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The Practice of Olympic Wrestling as a Mechanism of Behavior Modification in Elementary School Special Education Students.

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Abstract

The purpose of this study was the investigation of the effect of the practice of Olympic wrestling on the modification of the behavior of sixteen elementary school special education students between the ages of eight and twelve years old. Ninety two percent of this group was enrolled in a special education program of which eighty six percent were classified with ADHD. The investigation lasted ten-weeks during which the students were evaluated before and after their participation in the wrestling program. During this period the students participated in Olympic wrestling training sessions, which consisted of many motor skill activities including axial skills, together with other activities such as artistic gymnastics, wrestling techniques, wrestling, and motors skills games. The evaluation instruments were constructed by three teachers: a specialist in special education and in Olympic wrestling, a special education teacher, and a wrestling specialist. The teachers of the students' regular classes and the wrestling trainer evaluated the students. The results indicated an improvement in the opinion of the students concerning their behavior in the classroom. Furthermore, the results demonstrated that the Olympic wrestling teacher and the teachers of the regular program saw an improvement in the behavior of the students. The results were found to be statistically significant.

Introduction and Theoretical Framework

Olympic wrestling is one of the most ancient sports in human history. It is an amateur sport involving physical competition between two competitors who try to take down the opponent and turn him/her on his/her back. There are many techniques and movements for a match in a predetermined time. Points are given to the competitors according to different styles and their rules.

The authors could not find any studies based in Puerto Rico the related Olympic wrestling, as a mechanism of modification of behavior in the primary or elementary grades for children of special education; however, there are many examples of the use of different approaches to integrate and adapt motor skills and physical education at the elementary level (Lopez and Santini, 2008). In the United States, Kevin Russo, (an acknowledged behavioral consultant, and trainer of Olympic wrestling in high school) has worked with students with cognitive disabilities older than those studied in the present investigation. Sport, and physical activity has been used, by athletes (Donohue and others, 2004) as an effective mechanism in behavior modification. Behavior modification is based on the principles of operant conditioning, which were developed by American behaviorist B.F. Skinner (1904-1990). "Today, behavior modification is used to treat a variety of problems in both adults and children. Childhood disorders, for which behavior modification has been successfully used include obsessive compulsive disorder (OCD), attention deficit/hyperactivity disorder (ADHD), phobias, enuresis (bedwetting), and separation anxiety disorder (SAD)", (Gale Research 1998).

One behavior modification technique widely used with children is positive reinforcement,

which encourages certain behaviors through a system of rewards. This technique is particularly effective for children with ADHD (Myers, 2009). In the Olympic wrestling investigation, children who worked adequately were rewarded by taking them once a week to the swimming pool for adapted and fun training. Additionally the students were able to participate in trainings outside of school with other wrestling clubs in the area. If there were complaints by their teachers about inappropriate behavior, the children lost these privileges. The children in this study were at an ideal age of readiness for motor development, since they were between the ages of eight and twelve years old (Del Rio, 2008). Although in our study, Olympic wrestling was used as the principal instrument, many motor activities and games adapted to wrestling were used to convince children that wrestling was a game (Petrov, 1977). A parallel objective, besides the students modify their conduct, was to make sure they understood the sport of wrestling (Douglas, 1974). To ensure that students understood wrestling they were familiarized with the punctuation system in wrestling, taught the area of competition and taught the proper way to dress.

This investigation follows J. Betancourt's (2004) interest in exploring the relationship between physical education and other disciplines that focused on the relationship between the academic preparation of regular physical education teachers and their attitude towards the inclusion of students with disabilities in their regular classes. Betancourt's next study was of the effect of physical and music education in the development of motor skills in children between the ages of six and eight years old in an inclusive environment (J. Betancourt & M. Hernandez, submitted to NALS for publication in 2009). These works are indebted to the theories of Ajzen & Fishbein, (1980), and Ajzen, (2002) who have studied how attitudes can help explain human actions; to Albert Bandura (1989), who developed theories of human modeling; and to Sage & Burrello, (1994); Podemski et al., (1995), and de Goor, (1995), who developed a new theoretical framework for leadership and the administration programs of inclusion for students with special needs; to the theories of Block, (1994), and Rizzo (1993), who studied the attitudes of Physical Education teachers toward the teaching of students with special needs.

Methodology

Participants

The participants of this study were sixteen elementary school students, fifteen boys and one girl, between the ages of eight and twelve years old. Thirteen or 92% of the participants were special education students. Nine or 86% were diagnosed with ADHD, and the rest with other emotional disorders. During a period of ten weeks they were trained in Olympic wrestling. The curriculum included instruction in many motor skills activities and axial skills (Gallahue, 2003, Ojeda, 2006), complimented with gymnastic artistic skills, wrestling techniques, wrestling, and games adapted to wrestling.

Questionnaires and Assessment

The evaluation instruments were two questionnaires and were constructed by three professors: a specialist in special education and Olympic wrestling, an Olympic wrestling specialist, and a special education teacher. The two questionnaires elicited information about the participating students' behavior. Both questionnaires and were revised by two specialists in research instruments.

The first revised questionnaire gathered information regarding the teachers' opinion on the students' conduct in the classroom. This assessment tool is comprised of eleven statements with six levels of response, and space was included for commentaries as detailed in Table 2a; Table 2b. The second revised questionnaire gathered information regarding the students' opinion on their own conduct in the classroom. This assessment tool is comprised of ten statements with three levels of response as detailed in Table 1a; Table 1b.

Both the teacher and student questionnaires were administered at the beginning and at the end of the study, as pretest and posttest, to determine if there were significant changes in the students' behavior.

Results

Pretest and Posttest of the Students' questionnaire

In the pretest questionnaire for the students, fifty percent or eight students selected "Sometimes" in all the items, with the exception of number five in which sixty two percent or ten of sixteen chose "Always" (Table 1a).

Table 1a: **Frequency and percentage of the answers of sixteen students in the pretest Questionnaire for students participating in the Investigation of modification of behavior and the practice of Olympic Wrestling**

Criteria	Always	Sometimes	Never
1. I do the exercises that the teacher tells me to do.	2 12.50%	13 81.25%	1 6.25%
2. I follow the teacher's instructions.	2 12.50%	12 75.00%	2 12.50%
3. I participate in class activities.	4 25.00%	11 68.75%	1 6.25%
4. I know my personal space and the space of others.	0 00.00%	14 87.50%	2 12.50%
5. To exercise is healthy.	10 62.50%	5 31.25%	1 6.25%
6. I respect the rules of the activities and the games done in class.	2 12.50%	12 75.00%	2 12.50%
7. I wait my turn to do the class activities.	2 12.50%	12 75.00%	2 12.50%
8. I obey the teacher.	2 12.50%	12 75.00%	2 12.50%
9. I cooperate with the teacher and the classmates in the class activities.	5 31.25%	8 50.00%	3 18.75%
10. I help my classmates.	5 31.25%	10 62.50%	1 6.25%

In the posttest fifty percent selected "always" in all items (Table 1b).

Table 1b: **Frequency and percentage of the answers of sixteen students in the posttest Questionnaire for students participating in the Investigation of modification of behavior and the practice of Olympic Wrestling**

Criteria	Always	Sometimes	Never
1. I do the exercises that the teacher tells me to do.	11	5	0

Criteria	Always	Sometimes	Never
	68.75%	31.25%	00.00%
2. I follow the teachers' instructions.	8 50.00%	8 50.00%	0 00.00%
3. I participate in class activities.	14 87.50%	2 12.50%	0 00.00%
4. I know my personal space and the space of others.	9 56.25%	7 43.75%	0 00.00%
5. To exercise is healthy.	15 93.75%	1 6.25%	0 00.00%
6. I respect the rules of the activities and the games done in class.	13 81.25%	3 18.75%	0 00.00%
7. I wait my turn to do the class activities.	14 87.50%	2 12.50%	0 00.00%
8. I obey the teacher.	10 62.50%	6 37.50%	0 00.00%
9. I cooperate with the teacher and the classmates in the class activities.	9 56.25%	7 43.75%	0 00.00%
10. I help my classmates.	10 62.50%	5 31.25%	1 6.25%

Pretest and Posttest Questionnaires for the Teachers

The answers offered by the Olympic wrestling teacher in the pretest of the behavior of the sixteen students who participated in the investigation (Table 2a), showed higher percentages (43.75%) or more) in the category “always” in items 1; 2; 3; 4; 6; 7; 8; 9; 10 and 11. In item 5: “Looses school material necessary for carrying out school tasks and sport activities,” the greater frequency was shown by the answer “almost always” (43.75%, 7 of 16), (Table 2 a).

The answers offered by the Olympic wrestling teacher in the posttest showed a perceptual diminution in the alternatives “Always” and “Almost Always” (Table 2b). In the posttest, the Olympic Wrestling teacher chose alternative “almost always” or “never” in ten of the 11 items, for a 50.00% or more of the participating students. In item 11, the alternative “undecided” or “sometimes” obtained 56.25 % (9 of 16), (Table 2 b).

The commentaries of the Olympic wrestling teacher showed the greater percentage in the positive commentaries such as: intelligent, talented and friendly. In some cases the teacher recommends more structure for the students at home.

Table 2a: **Frequency and percentage of the answers of the Olympic Wrestling Teacher to the pretest questionnaire about the evaluation of the behavior of 16 students participating in the Investigation of modification of behavior and the practice of Olympic Wrestling.**

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
1. Shows difficulty sustaining attention to class activities or school work.	7 43.75%	6 37.50%	2 12.50%	1 6.25%	0 00.00%	0 00.00%
2. Shows difficulty completing	7	5	3	1	0	0

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
tasks in the classroom and/or in sport practice, i.e. does not follow instructions	43.75%	31.25%	18.75%	6.25%	00.00%	00.00%
3. Shows difficulty to remaining in seat or in line when required.	7 43.75%	4 25.00%	4 25.00%	1 6.25%	0 00.00%	0 00.00%
4. Shows difficulty organizing and completing academic tasks or exercises in class.	7 43.75%	2 12.50%	5 31.25%	1 6.25%	1 6.25%	0 00.00%
5. Loses class material necessary to carry out school work and sport activities.	4 25.00%	7 43.75%	3 18.75%	2 12.50%	0 00.00%	0 00.00%
6. Interrupts classmates' games and activities. Shows disrespectful behavior (Examples: fights, screams, uses obscene words, leaves his or her assigned area, runs through the classroom area, etc.)	7 43.75%	2 12.50%	4 25.00%	2 12.50%	1 6.25%	0 00.00%
7. Talks constantly.	7 43.75%	5 31.25%	3 18.75%	0 00.00%	1 6.25%	0 00.00%
8. Shows difficulty in waiting for his/ her turn.	8 50.00%	4 25.00%	3 18.75%	0 00.00%	1 6.25%	0 00.00%
9. Avoids tasks that require concentration.	7 43.75%	4 25.00%	4 25.00%	0 00.00%	1 6.25%	0 00.00%
10. Avoids tasks that require physical exertion.	7 43.75%	2 12.50%	5 31.25%	1 6.25%	1 6.25%	0 00.00%
11. Shows difficulty identifying the consequences of dangerous behavior or risky behavior.	7 43.75%	4 25.00%	3 18.75%	1 6.25%	1 6.25%	0 00.00%

Table 2b: **Frequency and percentage of the answers of the Olympic Wrestling Teacher to the posttest questionnaire about the evaluation of the behavior of 16 students participating in the Investigation of modification of behavior and the practice of Olympic Wrestling.**

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
1. Shows difficulty sustaining attention to class activities or school work.	0 00.00%	0 00.00%	5 31.25%	7 43.75%	4 25.00%	0 00.00%
2. Shows difficulty completing tasks in the classroom and/or in sport practice, i.e. does not follow instructions.	0 00.00%	0 00.00%	5 31.25%	1 6.25%	10 62.50%	0 00.00%
3. Shows difficulty to remaining in seat or in line when required.	0 00.00%	1 6.25%	1 6.25%	3 18.75%	11 68.75%	0 00.00%
4. Shows difficulty organizing and	0	0	2	7	7	0

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
completing academic tasks or exercises in class.	00.00%	00.00%	12.50%	43.75%	43.75%	00.00%
5. Loses class material necessary to carry out school work and sport activities.	0 00.00%	0 00.00%	9 56.25%	6 37.50%	1 6.25%	0 00.00%
6. Interrupts classmates' games and activities. Shows disrespectful behavior (Examples: fights, screams, uses obscene words, leaves his or her assigned area, runs through the classroom area, etc.)	0 00.00%	0 00.00%	3 18.75%	3 18.75%	10 62.50%	0 00.00%
7. Talks constantly.	0 00.00%	0 00.00%	3 18.75%	5 31.25%	8 50.00%	0 00.00%
8. Shows difficulty in waiting for his/ her turn.	0 00.00%	0 00.00%	1 6.25%	5 31.25%	10 62.50%	0 00.00%
9. Avoids tasks that require concentration.	0 00.00%	1 6.25%	1 6.25%	6 37.50%	8 50.00%	0 00.00%
10. Avoids tasks that require physical exertion.	0 00.00%	0 00.00%	1 6.25%	3 18.75%	12 75.00%	0 00.00%
11. Shows difficulty identifying the consequences of dangerous behavior or risky behavior.	0 00.00%	0 00.00%	5 31.25%	2 12.50%	9 56.25%	0 00.00%

The answers given by the teachers of the regular program in the pretest showed the greater percentage (37.50%, 6 of 16) (Table 3a), in the category “always”. Statement 11 shows the difficulty in identifying dangerous behaviors.

The greater percentages in the category “Almost Always” (25.00% or more) were reflected by statements 1; 3; 4; 8 and 9. The answers of the two teachers showed that 25.0% (4 of 16) observed “Undecided” behavior for statement 2. A greater percentage (31.25%, 5 of 16) of “Undecided” answers were given for statement 7: (Table 3 a), and also for alternatives “Almost Never” or “Never” in statements 2, 5, 6, 8 and 10.

Table 3a: **Frequency and percentage of the answers of the regular teachers to the pretest Questionnaire about the evaluation of the behavior of 16 students participating in the Investigation of modification of behavior and the practice of Olympic Wrestling.**

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
1. Shows difficulty sustaining attention to class activities or school work.	2 12.50%	7 43.75%	2 12.50%	2 12.50%	3 18.75%	0 00.00%
2. Shows difficulty completing tasks in the classroom and/or in	2 12.50%	2 12.50%	4 25.00%	4 25.00%	4 25.00%	0 00.00%

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
sport practice, i.e. does not follow instructions.						
3. Shows difficulty to remaining in seat or in line when required.	2 12.50%	6 37.50%	2 12.50%	2 12.50%	4 25.00%	0 00.00%
4. Shows difficulty organizing and completing academic tasks or exercises in class.	2 12.50%	6 37.50%	2 12.50%	2 12.50%	4 25.00%	0 00.00%
5. Loses class material necessary to carry out school work and sport activities.	1 6.25%	1 6.25%	3 18.75%	5 31.25%	6 37.50%	0 00.00%
6. Interrupts classmates' games and activities. Shows disrespectful behavior (Examples: fights, screams, uses obscene words, leaves his or her assigned area, runs through the classroom area, etc.)	4 25.0%	3 18.75%	2 12.50%	1 6.25%	6 37.50%	0 00.00%
7. Talks constantly.	2 12.50%	4 25.00%	5 31.25%	3 18.75%	2 12.50%	0 00.00%
8. Shows difficulty in waiting for his/ her turn.	3 18.75%	4 25.00%	2 12.50%	3 18.75%	4 25.00%	0 00.00%
9. Avoids tasks that require concentration.	1 6.25%	5 31.25%	4 25.00%	2 12.50%	4 25.0%	0 00.00%
10. Avoids tasks that require physical exertion.	0 00.00%	0 00.00%	3 18.75%	5 31.25%	4 25.00%	4 25.00%
11. Shows difficulty identifying the consequences of dangerous behavior or risky behavior.	6 37.50%	2 12.50%	1 6.25%	2 12.50%	5 31.25%	0 00.00%

The answers given by the teachers of the regular program in the posttest showed diminution of the percentage in the alternative "Always" (Table 3b). The greater percentages were observed in statement 1. The remaining statements showed greater percentages in the categories "Almost Never" or "Never".

Table 3b: **Frequency and percentage of the answers of the regular teachers to the posttest Questionnaire about the evaluation of the behavior of 16 students participating in the Investigation of modification of behavior and the practice of Olympic Wrestling.**

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
1. Shows difficulty sustaining attention to class activities or school work.	1 6.25%	6 37.50%	4 25.00%	1 6.25%	4 25.00%	0 00.00%
2. Shows difficulty completing tasks in the classroom and/or in sport practice, i.e. does not follow	1 6.25%	4 25.00%	3 18.75%	3 18.75%	5 31.65%	0 00.00%

Criteria	Always	Almost always	Undecided (some times)	Almost never	Never	Does not apply or did not answer
instructions.						
3. Shows difficulty to remaining in seat or in line when required.	1 6.25%	3 18.75%	1 6.25%	7 43.75%	4 25.00%	0 00.00%
4. Shows difficulty organizing and completing academic tasks or exercises in class.	1 6.25%	4 25.00%	3 18.75%	3 18.75%	5 31.65%	0 00.00%
5. Loses class material necessary to carry out school work and sport activities.	1 6.25%	1 6.25%	1 6.25%	7 43.75%	6 37.50%	0 00.00%
6. Interrupts classmates' games and activities. Shows disrespectful behavior (Examples: fights, screams, uses obscene words, leaves his or her assigned area, runs through the classroom area, etc.)	1 6.25%	3 18.75%	1 6.25%	5 31.65%	6 37.50%	0 00.00%
7. Talks constantly.	1 6.25%	2 12.50%	3 18.75%	7 43.75%	3 18.75%	0 00.00%
8. Shows difficulty in waiting for his/ her turn.	1 6.25%	4 25.00%	1 6.25%	7 43.75%	3 18.75%	0 00.00%
9. Avoids tasks that require concentration.	0 00.00%	1 6.25%	4 25.00%	4 25.00%	7 43.75%	0 00.00%
10. Avoids tasks that require physical exertion.	0 00.00%	1 6.25%	2 12.50%	4 25.00%	8 50.00%	1 6.25%
11. Shows difficulty identifying the consequences of dangerous behavior or risky behavior.	1 6.25%	4 25.00%	3 18.75%	3 18.75%	5 31.25%	0 00.00%

Comparison of the answers for the Pretests and the Posttests

In this investigation answers were codified quantitatively to determine whether differences between arithmetic means of the accumulated punctuations in the pretests and posttest were statistically significant.

The teachers' questionnaire comprised 11 statements about student behavior inserted in a scale of the following options: Always, Almost Always, Undecided, Almost Never, Never and does not apply. The statements were written as inadequate behaviors, for that reason the punctuation assigned to the scale was as follows: always = 1 point, Almost Always = 2 points, Undecided = 3 points, Almost Never = 4 points, Never = 5 points, and does not apply = 0 points. The accumulated punctuations had a maximum of 55 points in the pretest and posttest.

A *t*-test is any statistical hypothesis test in which the test statistic follows a Student's *t* distribution if the null hypothesis is true. The Student's *t* test deals with the problem associated with inference based on small samples. In statistical hypothesis testing, the *lower* the p-value, the *less* likely the result is if the null hypothesis is true, and consequently the *more* "significant" the result is, in the sense of statistical significance. One often rejects a null hypothesis if the p-

value is less than 0.05 or 0.01, corresponding to a 5% or 1% chance respectively of an outcome at least that extreme, given the null hypothesis.

Therefore, in this study, the arithmetic mean and standard deviation were compared applying t tests for dependent group with a level of $p < 0.01$.

A questionnaire was also used to elicit information about the elementary school students' opinion concerning their conduct in the classroom. This questionnaire contains ten statements within a three options scale (always, sometimes and never). The statements were written as adequate behavior, for that reason the scale was codified as: always = 3 points, sometimes = 2 points, never = 1 point. This instrument accumulated a maximum of 30 points.

The answers given by the 16 students in the pretest showed an arithmetic mean of 21.06 and a standard deviation of 4.06. The punctuations accumulated in the posttest showed an arithmetic mean of 26.94 and a standard deviation of 2.93. The difference between the arithmetic mean of the posttest and the pretest was 5.88, when applying the t test to these punctuations it was found that $p = 0.00$. This result indicated a significant statistical difference between both punctuations for the posttest and the pretest, (see Table 4).

Concerning the answers given by the Olympic wrestling teacher in the pretest of the behavior of the 16 students, the arithmetic mean was 22.31 and the standard deviation was 11.56. The quantities accumulated for the posttest showed an increase of 24.69 when compared with the pretest. The result showed a $p = 0.00$. This result indicated a statistically significant difference between both punctuations of the posttest and the pretest of this questionnaire, (see Table 4).

The answers of the teachers of the regular program to the pretest of the behavior of the 16 students showed an arithmetic mean of 34.12 and a standard deviation of 11.57. The posttest, however, reflected an arithmetic mean of 39.81 and a standard deviation of 10.03. The arithmetic mean of this posttest showed an increase of 5.69 when compared with the pretest. When the t test was applied to these punctuations it showed a $p = 0.00$ which indicates significant statistical difference between both punctuations of the answers given by these teachers to the posttest and the pretest of this questionnaire, (see Table 4).

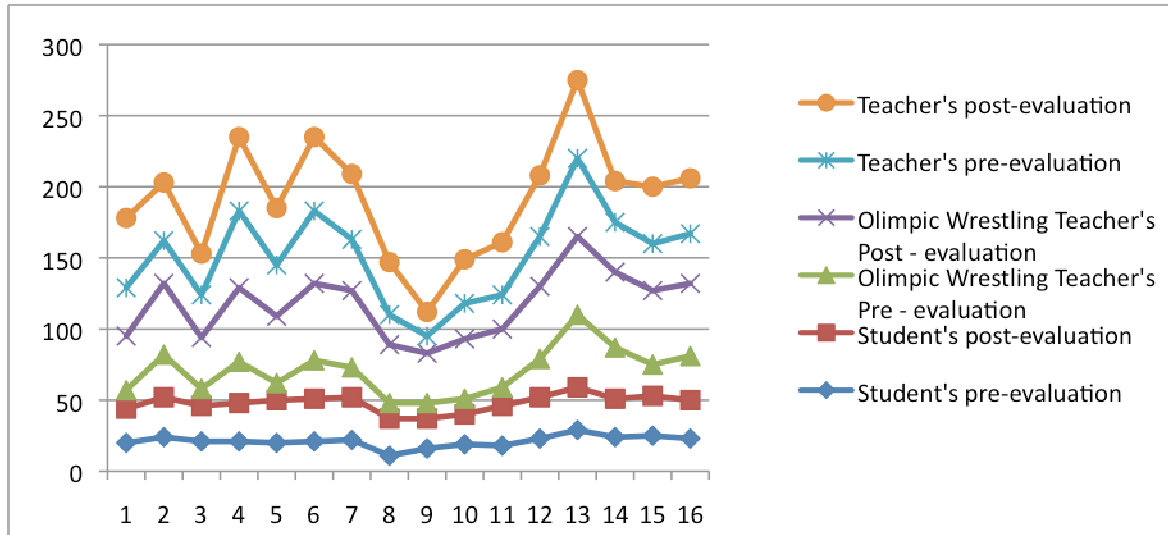
Graph 1: Illustrates the punctuations produced by the pretests and the posttests the questionnaires showing increases in posttests' punctuations.

Table 4: Arithmetic means and standard deviation of the punctuations accumulated in the pretests and the posttests of the questionnaires about the behavior of the 16 subjects.

Questionnaire	Arithmetic mean Pretest	Arithmetic mean Posttest	Difference between the Arithmetic mean of the Posttest and the Pretest	Standard Deviation Pretest	Standard Deviation Posttest	T test
Students' questionnaire	21.06	26.94	5.88	4.06	2.93	0.00
Olympic Wrestling teacher's questionnaire to evaluate the students' behavior.	22.31	47.00	24.69	11.56	6.99	0.00
Regular Program teachers'	34.12	39.81	5.69	11.57	10.03	0.00

questionnaire to evaluate the students' behavior.						
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Graph 1: Punctuations produced by the questionnaires about the behavior of students in the classroom.



Summary of Results

The results of this study were limited by the size of the sample (16 students), and its composition (one girl), which suggests caution in the interpretation of results, especially about making assumptions about females. The School had a population of 203 students roughly equally distributed between boys and girls. The study was conducted during the After School Program where many other activities are offered: arts, supervised studies, and various sports besides Olympic wrestling. Participation in the study was voluntary, only 15 boys and one girl responded. All these factors suggest the need for further investigations that broaden the size of the sample, the participation of females, and other schools.

In the pretest of the students' questionnaire 50.00% (8 or more) chose the alternative "sometimes" in all the criteria except in 5 where 62.75% (10 of 16) marked alternative "Always". In the posttest, 50.00 % (8 or more) of students chose alternative "Always" in all criteria. Quantitative analysis of these answers showed that the arithmetic mean between the posttest and the pretest was 5.8. The application of a t test to these punctuations showed the p to be equal to 0.00. This result indicated a statistically significant increase for the posttest compared with the pretest showing an improvement in the students' behavior in the classroom.

The answers of the Olympic wrestling teacher in the pretest for the questionnaire about the students' behavior showed higher percentages (43.75% or more, (7 or more than 16) in the "Always" category. In the posttest, the answers showed a percentage diminution in the alternatives "Always" and "Almost always". In the posttest, the Olympic wrestling teacher selected the alternative "Almost Always" or "never "in ten of the 11 criteria for a 50.00% or more of the participating students. In criterion 11, alternative "Undecided" or "Sometimes" obtained 56.25% (9 of 16) showing an increase in the arithmetic mean of the posttest of 24.69

when compared with the pretest. The t test found a $p = 0.00$ indicating an improvement in the behavior of the students in the wrestling class.

The answers of the regular program teachers for their pretest questionnaire on the students' behavior showed greater percentages in the categories "Always" and "Almost Always", while their answers to the posttest showed a percentage diminution in the "Always" category. The greater percentages in the category "Almost Always" were in statement 1. The remaining statements show greater percentages in the options "Almost Never" or "Never". The t test found a $p = 0.00$ indicating a statistically significant increase for the teachers' posttest when compared to the pretest. These findings are possible indicators of an improvement in the conduct of these students in classroom of the regular program.

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