

Advanced Certificate in Physical Education for Special Needs

Behavior Management in Special Education

Behavior Management in Special Education is a critical area of study in the Advanced Certificate in Physical Education for Special Needs. This explanation will cover key terms and vocabulary related to this topic.

1. **Behavior Management:** This term refers to the strategies and techniques used to manage and modify the behavior of students with special needs in a physical education setting. The goal is to help students learn appropriate behaviors, increase their independence, and promote positive social interactions.
2. **Positive Behavior Interventions and Supports (PBIS):** PBIS is a framework for behavior management that focuses on prevention and intervention. It involves creating a positive school culture, teaching expected behaviors, and providing supports and interventions for students who struggle with behavior.
3. **Functional Behavior Assessment (FBA):** FBA is a process used to identify the underlying causes of challenging behavior. It involves observing the student in various settings, gathering data, and analyzing the results to determine the function of the behavior.
4. **Behavior Contract:** A behavior contract is an agreement between the student and the teacher that outlines the expected behavior and the consequences for not meeting those expectations. It is a tool used to help students take responsibility for their behavior and make positive changes.
5. **Differential Reinforcement:** Differential reinforcement is a behavior management strategy that involves reinforcing positive behavior and ignoring negative behavior. The goal is to increase the frequency of positive behavior and decrease the frequency of negative behavior.
6. **Time-Out:** Time-out is a behavior management strategy that involves removing the student from the situation for a short period of time. It is used to help the student calm down and reflect on their behavior.
7. **Response Cost:** Response cost is a behavior management strategy that involves removing a privilege or reward when the student engages in negative behavior. The goal is to discourage the negative behavior and encourage positive behavior.
8. **Contingency Management:** Contingency management is a behavior management strategy that involves providing rewards or incentives for meeting behavior expectations. The rewards are contingent upon the student's behavior.
9. **Self-Management:** Self-management is a behavior management strategy that involves teaching students to monitor and manage their own behavior. It includes techniques such as self-monitoring, self-evaluation, and self-reinforcement.
10. **Visual Supports:** Visual supports are tools used to help students understand expectations and cues for behavior. They can include visual schedules, visual reminders, and visual cues.
11. **Social Stories:** Social stories are short narratives that describe social situations and expected behaviors. They are used to help students understand social cues and expectations.
12. **Token Economy:** A token economy is a behavior management strategy that involves providing tokens or points for positive behavior. The tokens can be exchanged for rewards or privileges.

13. Extinction: Extinction is a behavior management strategy that involves withholding reinforcement for negative behavior. The goal is to decrease the frequency of negative behavior.
14. Prompting: Prompting is a behavior management strategy that involves providing cues or assistance to help students engage in positive behavior.
15. Shaping: Shaping is a behavior management strategy that involves reinforcing approximations of the desired behavior. The goal is to gradually shape the behavior into the desired form.
16. Fading: Fading is a behavior management strategy that involves gradually reducing prompts or reinforcement as the student becomes more proficient in the behavior.
17. Generalization: Generalization is the ability to apply a behavior to new situations or settings. It is an important goal of behavior management in special education.
18. Maintenance: Maintenance is the ability to sustain a behavior over time. It is an important goal of behavior management in special education.
19. Data Collection: Data collection is the process of gathering information about a student's behavior. It is an important component of behavior management in special education.
20. Data Analysis: Data analysis is the process of interpreting the data collected about a student's behavior. It is used to make decisions about behavior interventions and supports.

Challenges in Behavior Management in Special Education:

1. Lack of training and expertise in behavior management strategies
2. Limited resources and supports for implementing behavior management strategies
3. Complex needs of students with special needs
4. Cultural and linguistic diversity of students with special needs
5. Limited time and resources for data collection and analysis

Examples and Practical Applications:

1. A teacher uses a behavior contract to help a student with ADHD stay on task during physical education class. The contract outlines the expected behavior (staying on task) and the consequence for not meeting those expectations (losing computer privileges).
2. A teacher uses differential reinforcement to increase the frequency of positive behavior in a student with autism. The teacher ignores negative behavior (tantrums) and reinforces positive behavior (following directions) with praise and rewards.
3. A teacher uses a visual schedule to help a student with intellectual disabilities understand the sequence of activities in physical education class. The schedule includes pictures and words to help the student stay on track.
4. A teacher uses a social story to help a student with social anxiety understand the social cues and expectations for participating in a team sport. The story describes the social situation and the expected behavior.
5. A teacher uses a token economy to encourage positive behavior in a student with emotional disturbance. The teacher provides tokens for meeting behavior expectations (staying seated, raising hand, following

directions) and the student can exchange the tokens for rewards (extra computer time, choosing the game for the day).

Conclusion:

Behavior management is a critical area of study in the Advanced Certificate in Physical Education for Special Needs. Understanding key terms and vocabulary related to behavior management can help teachers create positive learning environments for students with special needs. By using evidence-based strategies and techniques, teachers can help students learn appropriate behaviors, increase their independence, and promote positive social interactions. However, it is important to recognize the challenges in behavior management in special education and to seek out training, resources, and supports to overcome those challenges. With careful planning and implementation, teachers can make a positive difference in the lives of students with special needs.