral (6 items,  $\alpha = .91$ )

I am willing to encourage students with a disability to participate in all social activities in the regular classroom.

I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.

I am willing to physically include students with a severe disability in the regular classroom with the necessary support.

## Method

- Instrument

- Multidimensional Attitudes Toward Inclusive Education Scale

(MATIES : Mahat, 2008).

- Affective (6 items,  $\alpha = .78$ )

I get frustrated when I have difficulty communicating with students with a disability.

I get upset when students with a disability cannot keep up with the day-to-day curriculum in my classroom.

I get irritated when I am unable to understand students with a disability.

I am uncomfortable including students with a disability in a regular classroom with other students without a disability.

## Method

- Instrument

- Multidimensional Attitudes Toward Inclusive Education Scale

(MATIES : Mahat, 2008).

- Cognitive (6 items,  $\alpha = .77$ )

I believe that an inclusive school is one that permits academic progression of all students regardless of their ability.

I believe that students with a disability should be taught in special education schools.

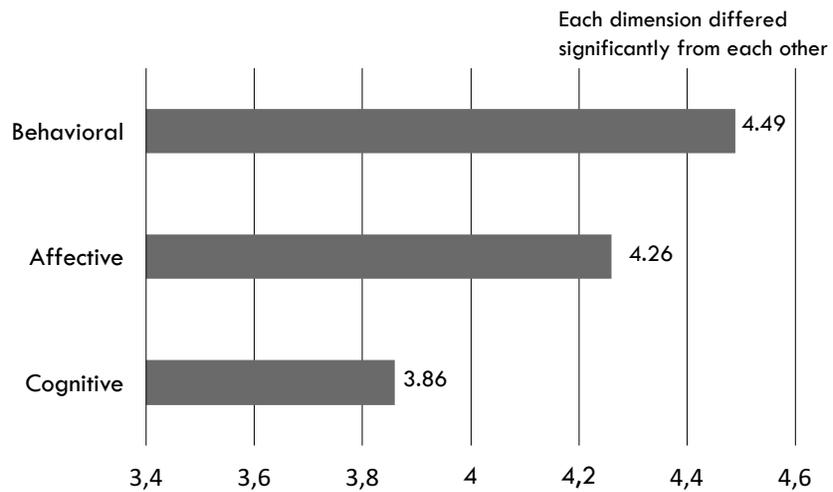
I believe that inclusion facilitates socially appropriate behaviour amongst all students.

## Method

- Types of analysis
  - Descriptive
  - ANOVA
    - Post-hoc

## Results - descriptives

### Attitudes Toward Inclusive Education



## **Results**

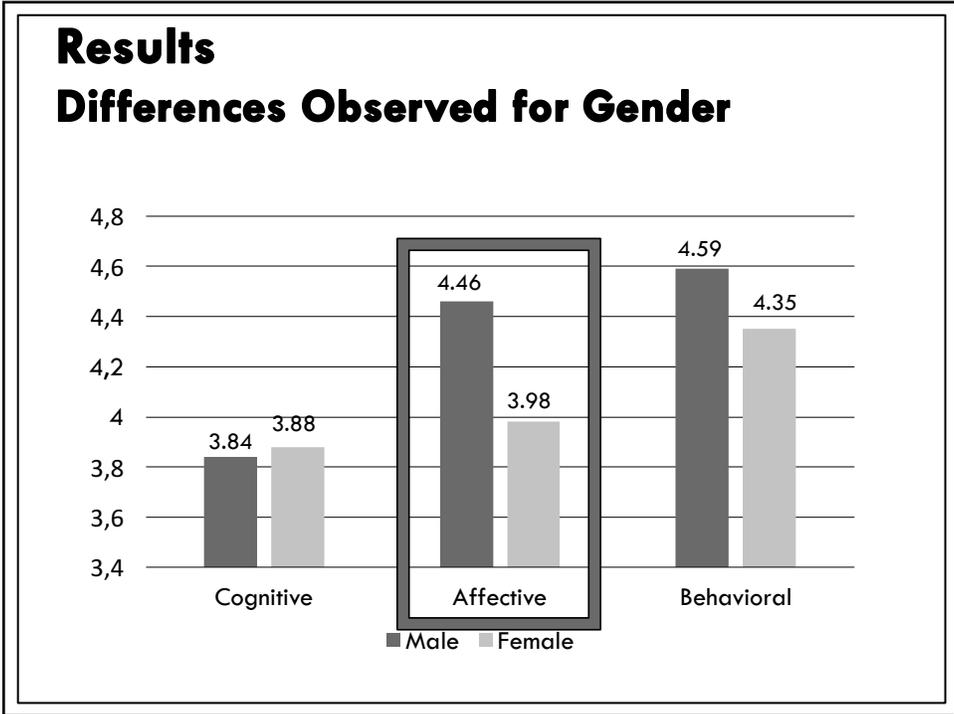
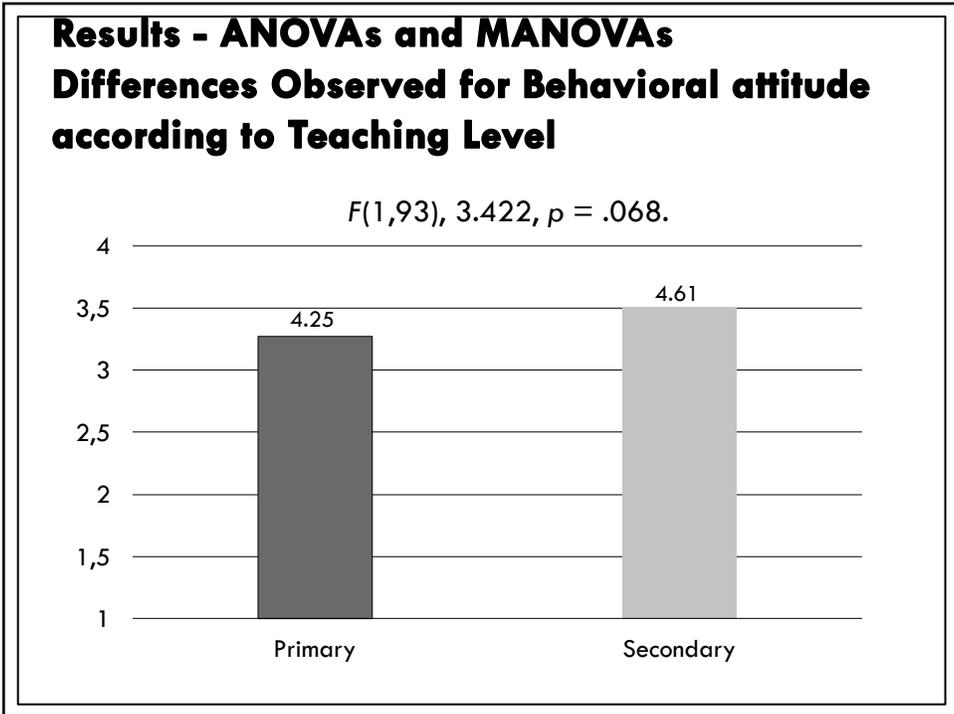
### **ANOVAs and MANOVAs**

- Significant differences observed according to:
  - Gender
    - Affective attitude,  $F(1,93)$ , 6.780,  $p = .011$ .
  - Teaching level
    - Behavioral attitude,  $F(1,93)$ , 3.422,  $p = .068$ .

## **Results -ANOVAs**

### **vs sociodemographic variables**

- No significant difference observed :
  - Age
  - Teaching experience
  - Socioeconomic level of schools
- Significant differences on :
  - Teaching level
  - Gender



## Discussion

- Globally, attitudes of PET toward inclusion and student with emotional and behavioral difficulties is somewhat positive but varies significantly depending on different dimensions of attitudes
  - Behavioral attitudes is significantly more positive than affective and cognitive;
  - Cognitive attitudes is neutral
- This result is somewhat surprising, considering that cognitive and affective attitudes are, based on some TPB, predicting the behavioral one (conation).

## Discussion

- The results show differences according to level of teaching and gender, but not on other variables suggested by previous studies.

## Discussion

- Level of teaching
  - PET teaching at a secondary level report being more willing than PET teaching at a primary level;
    - Intensity and frequency of behaviors is different?
    - Teacher at a secondary level don't have to deal with the EBD all day long?

## Discussion

- Gender differences
  - Unlike others studies on physical education context (see Wilhelmsen & Sorensen, 2017; Qi & Ha, 2012), **male PET are reporting a higher affective attitudes about inclusion than female teachers:**
    - Different dimensions of attitude not always reported;
    - Are they normalizing behavior that are more disturbing?
      - Can they recognize themselves in the behaviors generally more frequent in the boys?
    - Do male teacher manage with more detachment the feelings generated by the misbehavior
      - Might male teachers feel less responsible for the misbehavior than female teachers?

## Conclusions

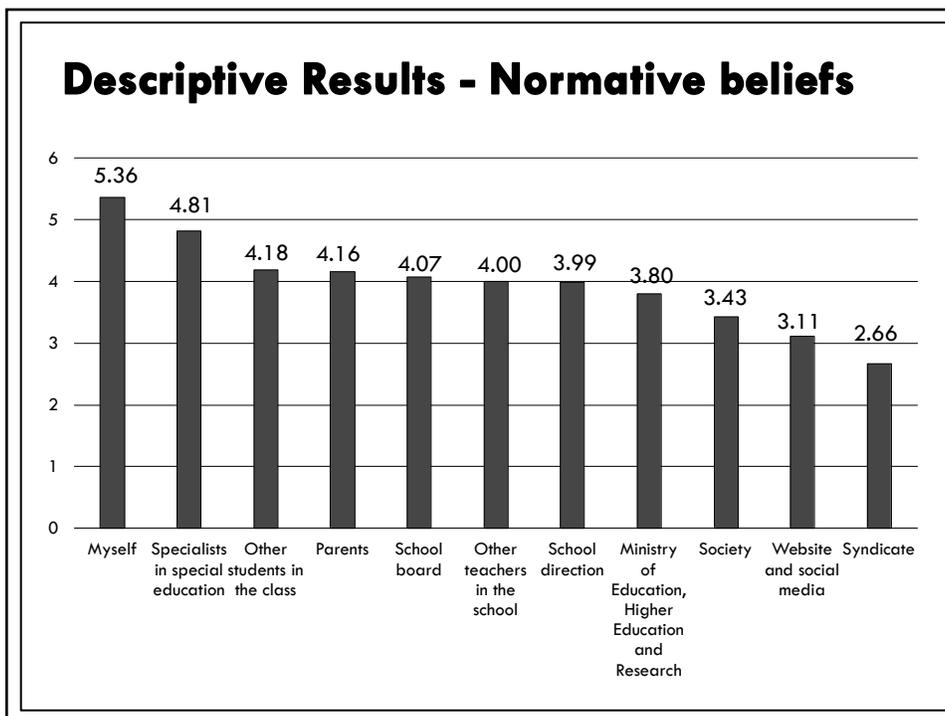
- Although global attitudes of PET toward inclusion are relatively more positive than negative and that teachers self-reports about behavior attitudes suggest their willingness to support EBD inclusion, results on other aspects of attitudes raise some questions about teachers needs for cognitive and affective supports in the process of inclusive education of students with EBD.

### Glance on Subjective Norm

- Instrument
  - Adapted from McCormick (1997)
  - Participants were asked to rate (Likert 6: 1 = No influence; 6 = Huge influence)

*How they feel each item influenced their inclusives practices with EBD students*





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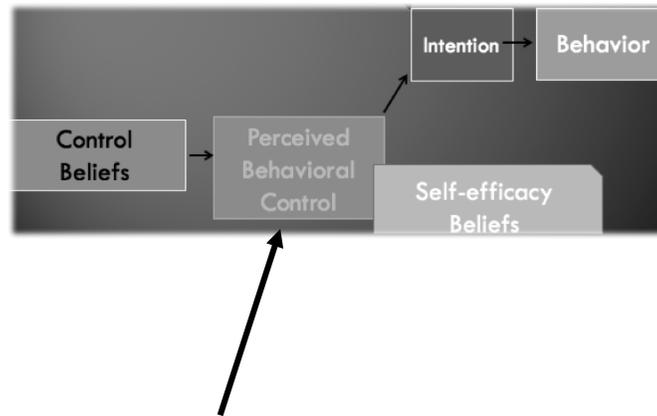
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## Perception of control toward the inclusion of emotional behaviour disorder students among physical education teachers

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## Introduction



## Introduction

- Integrating EBD students is a challenging task for teachers, particularly in secondary schools.
- Regarding EBD students, teachers who believe that they have an effect on student learning and behavior:
  - Report fewer problems in the classroom (Almog & Shechtman, 2007 ; Munthe & Thuen, 2009).
  - Have a more positive attitude towards students (Munthe & Thuen, 2009; Poulou & Norwich, 2000).

## Aims

- To determine the perception of control of physical education teachers (PET) regarding the inclusion of EBD students.
- To verify the influence of different variables:
  - Gender
  - Age
  - Teaching experience
  - Teaching level
  - School's socioeconomic status

## Method Instrument

- French adaptation of the *Job Content Questionnaire* (JCQ; Karasek, 1985; Fernet et al., 2012)

- 9 items ( $\alpha = .73$ )

- Two scales:

- Job strain  
( $n = 6, \alpha = .74$ )

- Decisional latitude  
( $n = 3; \alpha = .67$ )

I have enough time to do these tasks.

I receive conflicting requests regarding behavior management.

Behavior management requires a lot of work.

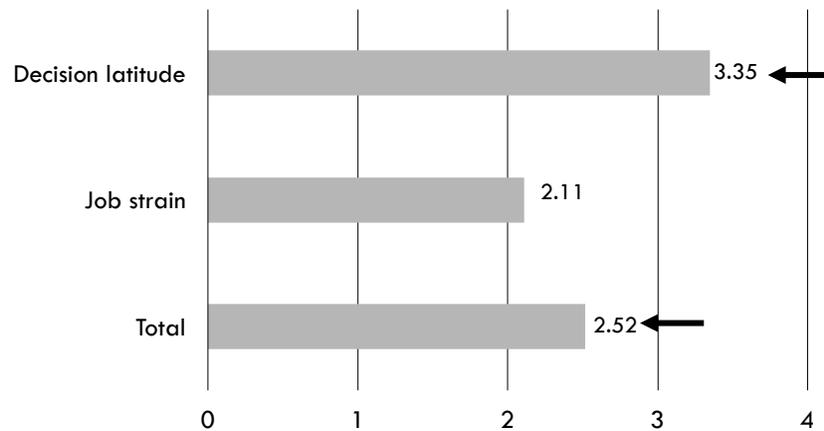
I can make autonomous decisions about behavior management in my classroom.

I have a lot of influence on how things go when I manage behaviors in my classroom.

I have the freedom to decide how to interact with students with behavioral difficulties.

## Results

### Perception of Control



( $F(1,93)$ , 2088.426,  $p < 0,001$ ,  $\eta^2 = 0,978$ .)

## Results

### Perception of Control

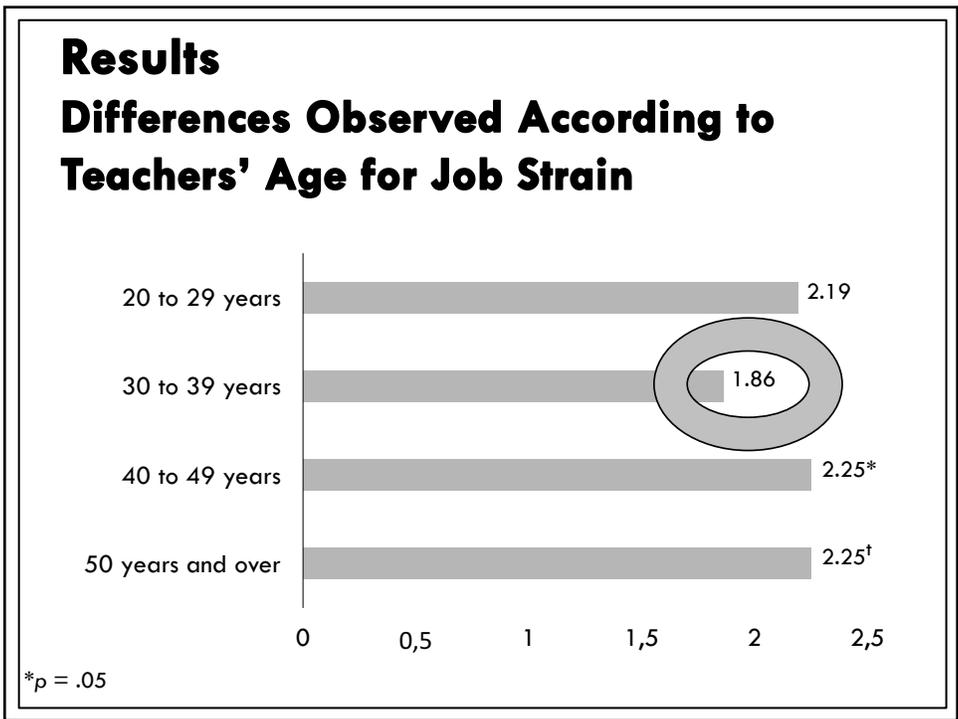
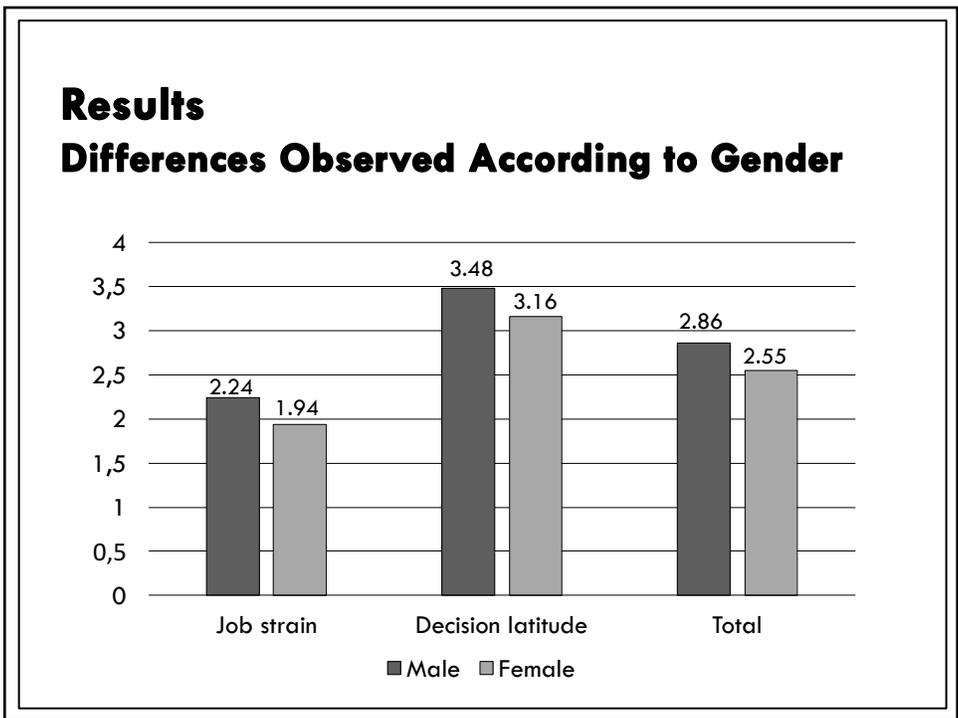
- According to the cut-off scores of the instrument:
  - 37.9% of teachers surveyed perceive little decision latitude.
  - 35.8% of teachers perceive that the task of teaching these students is very demanding.
  - 17.9 % have a lot of stress regarding the inclusion of these students.

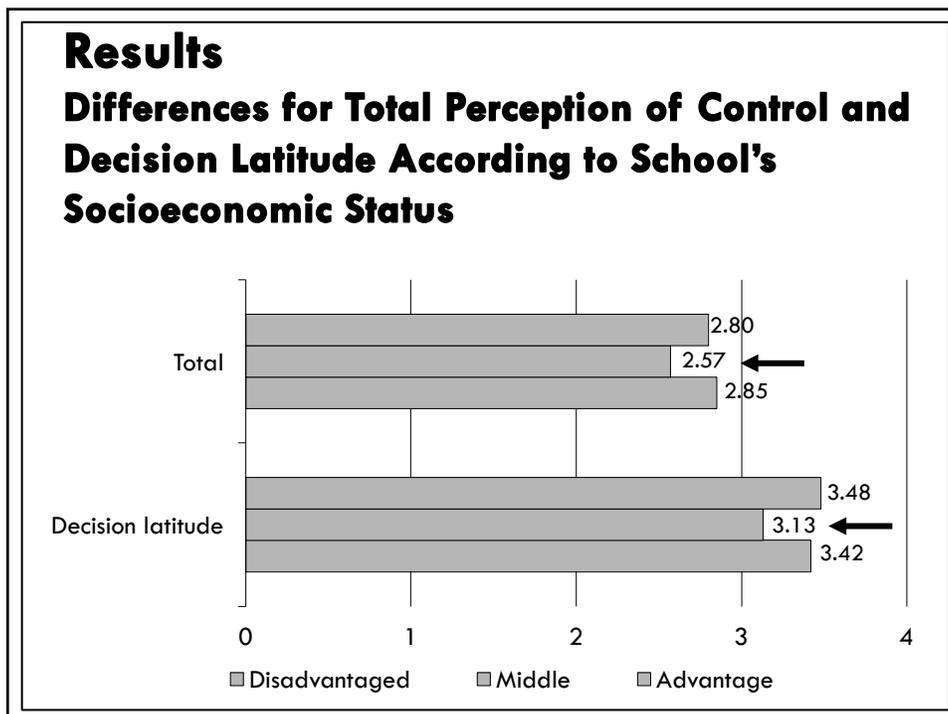
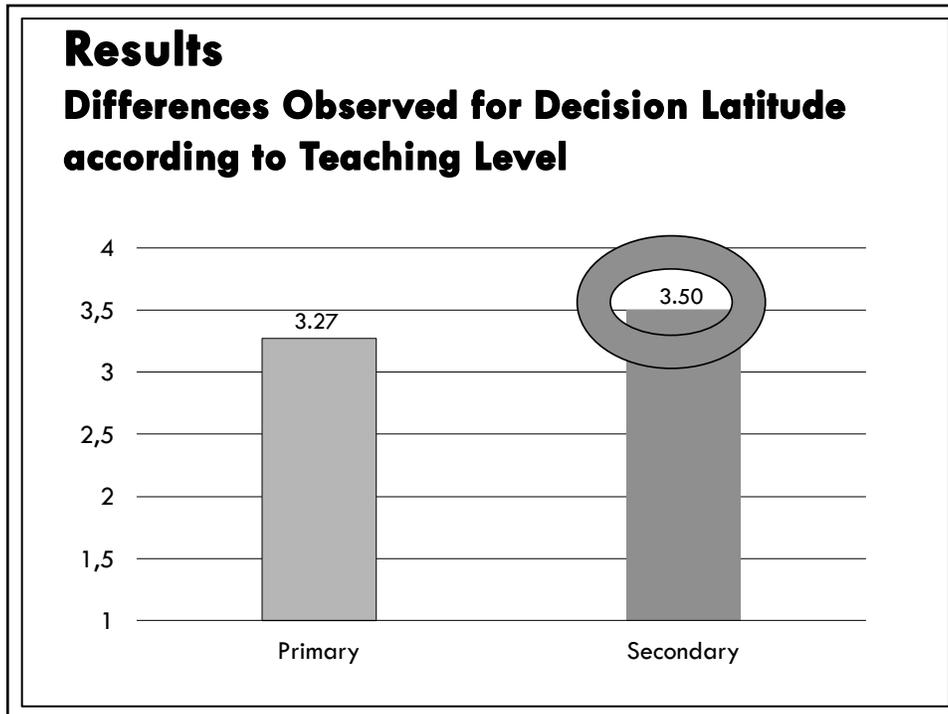
## **Results ANOVA**

- No significant differences observed according to:
  - Teaching experience

## **Results ANOVAs and MANOVAs**

- Significant differences observed according to:
- Gender
  - Decision latitude,  $F(1,94), 7.882, p = .006$
  - Job strain,  $F(1,94), 7.231, p = .008$
  - Total,  $F(1,94), 13.14, p = .001$
- Age
  - Job strain,  $F(3,91), 3.399, p = .021$
- Teaching level
  - Decision latitude,  $F(1,94), 3.524, p = .064$
- School's socioeconomic status
  - Decision latitude,  $F(2,94), 4.131, p = .019$
  - Total,  $F(2,94), 3.459, p = .036$





## Discussion

- PET report a low perception of control regarding the inclusion of EBD students, particularly regarding task requirements or job strain.
  - PET are poorly informed about students with special needs in their class, both in terms of their characteristics and needs, and in terms of the measures to be put in place for these students.
- However, they perceive more autonomy for making decisions regarding the education of EBD students.
  - It is recognized, however, that higher perception of latitude in decisions associated with higher job strain produces more stress for individuals (Langevin, François, Boini, & Riou, 2011).

## Discussion

- Female teachers perceive a lower control level than male teachers.
  - This could explain the greater stress observed for female teachers compared to male teachers regarding school integration of students with behavioral difficulties (Evereart & van der Woolf, 2005; Klassen & Chiu, 2010; Klassen, 2010).

## **Discussion**

- Primary school teachers perceive fewer latitudes for making decisions about the education of students with behavioral problems.
- In primary schools compared to high schools:
  - PET work more often in more than one school.
  - They teach at a greater number of levels, often from kindergarten to grade six.
  - There is often only one PET per school; they therefore exercise less influence when making decisions about how to deal with behavioral difficulties in the school.

## **Conclusions**

- PET need better support in order to compensate the efforts to achieve inclusion of EBD students, particularly those working with young children.
- Improving communication mechanisms in schools regarding the needs of EBD students could improve teachers perception of control.
- To reduce the job strain, PET should be able to benefit from the same support as regular teachers in their class.

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# Self-efficacy Belief of Physical Education Teachers in Classroom Management

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## Introduction

- Teachers' self-efficacy (SE) largely affects a multitude of variables responsible for student achievement (Gaudreau, Royer, Beaumont & Frenette, 2012).
  - Collaborative and educational teaching practices
  - Favoured practices used to address student difficult behavior
- A higher SE is associated with greater inclusive education and adoption of teaching practices supportive success of students with behavioral difficulties (Gordon, 2001).

## Introduction

- SE is based on what teachers suppose they can achieve relying on their own expertise (Hoy et Spero, 2005).
- Teaching efficacy is defined as “the teacher's belief in her or his ability to organize and execute the courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K., 1998, p. 233).
- SE can vary according to tasks performed and contexts of specific interventions (Dellinger, A. B., Bobbett, J. J., Olivier, D. F., & Ellett, C. D., 2008).

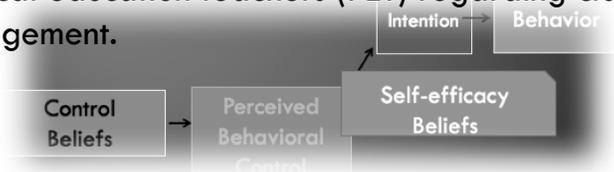
## Introduction

In physical education...

- Higher SE is positively correlated with better job satisfaction (Yildirim, 2015).
- There's a positive association between emotional intelligence (EI) and SE of physical education teachers (PET) (Mouton, A., Hansenne, M., Delcour, R., & Cloes, M., 2013).
- SE of experimented teachers is higher than those of novice teachers (Lv, Zhou & Ou, 2009).
- PET' SE affects students' learning motivation, learning atmosphere, and learning satisfaction. PET' SE also indirectly and positively influences learning satisfaction, mediated by learning motivation and learning atmosphere (Pan, 2014).

## Aims

- To determine the teachers' self-efficacy beliefs of physical education teachers (PET) regarding classroom management.



- To verify the influence of certain variables such as:
  - Gender
  - Age
  - Teaching experience
  - Teaching level
  - School's socioeconomic status
  - Additional training & professional support needs

## Method Instrument

- Teachers' self-efficacy scale regarding classroom management (Gaudreau, Frenette, & Thibodeau, 2015)

- 28 items distributed according to the five dimensions:

- 1) When I give instructions to the students, I know they will be followed.
- 2) I am able to maintain a high level of commitment from the students on the learning objective.
- 3) I am able to maintain a learning environment where students work in cooperation.
- 4) I can efficiently manage the situation when one of my students adopts provocative behaviors.
- 5) Managing difficult behaviors (9 items,  $\alpha = .93$ )

## Method Analyses

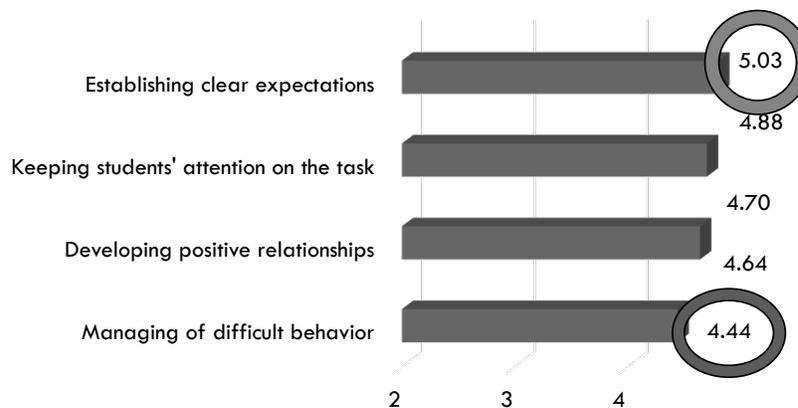
### MANOVAs

- To study the self-efficacy regarding the Gender, the age, the teaching experience, the teaching level and the school's socioeconomic status

### Correlations

- To verify the links between the SE and additional training and professional support needs.

## Results Teachers' SE Means According to the Four following Dimensions



## **Results**

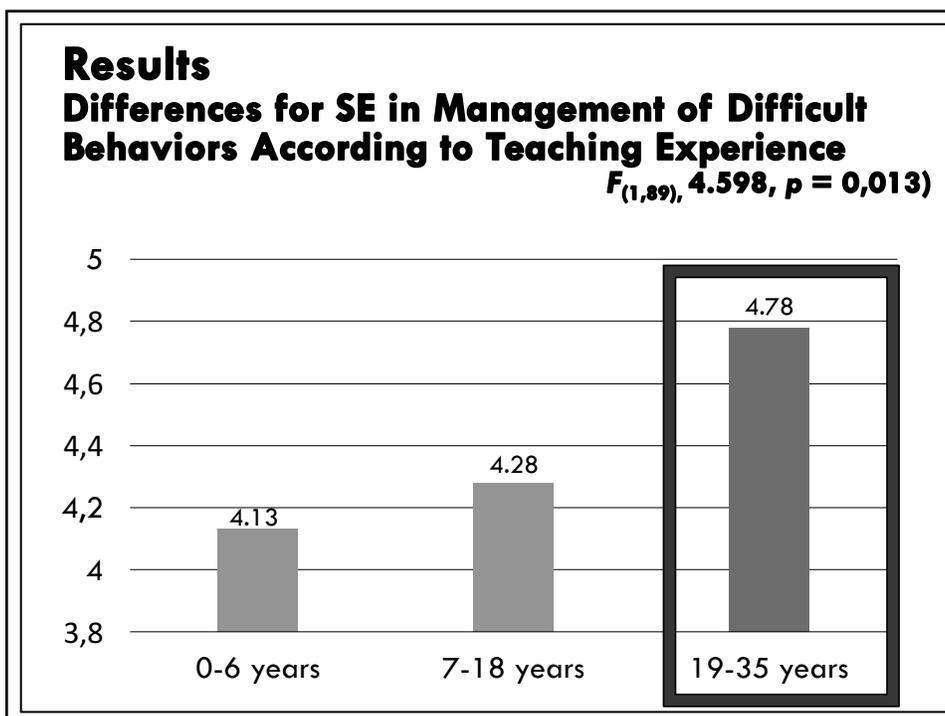
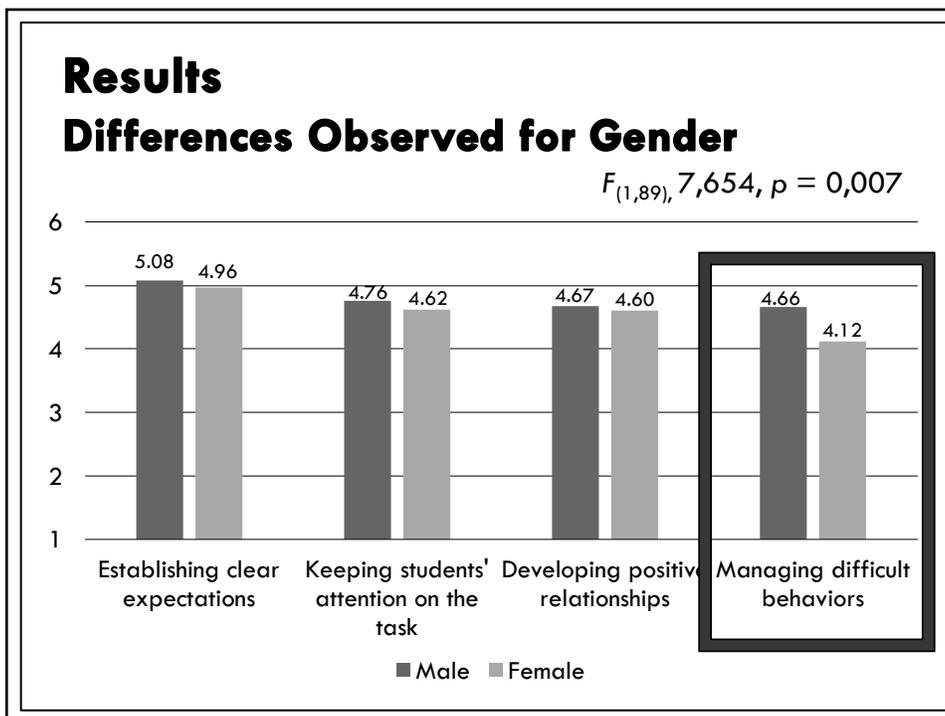
### **MANOVA**

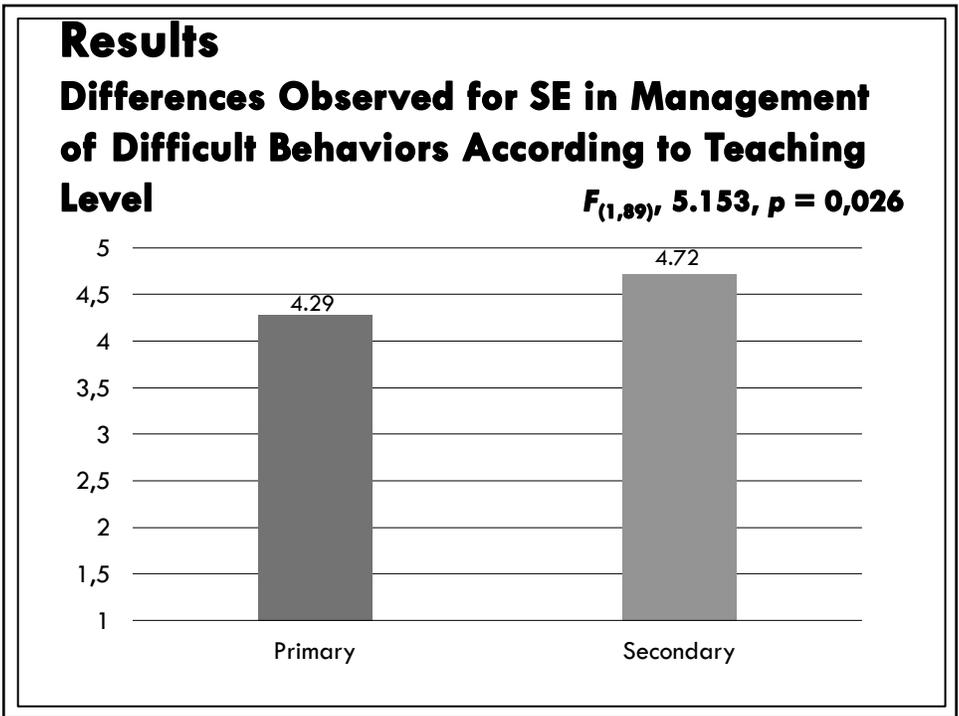
- No significant differences observed according to:
  - Age
  - School's socioeconomic status

## **Results**

### **MANOVAs and correlations**

- Significant differences observed according to the SE in management of difficult behavior
  - Gender
  - Teaching experience
  - Teaching level





**Results**  
**Correlations Observed for Needs of Additional Training**

Scales	Correlations (r)
Establishing clear expectations	-.28**
Keeping students' attention on the task	-.26*
Developing positive relationships	-.26**
Managing difficult behavior	-.34***

\*\*\* $p < .001$ , \*\* $p < .01$  \* $p < .05$

## Results

### Correlations Observed for Needs of Professional Support

Scales	Correlations ( <i>r</i> )
Establishing clear expectations	-.18
Keeping students' attention on the task	-.19
Developing positive relationships	-.22*
Managing difficult behavior	-.29**

\*\*\* $p < .001$ , \*\* $p < .01$  \* $p < .05$

## Discussion

- In general, physical education teachers' self-efficacy beliefs are good.
- Some differences were found:
  - Teachers with 19 years of experience or more tend to have the strongest SE regarding the management of difficult behaviors.
  - This result is consistent with those of Iv & Ou (2009).

## **Discussion**

- Analysis pointed to a higher SE score for managing difficult behavior in high school compared to elementary level.
  - Professional support?
- A higher SE score was also found with male teachers.
- SE in managing difficult behavior was inversely correlated with the need to obtain professional support and additional training.

## **Conclusions**

- This study offers interesting insights of self-efficacy beliefs of physical education teachers dealing with students with behavioral difficulties and may lead to the development of more efficient support strategies in this area.
- Special attention should be given to novice teachers.
- More studies are needed to better describe teachers' self-efficacy in classroom management in the specific field of physical education.

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AIESEP International Conference, Guadeloupe, November 8<sup>th</sup> 2017

## **Willingness of physical education teachers to work with EBD students in inclusive class**

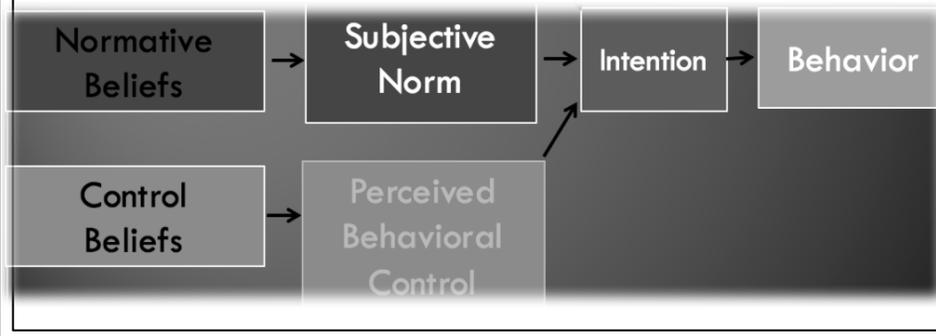
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### **Introduction**

- Research has shown that physical education teachers (PET) generally have favorable views of the concept of inclusion (Hodge et al., 2009; Hodge, Ammah, Casebolt, LaMaster & O'Sullivan, 2004).
- They have willingness to teach students with disabilities in inclusive classes (Casebolt & Hodge, 2010; Theodorakis, Bagiatis, & Goudas, 1995).
- On the other hand, this intention may vary according to the type of difficulties the students manifest (Cook, Cameron, & Tankersley, 2007).

## Introduction

- A qualitative study (Casebolt & Hodge, 2010) shows that PET voiced difficulties in teaching students with severe disabilities, hyperactive and inattentive students.



## Aims

- To explore the willingness of physical education teachers to work with EBD students in inclusive class.
- To verify the influence of certain variables such as:
  - Gender
  - Age
  - Teaching experience
  - Teaching level
  - School's socioeconomic level

## Method

### Instrument

- French adaptation of the *Teachers' Willingness to Work with Severe Disabilities Scale (TWSDL)* (Rakap & Kaczmarek, 2010; MacFarlane & Woolfson, 2013).
  - This scale provides a clinical vignette about an EBD student ( $\alpha = .94$ ).
  - The vignette is followed by seven items that ask teachers how much they would be willing to have this student in their classroom and to learn skills to better support it.
  - Likert scale from 1 (strongly disagree) to 6 (totally agree).

## Method

### Instrument - Vignette

William is a student with severe behavioral problems who might be included into your classroom. He is of below average in his schoolwork. There are times when he becomes engaged in this schoolwork, and works as well as other student in the class. However, at other times (at least once a day), he does not pay attention or listen. On these occasions, he usually forgets the rules and does not follow the teacher's instructions. He often disturbs others by talking out loud, taking items belonging to other children, and throwing them, causing general turmoil (confusion) in classroom. During these outbursts, he refuses to join in-class activities, and becomes very distracted. In the classroom and outside, he quickly gets angry and is ready to fight with other children when he does not get his own way. When other children are playing and he wants to join them, he tends to take their toys or push them. The children tend to avoid William once they experience a bad interaction with him.

## Method Analyses

ANOVAs and MANOVAs

- To study the willingness of work regarding gender, age, teaching experience, teaching level and school's socioeconomic status.

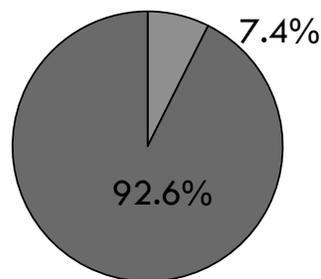
Correlations

- To verify the links between the willingness of work and self-efficacy, perception of control and attitudes toward inclusion.

## Results Descriptive Results

- $M = 4.72$ ,  $SD = 0.93$

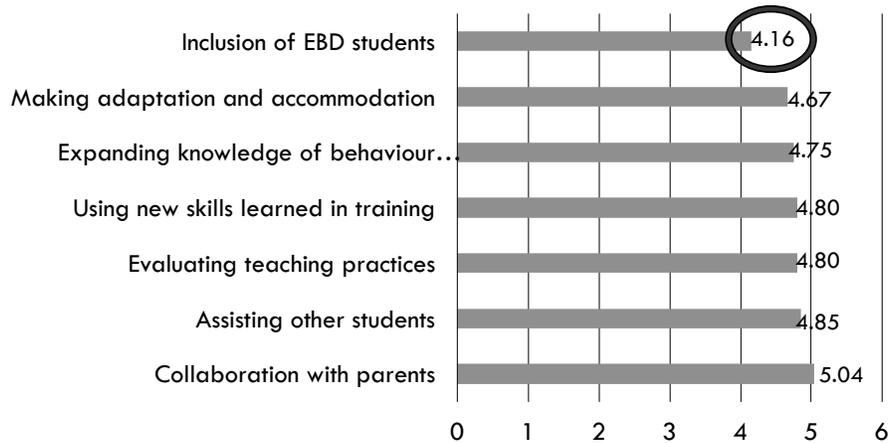
Willingness to Work



■ Negative ■ Positive

## Results

### Frequency of Teachers' Responses for the Vignettes



## Results

- ANOVAs and MANOVAs reveal no significant differences according to :
  - Gender
  - Age
  - Teaching experience
  - Teaching level
  - Training on the education of students with EBD
  - School's socioeconomic level

## Results

### Correlations between Willingness to Work and Self-efficacy Belief

Self-efficacy Belief	Correlations (r)
Establishing clear expectations	.33***
Keeping students attention on the task	.32***
Developing of positive relationships	.35***
Managing of difficult behavior	.34***

\*\*\*p <.001, \*\*p <.01 \*p <.05

## Results

### Correlations Between Willingness to Work and Perception of Control

Perception of control	Correlations (r)
Decision latitude	.24 *
Job strain	–
Total	.20 *

\*\*\*p <.001, \*\*p <.01 \*p <.05

## Results

### Correlations Between Willingness to Work and Attitudes Towards Inclusion

Attitudes	Correlations (r)
Cognitive attitudes	.31 **
Affective attitudes	.31 **
Behavioral attitudes	.33 ***

\*\*\* $p < .001$ , \*\* $p < .01$  \* $p < .05$

## Discussion

- Results show that PET have a strong willingness to act to successfully include EBD students.
  - This is consistent with studies showing PET's positive attitudes about inclusive education for students with special needs (Hodge et al., 2009; Hodge, Ammah, Casebolt, LaMaster et O'Sullivan, 2004).

## Discussion

- Willingness seemed to be influenced positively by self-efficacy, specially for SEB in development of positive relationship.
  - As it is recognized that relationship problems with teachers are among the top three factors that affect the mainstream inclusion of EBD students and lead to their placement in special classes (Stoutjesdijk, Scholte, & Swabb, 2012).
  - It is important to support the development of a positive teacher-student relationship or to restore the relationship when it is negative.

## Conclusion

- The strong willingness of PET advocates that these teachers could have a greater role to play in the inclusive education of EBD students.

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AIESEP International Conference, Guadeloupe, November 8<sup>th</sup> 2017

## **Self-reported teaching practices of physical education teacher for students with emotional and behavioural difficulties**

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### **Introduction**

- Many teachers feel that they are not well prepared to teach students with EBD (Begeny & Martens, 2006).
- Some will use negative strategies because of the lack of better practices (Clunies-Ross *et al.*, 2008).
- This could increase odds of generating conflicts, and worsening students behavioral problems (Sutherland *et al.*, 2008).
- Several American studies have shown gaps between evidence-based teaching practices for EBD students and those more commonly used by teachers (Gable, Rothrauff, Thornburg, & Mauzy, 2010)

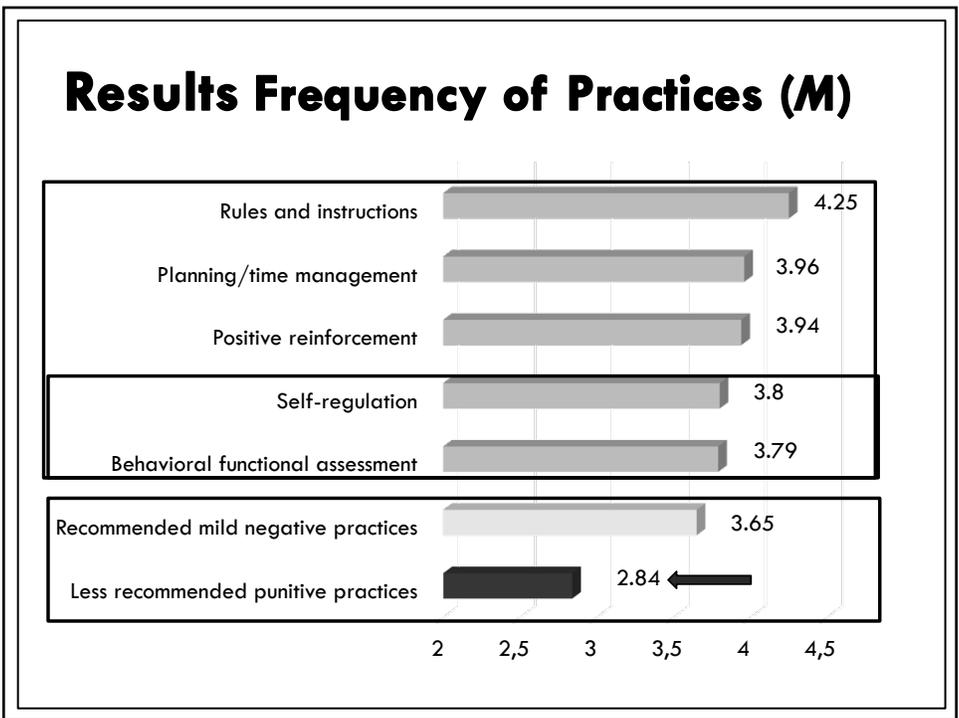
## Aims

- Assessing PET practices for EBD students
- Testing the influence of :
  - Gender
  - Age
  - Teaching experience
  - Teaching level
  - School's socioeconomic status

## Method Instrument

### Management Practices for Behavioral Difficulties Inventory (Nadeau, Massé, Verret, Gaudreau, Lemieux, Couture et al., 2017)

- Seven scales ( $N = 68$  items)
- Five level Likert-type scale (1 never to 5 very often)
  1. Self-regulation (15 items;  $\alpha = .84$ )
  2. Planning and time management (15 items;  $\alpha = .84$ )
  3. Rules and instructions (10 items;  $\alpha = .87$ )
  4. Reinforcement (6 items;  $\alpha = .71$ )
  5. Recommended mild negative practices (10 items;  $\alpha = .70$ )
  6. Less recommended punitive practices (9 items;  $\alpha = .80$ )
  7. Behavioral functional assessment (3 items;  $\alpha = .90$ )

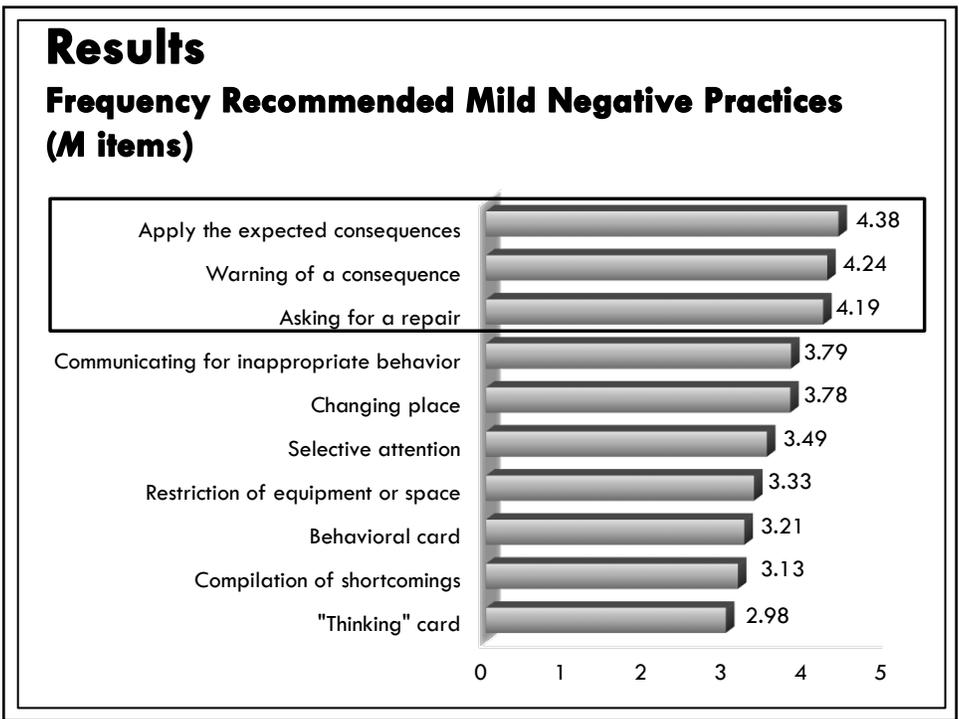


### Results Less Used Practices

SCALE	ITEMS
Self-regulation	<ul style="list-style-type: none"> <li>Involving students in the planning of consequences when breaking rules (M = 2.97, ÉT = 1.22; 33.7% never or rarely)</li> <li>Behavioral self-assessment by students (M = 3.14, ÉT = 1.20; 13.7 % never or rarely)</li> </ul>
Planning and time management	<ul style="list-style-type: none"> <li>Asking students to use the agenda or a work plan (M = 3.43, ÉT = 1.27; 22.1 % never or rarely)</li> </ul>
Rules and instructions	<ul style="list-style-type: none"> <li>Involving students in classroom management (M = 3.53, ÉT = 1.04; )</li> </ul>

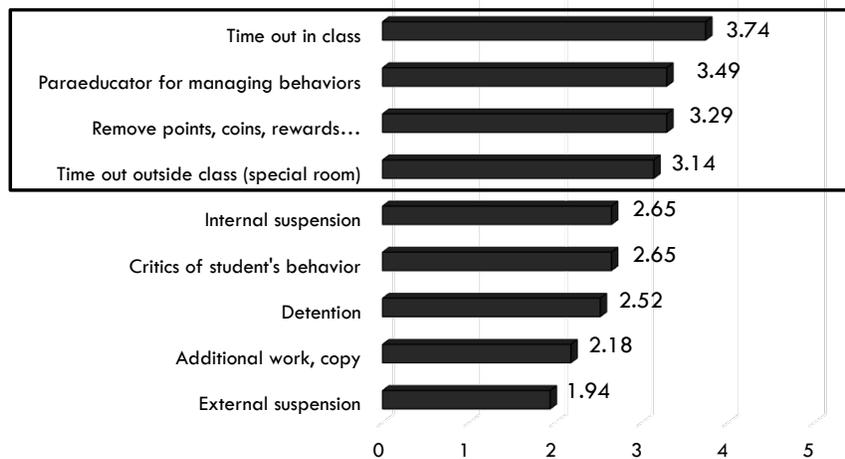
### Results Less Used Practices

SCALE	ITEMS
Behavioral functional assessment	<ul style="list-style-type: none"> <li>Observing EBD students' behaviors and taking notes to understand what causes inappropriate behaviors (M = 3.58, SD = 0.97; 13.7 % never or rarely)</li> </ul>
Positive reinforcement	<ul style="list-style-type: none"> <li>Communication with parents to highlight student's good behavior (M = 3.04, SD = 1.21; 38.9 % never or rarely)</li> </ul>



## Results

### Frequency of Less Recommended Punitive Practices (M Items)



## Results ANOVAs

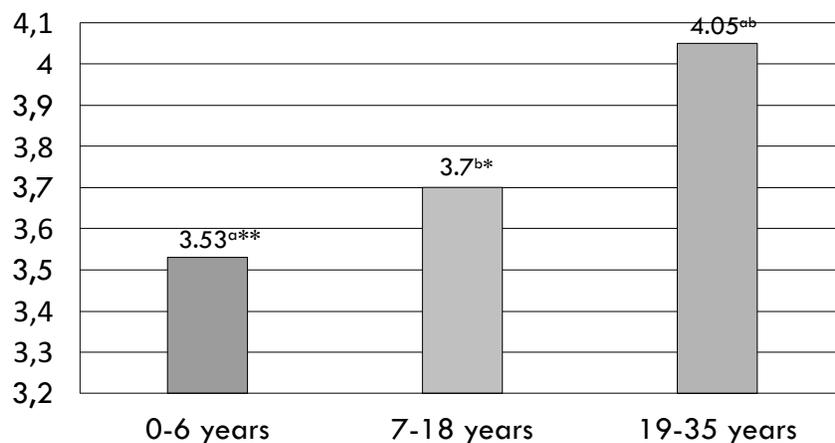
No significant difference according to:

- Gender
- Age
- Teaching level (primary VS secondary)
- School's socioeconomic status

## Results ANOVAs

### Differences for Behavioral Assessment According to Teaching Experience

•  $F(2,94) = 6.236, p = 0.003$



## Discussion

With regard to teaching practices for EBD students :

- Results indicate that teachers select more often proactive practices related to giving rules and instructions, planning and time management and giving positive reinforcement than those related to teaching self-regulation skills of EBD student.
  - Student are rarely involved in decision.
- Regarding to reactive practices, teachers use more often recommended practices than non recommended ones.
  - Severity of negative behavior could explain negative practices.
- Experienced teachers frequently adopt practices that allow them to understand the context surrounding the adoption of negative behaviors by EBD.

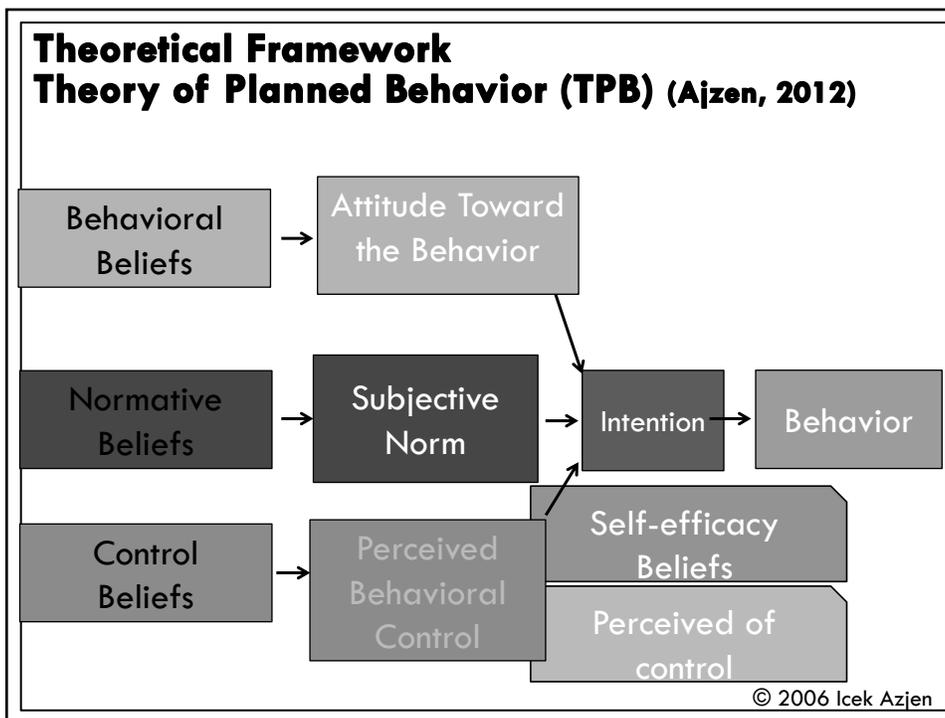
## Conclusions

- PET generally use positive practices recommended by literature
- They could improve behavior management by involving student. This could enhance the class climate by promoting student empowerment.
- Persistent use of negative punitive practice highlights the needs to better support PE teachers.
  - EBD students needs and characteristics
  - Evidence-based practices
  - Professional network
- To be competent on what they should do instead of what they should NOT do..

**Symposium  
conclusion**

## School Inclusion and Students with Emotional and Behavioral Difficulties in physical education

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**Results  
Significant Correlations Between  
Willingness to Work and Practices**

Practices	Correlations (r)
Rules and instructions	.29 **
Planning and time management	.21 *
Positive reinforcement	.31 **
Self-regulation	.36 ***
Functional assessment of behavior	.29 **
Recommended mild negative consequences	-
Less recommended punitive practices	-

\*\*\*p <.001, \*\*p <.01 \*p <.05

## **Discussion**

With regard to associations between willingness and teaching practices for EBD students :

- Positive correlations are observed between willingness to act and proactive and positive practices.
  - It should be noted that these practices need to be planned in time, while punitive practices are often given on the stroke of emotion.

## **Discussion**

- The positive relations between SEB, perception of control, attitudes (behavioral and affective), and willingness to work, is congruent with the theory of planned behavior (Ajzen, 2012).

## **Limits**

- The questionnaire used in this research was addressed to all teachers in the province of Quebec (all disciplines combined).
  - The items were not specific to the context of PE.
- The model needs to be tested with a more robust analysis.
  - Larger sample

## **Limits**

- Overestimation of declared practices compared to observations.
- Conditions of effectiveness have not been considered.
  - Exploratory qualitative data shows that many practices are used regardless of the conditions recommended for their effectiveness.

## Futures Directions

- With regard to this results, some questions arise :
  - We should verify the gap between willingness and practices which are positives and the neutral cognitive attitude;
  - Further researches should take into consideration other stakeholders perspectives;
  - We should compare the results of reported practices with direct observations.

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