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Instructional Strategies to Address Social Emotional Learning (SEL) in Physical Education (PE)
Programs with Adolescent Students

A Synthesis Project

Presented to the

Department of Kinesiology, Sports Studies, and Physical Education

The College at Brockport

State University of New York

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Physical Education)

by

Erin Hughes

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THE COLLEGE AT BROCKPORT
STATE UNIVERSITY OF NEW YORK
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

Instructional Strategies to Address Social Emotional Learning (SEL) in Physical Education (PE)
Programs with Adolescent Students

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12/7/2020

Instructor Approval

Date

Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, The College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education).

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Abstract

The purpose of this synthesis was to review the literature on best practices to promote social and emotional learning (SEL) in physical education (PE) with adolescent students. A comprehensive literature review took place in order to identify methods used in PE in order to support students' SEL. Social emotional skills play a critical role in being equipped to handle challenges, both personal and career related, as adults. It has been shown that school experiences can help to facilitate social and emotional development. This synthesis explores how PE can be used to promote social and emotional development and whether SEL should be a focus and goal of PE pedagogy.

Chapter 1 - Introduction

Social Emotional Learning (SEL) is defined as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, n.d.). The Center for Children states that those with strong social emotional skills are better prepared for everyday challenges compared to those without strong social emotional skills. The problem-solving and emotional control that comes with positive SEL skills benefit individuals academically, professionally, and socially. It has been shown that drop-out rates and academic achievement both improve with SEL and 79% of employers say social-emotional skills are qualities that are most important for career success. It is clear that SEL provides a solid foundation for children and adults alike. In the long run, the domino effect from children learning these foundational skills benefits not only schools and workplaces, but society as a whole (Social-Emotional Learning Affects Everyone, Every Day, 2020).

Oftentimes, children face barriers to developing their social emotional skills which can lead to lifetime repercussions and setbacks. It has been shown that there are five main barriers that contribute to unequal access to SEL development, which in turn ultimately leads to unfavorable school, health, and life outcomes. The five overarching barriers are broken down into poverty, lack of trauma-informed school practices, implicit bias in school staff, exclusionary discipline practices and policies, and educators’ stress and burnout (Simmons et al., 2018). These authors discuss opportunities for overcoming these barriers which include integration initiatives, implementation of restorative justice practices, culturally competent and equity literate teachers, trauma-informed system interventions, and use of SEL programs to support both students and teachers.

Physical Education (PE) is often associated with movement and activity. However, two of the national standards that SHAPE America lists relate directly to the affective domain (SHAPE America, 2014). School experience plays a large role on youth development, as school instruction not only impacts student knowledge of academia, but also their personal development on a larger spectrum. It has been argued a strong connection exists between a student-centered learning climate and the development of students' personal and social responsibility (Richards et al., 2019).

Physical educators are encouraged to promote qualities that focus on students' personal and social responsibility such as sportsmanship, cooperation, team-building, and leadership (Ciotto & Gagnon, 2018). Through the PE curriculum, social and emotional learning can be intentionally integrated, however, it is often lacking (Richards et al., 2019). Physical educators often do not know the best way to integrate SEL to their curriculum or they end up overlooking it completely. Focus is often placed upon skill development and moderate-to-vigorous physical activity (MVPA). The idea behind this is to prepare students to lead physically active lives (SHAPE America, 2019). Focusing on these alone misses a huge teaching opportunity – one in which SEL is also leading priority. One method of putting more focus on student SEL in PE is through the implementation of a Teaching Personal and Social Responsibility (TPSR) model.

First introduced in 1995 by Don Hellison, the TPSR model places focus on students' effort and encourages self-direction. By providing students with increasing levels of responsibility, the TPSR model provides empowerment for students to take responsibility for their actions and to consider the feelings of others. With its emphasis on effort, choice, and respect for others in addition to an informal progression of goals, this model develops not only the students' personal well-being, but also their social well-being (Hellison, 2011).

While previous research has reviewed and analyzed the effects of TPSR-related models on student responsibility and success, they have failed to quantify their findings in terms of impact to social learning and character development. The following will analyze existing research and posit how PE can be used to reinforce themes related to SEL.

Statement of the Problem

A focus on skill development and MVPA in PE leads to a missed teaching opportunity on SEL for students. This research will analyze the use of instructional methods and how they can be implemented in PE to best support students' social and emotional learning in PE programs.

Purpose of the Study

The purpose of this synthesis project is to review the literature on best practices to promote SEL in PE with adolescent students.

Operational Definitions

1. Social Emotional Learning - "The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, n.d.).
2. Physical Education - "Teaching children the performance and understanding of motor skills, games and lifelong fitness activities as well as the social and personal skills related to participating in physical activities" (SHAPE America, 2014).
3. Adolescent students – students of the ages 10-19 years old.

Research Questions

1. How can PE be used to promote social emotional development?
2. Should physical educators put SEL as their focus when implementing instruction?
3. Should SEL be a goal of PE classes?

Delimitations

1. Articles included will have been published from 2000 – present in peer reviewed scholarly journals and have full text available.
2. Research must be related to PE effects on SEL.
3. Research must pertain to adolescent students.

Chapter 2: Methods

The purpose of this chapter is to review the methods and procedures used to determine the best practices to address SEL in PE programs. Prior research has analyzed the effects of TPSR-related models within PE, but none quantified its impact to social learning and character development. As explained below, the majority of these studies focus on an intervention's impact on responsibility as opposed to the broader spectrum of SEL. This synthesis project will analyze the existing research and argue how SEL can be reinforced within the PE setting using various teaching methods. To find relevant studies, the keywords used were: social emotional learning, physical education, and adolescents, or teenagers, or young adults. These keywords were selected as they are terms specific to this study's need and fit the nature of the environment.

Articles were located through the EBSCO database at State University of New York at Brockport's Drake library website. Within the EBSCO database, Academic Search Complete and SportDiscus were searched. First, a broad search of the Academic Search Complete using the keywords "social emotional learning" yielding 7,467 results. A search with keywords "social emotional learning" and "physical education" yielded 546 results. These results were further refined adding the keywords "adolescents" or "teenagers" or "young adults" which yielded 77 results. From there, results were filtered for Academic Journals, articles with full text available, and those published from the year 2000 or later. This yielded 36 results. A similar search was done of the SportDiscus database. A search of articles with full text available and the keywords "social emotional learning" yielded 179 results. Adding the keyword "physical education" yielded 69 results. The final addition of the keywords "adolescents" or "teenagers" or "young adults" brought the results down to 19, all of which were published after the year 2000.

Abstracts of results were then reviewed along with the introductions, which led to ten relative results, coming from a variety of different journals including: *Asia-Pacific Journal of Health, Sport, and Physical Education*, *The Journal of Physical Education, Recreation, and Dance*, *Journal of Teaching in Physical Education*, *International Journal of Sport and Society*, *European Journal of Psychology of Education – EJPE*, *International Journal of Educational Research*, *Journal of Physical Education and Sport*. Of these ten articles, five were quantitative, four were qualitative, and one was a research review. The articles included within this synthesis project focused on identifying ways to improve SEL within the PE context through various intervention methods.

The critical mass for this synthesis comprised of 1,510 participants. In the 10 articles, 1,494 participants were students whose ages ranged from 10-19 and grades 4-12. The remaining 16 participants were teachers who taught at the high school level and had varying years of experience.

The quantitative articles utilized pre- and post- intervention questionnaires for students which yielded scores based on a Likert Scale in the authors' data analyses. Similarly, the qualitative articles used student questionnaires as well, but were more subjective with their interpretations, not assigning a score for each response. Additionally, these qualitative interventions filmed classes and used questionnaires with teachers, in hopes of obtaining their perspectives on the interventions as well.

In order to be considered for this research, the study must have been for the purpose of analyzing the change in SEL after intervention. Many articles did not fit the criteria, as they

focused on teacher perceptions of changes in students' behaviors. For the purposes of this research, studies that discussed the analysis of teacher effectiveness were not included.

Chapter 3: Review of Literature

The purpose of this chapter is to present a review of literature on SEL in PE and best practices to promote it amongst adolescent students. In particular, the following topics will be reviewed: teaching methods and their impacts on SEL, cultural and marginalized individuals' responsiveness within SEL interventions, and social-emotional characteristic variable impacts.

There are multiple types of interventions aimed at improving SEL within the PE context that are available to teachers. While the TPSR model is the most prevalent intervention, researchers have also explored other strategies ranging from Sport Education to hybrid models. The first topic discussed in this review will be exploring these different strategies and whether they have an impact on SEL.

Teaching Methods and Their Impacts on SEL

Teaching Personal and Social Responsibility

SEL in PE and the TPSR model typically go hand-in-hand. Introduced in 1995 by Don Hellison, the TPSR model encourages children to adopt higher values through the progression of steps or levels. Most students start at Level 0 – egocentricity. At this level, students lack self-control and their cooperation is nonexistent. It is a teacher's mission to encourage participation in team-based activities with students at level 0. The first step, Level 1, focuses on respecting the rights and feelings of others. At this level, students are encouraged to maintain their self-control and show peaceful problem solving. Building upon Level 1, Level 2 targets improving a student's effort and cooperation levels. Level 3 focuses on Self-Direction. At this point, students should be learning how to manage themselves to some extent. Level 4 builds upon all previous levels, encouraging students to help others and leadership. At this level,

cooperative and inclusive games aim to foster a student's sensitivity and concern for others in class. Lastly, Level 5 takes TPSR outside of the PE context. This is the stage in which a student should integrate values learned from TPSR into other areas of life (Hellison, 2011).

Merino-Barrero et al. (2020) explored the impact a TPSR model had at improving a student's intrinsic values and motivation. The variables (intrinsic values) that the researchers focused on were responsibility, motivation, basic physical needs, sportsmanship, and intention to be physically active. In dividing 72-students between an experimental (TPSR) group and a control group (Direct Instruction) for five months, the researchers were able to directly compare and contrast each strategy's impact on students' intrinsic values through observations and questionnaires. There was one questionnaire for each targeted variable and each questionnaire contained questions with answers based on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

In their results, Merino-Barrero et al. found that all variables saw a positive increase among students in the experimental group (TPSR), while results were varied amongst the control group (Direct Instruction). Additionally, the authors highlighted TPSR provides teachers with more strategies to teach responsibility to students as opposed to Direct Instruction.

In other findings, Sanchez-Alcaraz et al. (2018) examined the impact a TPSR program would have on responsibility, sportsmanship, and violence. Over a twelve-week period, a TPSR intervention was applied among 714 students crossing sixteen PE teachers. Unlike the aforementioned research, Sanchez-Alcaraz et al. examined the sixteen teachers and their perceptions of student improvements in responsibility, sportsmanship, and violence through a Personal and Social Responsibility Questionnaire (PSRQ).

Similar to the findings in Merino-Barrero et al., this study identified a correlation between TPSR implementation and improvements to student responsibility and sportsmanship. Furthermore, this study also found that a TPSR implementation also lowered a student's proclivity for violence.

Sport Education

While TPSR was heavily used throughout the reviewed literature, Sport Education was also incorporated. Sport Education looks to educate students through meaningful sport experiences and contains six main pieces: Seasons – learning units are longer than traditional PE units; Affiliation – students are split into teams for the entire season, creating their own team name, logo, and cheer; Formal competition – teams compete against each other throughout the season; Record keeping – helps students identify and works towards individual and team goal(s); Culminating event – Final championship or tournament at the end of the season; Festivity – the entire unit must have a festive atmosphere.

Alternative to the TPSR interventions mentioned above, Ang and Penny (2013) examined the use of the Sport Education pedagogical model in promoting SEL outcomes – specifically focusing on a student's emotional resiliency to failure. The researchers studied a total of 256 students over seven classes from the same school. These students were divided evenly into two house groups throughout the 15-week long study.

The researchers had students complete a baseline questionnaire focusing on SEL prior to the start of the intervention. The Sport Education unit itself was broken down into three distinct phases of teaching Ultimate Frisbee to the students. Phase one was teacher-directed and focused on establishing a strong skill and knowledge foundation for the upcoming two phases. Phase two

focused on cooperative play, shifting responsibility to the students while the teacher provided support. Phase three was competitive play, where the top sixteen teams were in one bracket, while the bottom sixteen were in another. The goal of separating out the teams into two different brackets was to encourage a level playing field for all teams and individuals.

Following the end of the season, the same questionnaire was administered and data subsequently collected. The researchers used the results from these questionnaires along with observation notes taken during the Sport Education unit to posit that a student's ability to handle stress from failure improved due to the intervention. Additionally, post-intervention discussions with the teachers who participated in the study highlighted their belief that if given more time and practice on phases one and two, students would have further increased their emotional resilience.

Hybrid Instruction

TPSR has a flexibility around it that provides the implementer with an ability to hybridize it with some other form of instruction. While the previous studies focused on implementing solely TPSR-based interventions or Sport Education, Fernandez-Rio and Menendez-Santurio (2017) examined the impact a hybrid intervention where both the TPSR and Sport Education pedagogical models were combined.

Fernandez-Rio and Menendez-Santurio implemented a kickboxing unit to 71 students spanning three PE classes – each with a different teacher. Based on teacher and researcher observations, an open-ended question, and the results from their semi-structured interviews, eleven themes emerged: responsibility, learning, roles, enjoyment, teaching, competition, cooperation, novelty, friendship, affiliation, and transference. Of these themes, responsibility,

learning, and roles were the strongest, appearing in all data sources. The themes of enjoyment, teaching, competition, cooperation, and novelty were considered moderate themes, as they appeared in 75% of the data sources. The three remaining themes: friendship, affiliation, and transference were deemed weak, as they appeared across only 33% of the data sources.

From their study and the themes that emerged, Fernandez-Rio and Menendez-Santurio highlight the “strong” themes of responsibility, learning, and roles as a validation of their hypothesis that a hybrid pedagogical model teaches responsibility and student ownership while still providing students with meaningful sporting experiences.

Cultural and Marginalized Individuals’ Responsiveness within SEL Interventions

According to Wright and Burton (2008), urban minority youth that live in poverty have an increased risk of threats to their mental and physical health. Given the demographic, many have limited access to services, support, and education, adversely impacting a child’s ability to have the tools and skills to overcome the many societal obstacles they will encounter. Identifying a pedagogical method that can help teach necessary life skills to these marginalized students within the PE context is paramount, as “Physical education in urban schools has been described as a chaotic environment where students often feel disengaged” (p. 139)

Wright and Burton implemented a TPSR program to a Lifetime Wellness class that contained thirty-five students in a high school where the student body was 100% African American and almost all received free or reduced lunch. This intervention taught the students tai chi and spanned four weeks. In discussing their results, the authors emphasized the discomfort with navigating cultural barriers, which may have skewed student participation and responsiveness during and after the intervention. As the authors highlight, compared to

stereotypical disciplinarian approach most teachers have in urban schools, TPSR's approach was considered "weak" by both the teacher and students. As such, the data corroborates this, reflecting a struggle to continue to motivate and engage students. While the authors found that TPSR provided a positive learning environment, there was continual resistance by students to "buy-in" to the program. Getting motivation and student engagement was difficult, something that the authors indicate is prevalent in urban PE classes.

Similarly, McCallops et al. (2019) also explored SEL in urban schools. However, the authors did so through a systematic review of the international use of SEL interventions in that type of environment. The interventions used, the presence of culturally responsive practices, whether discrimination based on inequalities was addressed, and student outcomes across fifty studies were reviewed in the study.

In their review of the literature, the authors emphasize the need for SEL interventions that include culturally responsive pedagogy, positing:

The reinforcement of students' cultural expression of effective social and emotional competencies is key to culturally responsive SEL as students are supported in their navigation of cultural conflicts...student engagement and buy-in is valued and encouraged through the incorporation of student interests, views, and needs into existing SEL programming. (p.12)

Of the fifty-one studies reviewed, only five contained culturally responsive practices. However, even then, those researchers failed to address the presence of discrimination based on inequalities (racism, classism, sexism, etc.). As the authors highlight, this type of discrimination often enhances stress and trauma. Not providing students with an opportunity to express their

experiences with this discrimination could lead to a lack of buy-in or engagement for students. As such, the authors highlighted that future research should be done to examine how an inequality-based SEL intervention can help students more than a standard SEL intervention.

While the above two studies focus on SEL within urban environments, Fraser and Robinson (2013) targeted another marginalized community – foster children with complex needs. While there could be some overlap of shared experiences between the urban and foster child demographic, it is important to separate out the two for this synthesis' purpose, as neither is fully encompassing of the other.

Unsimilar to previously mentioned studies, Fraser and Robinson utilized an Echo Social Skills program as a means to promote academic and social learning, along with behavioral and emotional management to complex needs of foster children. An Echo program emphasizes verbal and physical repetition between instructor and student(s). This specific program consisted of sixteen sessions over six one-week learning blocks and one two-week learning block, with 6-8 participants paired based on age and grade. A total of each subsequent learning block built upon its predecessor, proceeding in the following order: communication, problem solving, conflict resolution, coping and relaxation techniques, hygiene, healthy lifestyles, and interpersonal/intrapersonal skills (2-week learning block).

During the program, observations were noted by the researchers and following the culmination of the intervention, questionnaires were administered to the participants. Over 75% of the participants recognized a change within themselves post-intervention, indicating as much in the questionnaire. Furthermore, the results based on the questionnaire appears to confirm the benefit an ECHO Social Skills program can have on children with complex needs.

Social-Emotional Characteristic Variable Impacts

While the previously mentioned studies to some extent address SEL's impact on responsibility, sportsmanship, motivation, willingness to be active outside of school, and basic psychological needs, the following three papers encapsulate SEL's influence on three main variables – motivation, responsibility, and sportsmanship.

Responsibility

Escartí et al. (2018) examined the fidelity of implementing a TPSR program throughout school curriculum, not just within the PE setting. Given the sheer size of this effort and the need for multiple classes and teachers, the authors focused on TPSR's impact on students' personal and social responsibility. For the intervention, seven teachers from two different schools were videotaped once a month for four months, teaching 50-minute lesson. These lessons were then reviewed by two observers who noted the frequency of which students displayed personal and/or social responsibility and what TPSR level the student was at.

In their discussion, the authors highlight the feasibility for a school-wide TPSR implementation, as students showed improvement of personal and social responsibility throughout each experimental class, regardless of subject. Furthermore, results also showed that when students were empowered by their teachers, they showed improvements in participation, caring, and self-direction.

Sportsmanship

Alternatively, Sanchez-Alcaráz et al. (2019) put their focus on sportsmanship and mitigating school violence through a TPSR-based approach. A study was undertaken to quantify the impact a TPSR program had on sportsmanship and violence. Through the use of pre- and post-intervention questionnaires, the authors gathered data pertaining to their experiences with

sportsmanship and violence within a PE setting. The differences in the responses between the pre- and post-intervention questionnaires showed a positive improvement on sportsmanship and a decrease in likelihood of violence, thus confirming the authors' hypothesis.

Motivation

Although the previous two studies used TPSR to examine SEL's impact on the aforementioned variables, Goudas et. al (2006) used a Danish school-based intervention called Goal to focus on motivation, specifically goal setting and achievement. Goal is a 10-session program taught in hour-long increments by trained high school students to their middle school peers. It is designed to give participants a better sense of self-control and confidence to make positive decisions.

Seventy-three middle school students from four classes participated in the study – two classes were assigned an experimental group status, while the other two were assigned a control/replication status. This program lasted over a one-month period with two sessions per week. In their discussion, the authors highlight a “significant increase” in participants' knowledge of life skills and goal setting. The physical fitness improvements seen in participants during and after the intervention showcased retention and a willingness to set and achieve goals.

Summary

While TPSR is the most commonly used intervention method, ECHO, Sport Education, Goal, and hybrid methods are all other options when looking to improve SEL in the PE setting. Each method has its own pros and cons, and ultimately, what may work well for one school or demographic may not work as well for another. One thing researchers must keep in mind is to be culturally responsive during their studies. As illustrated by McCallops et al. (2019), designing an

experiment that is not culturally responsive could have adverse effects when implementing in urban or marginalized locales.

Chapter 4: Results, Discussion and Recommendations for Future Research

The purpose of this chapter is to present the results of the review of literature on best practices that promote SEL in adolescent PE and how these results align with the purported research questions which guided this synthesis project. In addition, recommendations for future research as it relates to SEL in PE are presented.

The results of this review of literature revealed a positive correlation between TPSR-based and Sport Education-based interventions and the social emotional development of adolescents. Furthermore, based on the results, PE provides an environment for students to not only practice and learn about physical health, but can also uniquely play a role in students' social emotional development. As such, the opportunity for student SEL development within the PE context should cause physical educators to not only make SEL a focus when implementing curriculum, but it should also be a goal of PE classes.

Discussion

Interpretations

As part of this literature, three research questions were posed. The first research question examined how PE can be used to promote social emotional development. Based on the aforementioned research and subsequent findings, there are a multitude of interventions (TPSR, Sport Education, hybrid models) teachers can implement that have shown a positive improvement in SEL development to varying degrees. Most notably, of the three types of interventions mentioned, the TPSR-based model has been researched the most extensively and also showed the greatest level of improvement in SEL among students. Unsurprisingly, hybrid models that incorporated TPSR values also showed significant improvement in student SEL, while Sport Education interventions showed only slight improvement.

The final two research questions are symbiotic in nature. The first explored whether physical educators should focus on SEL when implementing instruction, while the second investigated whether SEL should be a goal of PE classes. All of the aforementioned research highlighted the importance of incorporating SEL within PE, denoting the unique opportunity PE has given its physically active environment. Merino-Barrero et al. (2020) and Sanchez-Alcaez et al. (2018) showed how TPSR-based interventions can lead to improving student responsibility and sportsmanship and decrease violence. In line with these findings, Ang and Penny (2013) used a Sport Education intervention that highlighted an improvement in a student emotional resiliency to failure. Given the positive changes in overall student behavior that resulted from targeting SEL in PE, it should be paramount that SEL is a focus for physical educators when implementing instruction and a goal of PE as a whole.

Implications

The results from each respective study was in line with one another, confirming the need and importance of focusing on SEL within the PE context. Regardless of intervention method, the reviewed studies showed that SEL can and should be targeted during PE, as results showed improvement in student behavior. It is imperative for physical educators and administrators to understand the need for and the opportunities implementing SEL-focused pedagogy in PE classes provides. Furthermore, both physical educators and administrators must be able to differentiate intervention methods and implement what they deem would best fit their cohort of students.

While studies examined the impact a methodology-based intervention had on SEL as compared to Direct Instruction (DI), none examined whether one methodology was more impactful than others. Based on the results outlined above and the prevalence of TPSR-based

interventions, it appears that a TPSR-based approach is most apt to have impact on a student's social emotional development.

Different school districts have different students and thus have different needs. As Wright & Burton (2008) and McCallops et al. (2019) explained in their studies, TPSR-based approaches may require special considerations to include cultural responsiveness and sensitivity when implemented in diverse, urban schools in order to get the best results possible. Student motivation and engagement is often difficult to obtain in urban PE classes, making it more difficult to implement TPSR-based interventions. However, this also highlights the dire need for physical educators and administrators to integrate SEL within these classes.

Recommendations for Future Research

In reviewing the data base on instructional strategies to address SEL in PE, the following limitations were noted regarding the studies under review. A possible faulty research design could have limited the number of applicable results. Additionally, the sample size of the research studies used from the library database in this review may not be enough to make generalizations. One final limitation is the knowledge and experience of SEL amongst research participants (physical educators) likely varied, as would participant skill on incorporating SEL-focused interventions into lessons.

Based on these limitations and other insights related to the literature, the following recommendations for future research should be considered:

1. Explore and compare the role different methodology-based interventions have on urban vs non-urban schools.

2. Explore the impact on SEL between a TPSR intervention and a Sport Education intervention.
3. Examine best intervention practice across age groups of students (K-12).

Summary

Overall Summary

The purpose of this literature review was to determine the best practices to promote social emotional learning in physical education with adolescent students. Delimiting variables were used to do an exhaustive data-based search, which yielded 10 articles. These articles were then systematically used to determine the best practices to promote social emotional learning in physical education.

Research revealed that a TPSR-based program yielded the strongest positive results to student SEL development, while Sport Education and hybrid models showed positive improvements as well. Furthermore, research also highlighted the need for culturally responsive interventions, especially in urban schools, in order to be successful. Using interventions like TPSR to target SEL in PE will not only help teach lifelong physical health and positivity, but also teach and foster other lifelong skills such as responsibility, emotion management, goal setting, and empathy.

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Appendix A: Synthesis Article Grid

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Recommendations
Ang & Penny (2013)	Promoting social and emotional learning outcomes in physical education: insights from a school-based research project in Singapore	Asia-Pacific Journal of Health, Sport and Physical Education	To discuss research that explored the modification of the Sport Education model and use of pedagogical strategies to react to student capabilities to handle failure in the PE context	Large primary school with 256 students were divided into 32 mixed-gender teams of 8 students; teachers administered 15-week long Sport Education based curriculum and pedagogical intervention	Data was gathered and organized under student stress management skills, supportive social environment, and limitations/challenges with helping students manage stress after failure. This was organized into tables to further elaborate on the discussion within each subject area.	The data collected demonstrated students' ability to manage their stress from failure in PE was increased by using confidence-enhancing strategies that were taught during the intervention. They also found that there was a continued marginalization of low ability players despite these strategies.	Further research to understand how to minimize the marginalization of low ability players in future interventions, recommend a longitudinal approach to future research, one spanning multiple PE units and even years to understand the full impact of this kind of intervention, using a Sport Education curriculum to foster social and emotional learning in PE appears promising.

Escarti, Llopis-Goig, & Wright (2018)	Assessing the implementation fidelity of a school-based teaching personal and social responsibility program in physical education and other subject areas	Journal of Teaching in Physical Education	To review the implementation of a TPSR program in a PE program. Other subject area teachers were also discussed in the data.	Professional development on TPSR was offered to teachers across 2 schools, one public and one private. 7 teachers participated and implemented the TPSR program to class for one school year. 9 classes, 170 students total, ages 8-12 years. Professional development for the teachers continued throughout the school year, twice per month	Teachers were recorded once per month. Observers completed data based off these recordings filling out the subscales of the TARE model. Data was coded and entered using parallel procedures. A <i>t</i> test for independent samples and Levene's test was used to quantify the data	Implementation of TPSR showed to be moderate. Some strategies that ranked high according to the TARE model were also common to good teaching methods (ex: setting expectations) The adaptability of the TPSR program to subject areas other than just PE was demonstrated. No focus on the promotion of transfer was observed.	Further research investigating the integration of TPSR into other subject areas of a school curriculum would be beneficial to SEL development of students. Further research examining the types of professional development and offering on-going support for teachers would also be beneficial. Lastly, examining the relationship between teacher implementation of a TPSR program and effect on student learning of SEL development outcomes.
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Fernandez-Rio, Menendez-Santurio (2017)	Teachers and students' perceptions of a hybrid sport education and teaching for personal and social responsibility learning unit	Journal of Teaching in Physical Education	To assess both student and teacher perceptions regarding participation in a kickboxing unit based on a hybrid model of Sport Education and TPSR	71 ninth grade students and 3 PE teachers participated in a kickboxing unit consisting of 16 55-minute sessions	Open-ended questions, audio recordings, participant diaries, and semi-structured interviews were collected. MAXQDA Software utilized to organize data, all responses analyzed via thematic content analysis	Analysis resulted in the emergence of 11 themes. The strongest themes were responsibility, learning, and roles.	Future research should be conducted with larger groups of students and a larger group of teachers. Future research should also utilize units other than kickboxing.
Fraser & Robinson (2013)	Development of Social Skills through Physical Education with a Complex Needs Child Population	International Journal of Sport & Society	To examine the development of social skills through ECHO Skills Program for children with complex needs	16 sessions delivered over an 8-week period, each group has 6-8 participants that are paired together by age and grade, 2 sessions/week which makes for one learning block	80 surveys collected, Information was collected and coded from questionnaires	Approximately 3 out of 4 children perceived themselves to have changed since beginning the program.	Further research is needed regarding the ability of the program to meet the various needs and developmental profiles of all child participants.

Goudas, Dermitzaki, & Leondari (2006)	The effectiveness of teaching a life skills program in a physical education context	European Journal of Psychology of Education	To examine the effectiveness of teaching a life skills training program as physical education lessons	73 7th grade students split into four groups, two experimental groups and two control groups. The class was implemented over a 4-week period occurring twice a week. Pre and post evaluations were completed with the control groups completing the post-test immediately after, while the experimental group also received a one-month follow up evaluation.	Data was collected through evaluations and subsequently analyzed using measures analysis of variance (MANOVA), where results were broken down based on each type of evaluation.	The experimental group showed greater improvement in all three categories as compared to their control group peers, confirming the authors' hypotheses.	Further research is needed over a longer period of time to confirm effectiveness, however, based on this research, when life skills training is implemented correctly within a PE context, they are learned in conjunction with sport and fitness skills - not in spite of.
McCallops, Barnes,	Incorporating culturally	International Journal of	To summarize and examine	51 studies spanning a 10-	Each article was summarized in	Of 51 reviewed studies, only 5	More research is needed to examine the use of

Berte, Fenniman, Jones, Navon, & Nelson (2019)	responsive pedagogy within social-emotional learning interventions in urban schools: An international systematic review	Educational Research	the types of SEL interventions used, how they responded differently for different cultures, and change in student behavior.	year period were broken down and organized by SEL intervention characteristics	conjunction with the qualitative criteria in a table after the Methods section of the review.	implemented culturally responsive SEL interventions.	culturally responsive interventions “to support student navigation of cultural conflicts.” Interventions addressing inequalities need more study, as it is not prevalent in the context of SEL.
Merino-Barrero, Valero-Valenzuela, Pedreno, & Fernandez-Rio (2020)	Impact of a sustained TPSR program on students' responsibility, motivation, sportsmanship, and intention to be physically active	Journal of Teaching in Physical Education	To examine the impact that a teaching personal and social responsibility (TPSR) program had on students	Total of 72 students at two different schools were split into two groups. Experimental group completed a 5-month program (Two 55 min sessions per week. Pre- and post-questionnaires were completed.	The Shapiro-Wilk test, a multivariate analysis of variance, a one-way analysis of variance (ANOVA), and repeated measures analysis of covariance (ANCOVA) were used.	Using a TPSR model in PE provides teachers with more strategies to teach responsibility to students. Additionally, all of the aforementioned variables (sportsmanship, etc.) saw a positive increase among	Promoting responsibility through TPSR allows PE teachers to increase student's responsibility, self-motivation, and basic psychological needs, and willingness to be active outside of school.

						students that were in the experimental group.	
Sanchez-Alcaraz, Gomez-Marmol, Valero-Valenzuela, Cruz-Sanchez, Belando, & Moreno-Murcia (2019)	Achieving greater sportsmanship and decreasing school violence through responsibility and sport practice	Revista de Psicología del Deporte/Journal of Sport Psychology	To determine the prediction levels that personal and social responsibility had on sportsmanship and violence, and the levels of violence, sportsmanship, and responsibility post model implementation in PE classes	737 adolescents from 16 public schools completed questionnaires followed by implementations of the TPSR model by 16 teachers	Multivariate analysis of variance conducted for each group considering dependent variables	Results showed improvements in the experimental group for personal responsibility, social responsibility, commitment to doing sport, social conventions, respect for rules, and respect toward opponents. Violence observed also decreased slightly. No change in control group.	A longer application period in future research in addition to different samples or in different context outside of PE. It would also be of interest to apply behavioral observations in the school context.

Sanchez-Alcaraz, Gomez-Marmol, Valero-Valenzuela, Sanchez, Moreno-Murcia, Lochbaum (2018)	Teachers' perceptions of personal and social responsibility improvement through a physical education-based intervention	Journal of Physical Education and Sport	To assess perceptions of teachers of the TPSR Model in their students' behaviors	16 PE teachers, 12 male 4 female, with an age range of 27-51 years applied the TPSR model across 714 students twice per week for 12 weeks	Descriptive analysis (mean and standard deviation) of all variables, Kolmogorov-Smirnov used to assess data distribution, non-parametric test used to determine effects of model implementation, Mann-Whitney U used to determine the influence of education stage	Teacher perceptions show students in the experimental group improved the personal and social responsibility variables after model implementation	Future research should utilize a longer application period in addition to a more diverse sample size
Wright & Burton (2008)	Implementation and outcomes of a responsibility-based physical activity program integrated into an intact high school physical education class	Journal of Teaching in Physical Education	To examine the use and short-term outcomes of a responsibility-based physical activity program in a high school-based physical education class.	35 African American high school students were administered a Tai Chi program over 20 lessons (2x week for 10 weeks), 3 forms of assessment	Data was coded and analyzed using a combination of assigned themes and those themes that emerged from the data. Data sources were assigned a code related to relevance, life skills, and transfer.	Five themed emerged from the data: 1) Establishing a relevant curriculum, 2) Navigating barriers, 3) practicing life skills, 4) seeing potential for transfer, and 5)	More studies, both qualitative and quantitative, are needed to evaluate outcomes beyond the program setting.

						Creating a valued program	
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