Content

1. sport participation and education of children in general
2. sport participation and education of children with specific needs
3. specific needs of children with behavioral problems

Goal: acquire knowledge about sports participation and sports education of children with behavioral problems

Time schedule
09.00-10.30 lecture
11.00-12.00 assignment
Theoretical framework

Poll
Statement: (right is yes, left is no)

- In the Netherlands more than 75% of the children (6-12y) is a member of a sport club.
- In the Netherlands children with internal behavior problems are more likely to be a member of a sport club in comparison with AD/HD.

Do they participate?

Value of sports, (Breedveld et al., 2010)

- Hyperactivity Disorder:
  - self efficacy and social inclusion;
  - Medication
- Externalizing behavioral problems:
  - Social skills, moral reasoning, problem solving skills
- Emotional problems:
  - Anxiety: relations, self-esteem; fear of failure and depression.
  - Depression: self value, self-esteem, self fulfilling prophecy
  - Somatic disorders: emotion, regulation of stress, physical complaints
- Autism:
  - Understanding of social context

Hyperactivity Disorder

Emotional disorders
Behavioral problems

Autism

Life long sport participation

Is it the child who’s responsible?

How do we succeed?

Task

Child

Environment

Teacher
The child

Insufficient fulfilment of the needs and wishes of all the children\(^1\), \(^2\)

If children are able to choose more, feel more competent and do have a safe relationship, they are more motivated\(^3\)


Selfdetermination and selfregulation

(Van Aart e.a, 2016, Van der Sluis, 2017) ♂ 51% ♂ 43%

Support of competence ➔ Competence
Support of autonomy ➔ Autonomy
Intrinsic motivation ➔ Behavior
Relationship ➔ Relationship

Teacher

Child

ADHD children often lack appropriate behavior for selfregulation

Hyperactivity disorder

• Impulsivity (lack of metacognition)
• Inattention (regulation impulses)
• Hyperactivity (high energy level)

Self-regulation skills can be learned!

Learn skills and learn to use them in play

Learn social-skills
- teacher practices skills f.i. trust each other

Use social-skills in regular situations
- scaffolding learning
- reinforcement with cue-cards

Think of a task to learn to plan ahead
Key-point

- The child-centred approach does mean you adapt towards the needs and wishes of the children with special needs
- Ultimate goal is a child who can regulate his own learning

Poll

- In secondary education (Netherlands) the majority of children do want less sportgames and more swimming
- Children with behavioral problems (age 12+) seem to prefer individual sports above team sports

Tasks/Sports

Tasks/sports needs are different per person and during different stages of life (van Dorsselaer, 2007; van Mossel, 2007)

Unorganized sports are the future

Sports

The sport needs of children differ for each child and differs during lifetime (van Dorsselaer, 2007; van Mossel, 2007)

Children with behavioral problems seem to prefer individual sports as they grow older

Key-point

Tasks must be adjusted to levels of motivation

- Child must be able to find his own sports
- Child must become prepared for unorganized sports
Environment

Children are sitting all day! (De Looze et al. 2014)

Effective programs
- Direct environment and digital environment
- Rolemodels (Cargo, 2006)

Does he learn?

What do they learn: two different environmental settings?

Cue cards can help!

share your talent, move the world.
Physical education

Goals of PE: preparation on a lifetime sports participation through improvement of skills, attitude and behavior
Role of the teacher is to facilitate this process!

- Teaching methods
  - Handle problem behavior

Effect of direct instruction?
Handle problem behavior?

Poll
- especially for children with special needs, direct instruction (show, tell, do) is most effective
- more than 75% of the PE teachers use direct instruction as the (only) or most favorite strategy to teach

Implicit learning

New ways to teach

From direct instruction towards implicit learning
(Steenbergen & Wulf, 2010)
Keypoints
Best teacher delivers tailor made teaching

• Teachers must be able to deliver effective learning methods for every child
• Teachers must be able to deliver effective guidance during different situations (de-escalate if necessary)