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## **How Intervention Techniques Altered and Affected Various Teacher and Student Behaviors in a Physical Education Class with the Use of a Mentor Teacher**

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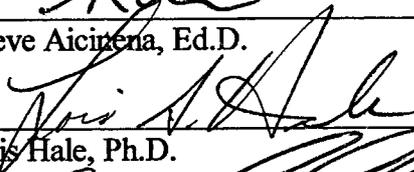
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HOW INTERVENTION TECHNIQUES ALTERED AND AFFECTED VARIOUS  
TEACHER AND STUDENT BEHAVIORS IN A PHYSICAL EDUCATION  
CLASS WITH THE USE OF A MENTOR TEACHER

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**HOW INTERVENTION TECHNIQUES ALTERED AND AFFECTED VARIOUS  
TEACHER AND STUDENT BEHAVIORS IN A PHYSICAL EDUCATION  
CLASS WITH THE USE OF A MENTOR TEACHER**

**by**

**Jennifer Lynn Seybert**

**RESEARCH IN KINESIOLOGY**

**Presented to the Faculty of Kinesiology**

**The University of Texas of the Permian Basin**

**in partial Fulfillment**

**of Requirements**

**for the Degree of**

**MASTER OF SCIENCE**

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## Abstract

Teaching behavior was assessed in this study over a period of two months in an elementary physical education setting. One non-certified physical education teacher served as the subject. The subject's teaching behaviors were recorded during eight forty-five minutes classes. The eight sessions were broken down into four cycles with two observations per cycle. Each observation was followed with feedback from the investigator on problem areas. The subject was given suggestions for improvement. Data was accumulated through the use of the Arizona State University Observation Instrument. Variables recorded included event recording for (a) use of first names, (b) pre-instruction, (c) concurrent instruction, (d) post-instruction, (e) questioning, (f) positive modeling, (g) negative modeling, (h) hustle, (i) praise, (j) scold, (k) management, and it included duration recording for (a) management time, (b) instruction time, (c) engagement time, and (d) wait time. An ANOVA procedure was utilized to assess the effectiveness of mentoring. Significant differences were found between the cycles for the categories of praise and post-instruction. There was a significant decrease in the use of praise and the use of post-instruction throughout the cycles. Significant difference was also found for the teaching behavior category of management. Significantly fewer management comments were made from cycle one to cycle two, three and four. The results of this