

**SCOPING REVIEW: TEACHING PERSONAL AND SOCIAL
RESPONSIBILITY THROUGH PHYSICAL ACTIVITY (TPSR-MODEL)**

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ABSTRACT

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Teaching personal and social responsibility model (TPSR) is a physical activity program, which was originally created for underserved youth and has been used in physical activity programs and as a curriculum model in physical education in several countries around the world. TPSR has been widely used for decades but its empirical support has been criticized in the academic world. The purpose of this study was to conduct a scoping review to examine the published literature on TPSR. This scoping review followed the methodological framework provided by Arksey and O'Malley (2005) and used electronic databases (PsycINFO, Sportdiscus, ERIC, Science and Technology, Physical Education Index, and CINAHL) and TPSR alliance's reference list to locate relevant publications. Articles, which were included in this review were empirical research studies, written in English, and the intervention and/or instructor's training had to be thoroughly described. Of the 169 articles initially identified, 43 studies met the inclusion criteria.

The trend of TPSR research has remained the same since the model began to interest the scientific world. Majority of the chosen studies were conducted in the United States (60%) while the qualitative methodology was the most common choice for research methodology (65%). Out of 43 chosen studies, 30 were identified as interventions of the model. Interventions varied in terms of duration and instructor's background and training. The most popular duration for the interventions was 7-12 months (37%) and teaching background for the instructor accounted for 47% of the chosen interventions. Training of the instructor for the TPSR model wasn't mentioned in one third of the chosen studies (30%). Four of the interventions were controlled trials and two of those were randomized controlled trials (5%).

Using TPSR as a curriculum model in order to teach responsibility by using sports as a vehicle for learning is valid according to the published studies. To extend the TPSR research to a more systematic direction in the future, adding guidelines to intervention implementation and reporting is recommended.

Keywords: underserved youth, physical activity, sports, responsibility

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1 INTRODUCTION

“What’s worth doing in school physical education and after school physical activity (PA) programs?” is a question that Don Hellison, the creator of the TPSR program, and Tom Templin, co-author of *A Reflective Approach to Teaching Physical Education* (1991) tried to answer almost three decades ago. Reflecting a common inquiry of what kind of contribution is each of us, working with kids and youth, willing to make for the furtherance of youth’s well-being and education.

World is transforming at a fast pace and everything in our modern life – jobs, relationships, sports, and schools – are changing and evolving (Griffith, Suarez-Orozco, & Qin-Hilliard, 2008). Nowadays, kids and youth are bombarded with more information and choices than ever before. Electronic media is everywhere, and the flow of data can’t be stopped. Educators and schools have responded to these changes by introducing the field of youth development. Initially, youth development emerged in the 1990’s to address the shortcomings of after-school programs in low-income urban communities but it has been evolving and spreading around the world (Hellison, 2011). Currently, youth development programs are promoting social, emotional, cognitive, and behavioural competencies by teaching life skills through art, music, drama, and sports (Martinek & Lee, 2012).

Don Hellison’s TPSR program started as a “survival response” to his first teaching situations and others like them which took place in urban high schools in his first years of teaching PE. He came to a realization that his students faced personal and social problems which caused the students’ to be highly unmotivated and the standard teaching techniques just wouldn’t work. The students needed to be given some choices and opportunities to make small decisions for themselves and to have a sense of purpose in their own lives. Hellison understood that helping his students to take more responsibility for their own development and for supporting the well-being of others was perhaps the biggest contribution he could make (Hellison, 2011).

The TPSR model has taken different forms throughout the years since its development in the 1970’s. Research around the TPSR model has grown rapidly and the answers to the questions of “is it working?” and “what’s possible?” have been investigated by many scholars around the world. The “is it working” question was addressed in a review by Hellison and Walsh (2002) and they concluded that due to methodological issues and gaps in the evidence the answer to the question remains in

progress. In an updated review of the published research on TPSR carried out in USA and Spain, the authors address the concerns that many scholars have displayed about efficiency and the applicability of Hellison's responsibility model (Caballero-Blanco, Delgado-Noguera, & Escartí-Carbonell, 2013). In the review, authors concluded that using the TPSR model as an intervention programme with children and youth, both in Spain and America, is indeed valid and effective.

To the best of our knowledge, no previous research has mapped the research conducted on the TPSR model in its entirety. Scoping review is an adequate option to summarize research on a topic, which is relatively new and no other full reviews have been done before. In this study, I made an effort to use a more systematic way to summarize the published literature on TPSR model as a whole around the world.

2 TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL

The Teaching Personal and Social Responsibility model (TPSR) is the result of Don Hellison's career-long effort to use sports and physical activity as a vehicle in teaching responsibility to children and youth. The foundation of the model was formed as a response to Hellison's early teaching experiences with unmotivated and hostile high-school students. The model has been used extensively as a curriculum and instructional model in the USA with "at-risk" students to prevent social and personal problems, such as vandalism and social exclusion (Hellison & Wright, 2003). Since its early formation, the model has evolved through many steps and taken its place in the academic world as one of the best models for promoting responsibility, values, and life skills in physical education (PE) and other physical activity (PA) settings (Metzler, 2017; Petitpas, Cornelius, Van Raalte, & Jones, 2016).

The model's purpose is to help children and adolescents to learn to take control of their own well-being and development, to be efficient in their social environment and to learn how to be sensitive and responsive to the wellbeing of others.

Even though, called a model, the TPSR model is not meant to be a rigid structure of actions that should be unquestioningly and automatically followed. The model is based on cumulative levels of responsibility: (1) respect for the rights and feelings of others; (2) effort and cooperation; (3) self-direction; (4) helping others and leadership and (5) transfer outside the gym. (Hellison, 2011) In addition, there are four important themes that represent the essence of the program: a strong teacher-student relationship, empowering students, integrating responsibility into physical activity, and promoting transfer of responsibility (Hellison & Wright, 2003). The model-based programme also provides a specific lesson plan format as well as teaching strategies to support the implementation of the programme. These strategies and plans are not to be taken as rules but guidelines for model implementation and teachers are encouraged to make adaptations as they use the model with their own students.

2.1 The levels of responsibility

The five levels of responsibility, cumulative in nature, facilitate responsibility improvement by offering both the program leader and the student some specific goals to work towards (Hellison, 2011). The levels were formed to reflect the

core values of TPSR, balance personal and social responsibility, to be few in number, to indicate some progression, and to be provisional in meaning that the levels can be altered by teachers or students. The program offers flexibility into advancing from one level to the next. It is normal to have fluctuation in the levels and some of the more advanced levels can be easier to achieve than the ones before them. The five levels can be divided into three categories: beginning, advanced and to most advanced. First two levels, respect and effort in short, are viewed as the beginning stage of responsibility development. Next two levels, self-direction and helping others, extend the learning process for the students to become more independent and not necessarily needing much guidance from the teachers anymore. The fifth level, transfer, is the most advanced and it includes using all previous levels in many other aspects and environments of life. The fifth value is the hardest level to achieve and measure and unfortunately it is often excluded from TPSR programs (Hellison, 2011).

2.1.1 Level 1 – Respecting the rights and feelings of others

Level one is the first, and some say the most important step towards becoming more responsible personally and socially. Its three components are self-control, right to peaceful conflict resolution, and right to be included and to have cooperative peers. Self-control means controlling one's attitude and behaviour in a way that respects the rights and feelings of others and that one should not be controlled by what others say or do. Right to peaceful conflict resolution encourages students to realize that people have a right to their opinions and even if you disagree, you can resolve conflicts peacefully. Right to be included and to have cooperative peers means that everyone deserves to be included in games and activities and that everyone can participate regardless of race, gender, ethnicity, sexual preference, or skill level. The biggest issues that level 1 tries to confront are:

- Verbal and physical abuse, such as name calling and making fun of others
- Intimidation, bullying, and hogging equipment or space
- Inability to control one's temper or to resolve conflict peacefully
- Disrupting the work and play of others.

In short, the level of respecting the rights and feelings of others aims to make the learning environment a safe place for everyone (Hellison, 2011).

2.1.2 Level 2 – Effort and cooperation

Effort and cooperation targets the learned self-defeating attitudes and behaviours, such as passivity and learned helplessness, that usually stand in the way of personal development and growth. This level is important for the student in order to enjoy and learn as much as possible throughout the program.

The first component of effort and cooperation is self-motivation. It can be taught by embedding small student responsibilities into activities, such as moving to the next station on their own after finishing the previous task correctly. This component is important so the students learn to take responsibility for their own motivation. The second component, exploration of effort and new tasks, means just going through the motions of participation and gradually it leads to the introduction of concepts like “training” or “practice” in order to improve a skill. Third component, getting along with others, includes the mention of in order to cooperate students’ have to get along with each other. Trying out new things and giving your best effort is the key concept of level two (Hellison, 2011).

2.1.3 Level 3 – Self-direction

Level three, self-direction, is a continuation beyond the lessons of level 1 and 2. The first step and the first component towards self-direction is to advance to *on-task independence*, which means that a student is able to perform a task without constant supervision. The next step is to start setting and thinking about goals and understanding the second component of level 3, *goal-setting progression*. In this step, students start to understand themselves better and what things or skills they would like to achieve. Teacher can help the student to create realistic goals and give directions to students to make either short- or long-term plans in order to achieve the things the students want. Goal-setting is an important skill for the students to learn so they’ll learn to reflect on themselves and what they are passionate about in life.

The third component, *courage to resist peer pressure*, is a direct message to the world we live in today. Children and youth need to learn to think for themselves and resist negative external forces. Creating a truly personal goal is not easy for people who seek approval from their peers and teacher’s support is needed to encourage children and youth to stand up against peer pressure (Hellison, 2011).

2.1.4 Level 4 – Helping others and leadership

Level one, two and three teach the student or a participant to do no harm and to be cooperative, while level four, helping others and leadership, teaches to make a positive contribution in his and her environment. This level (like all other levels) needs to be adjusted for age because young children are naturally egocentric which means that helping others can be very hard for them to fathom. For mature youngsters, level 4, requires good multi-level interpersonal skills. The named components of this level are 1) caring and compassion, 2) sensitivity and responsiveness and 3) inner strength (Hellison, 2011). Main goal for level four is to realize and recognize that others, like yourself, have feelings and needs and learning to see and feel things from the viewpoints of others is important in order to make a positive contribution. Actions like helping others only when they want help, helping others without being arrogant and an ability to help others resolve differences peacefully and democratically are representative in level 4.

2.1.5 Level 5 – Transfer outside the gym

Level five, as mentioned before, is the hardest level to achieve and to measure. The components of level five are trying TPSR ideas in other areas of life and most importantly being a positive role model for others, especially for younger kids. Oftentimes, the gym where TPSR is being used and the outside are very different. This means that the outside world might not value the same things that TPSR has taught you. This is why included discussions in the TPSR program about transferring skills to other areas of your life is crucial in order for the transfer to occur (Hellison, 2011).

2.2 Daily Program Format

In order to understand how TPSR is taught, it is important to talk about the daily program format. The format consists of five parts: 1) relational time, 2) an awareness talk, 3) the physical activity plan, 4) a group meeting and 5) a self-reflection time. Following the daily program format is a tool used to ensure day to day consistency. Teaching the values of TPSR has to be consistent so the kids can let these ideas grow and develop slowly (Hellison, 2011).

2.2.1 Relational Time

Relational time means that the instructor has quick conversations with the kids before or after the class. This is important in creating a meaningful relationship with the program participants. The goal of relational time is to convey to each student that he or she is a unique individual with a voice that matters, has the capacity to make decisions and also has strengths and things that need more work (Hellison, 2011).

2.2.2 Awareness Talk

Usually after the relational time, awareness talk takes place. It is a short high-quality introduction to the day's themes and a reminder to everyone why they are in the class room. Hellison has suggested a 10-word rule to be used in the awareness talk. This means that the teacher or the instructor would only use ten words to describe the day's themes. Of course the talk can be little bit longer but the meaning of the rule is to always remember that short speech is better in order to keep the kids involved in the lesson (Hellison, 2011).

2.2.3 Physical activity plan

Physical activity takes up the majority of the lesson time. It is the time when the TPSR themes are incorporated into physical activity. This is why it is important to keep talking about the themes and values as the teacher or instructor is coaching some sport. At first, this can be very difficult because integrating children's responsibilities into physical activity can be hard to plan and execute and is often very out of the ordinary for teachers. Once the students learn and start working independently, the program leader can step back, give support, and deal with kids who haven't evolved as far as other kids (Hellison, 2011).

2.2.4 Group meeting

Group meeting occurs towards the end of the lesson. It is an opportunity for the participants to express their opinions about the day's lesson and evaluate how the group did that day. It is also a good time to ask questions, raise issues and offer solutions. It is important to realize that group meeting is not about blaming other but telling how you feel and how what others did affect you or didn't affect you. The most important purpose of group meeting is to involve students into decision-making process and provide

them the opportunity to experience the feeling that they can make difference through a group meeting (Hellison, 2011).

2.2.5 Reflection time

Reflection time usually follows the group meeting with the emphasis shifted from group and program evaluation to self-evaluation. Students evaluate and reflect on how they did that day in terms of lesson's goals and themes. The simplest self-evaluation method is to use the thumbs up, down or side-ways evaluation. Thumbs up means that the student is happy in his and her performance that day according to the level she or he is on. Thumbs side-ways means that there were some minor problems during the lesson and thumbs down means that the student thinks that he or she still needs to work on the level little bit harder (Hellison, 2011). The reflection time is a good way for the teacher to evaluate the right pace for moving forward with the levels. If everyone is not pointing upwards after the lesson, maybe it is not a good time to move on to the next level.

2.3 Teaching Strategies

As we've established, TPSR model, is not just a framework of teaching personal and social responsibility but a guidance and tools providing model that gives teachers different strategies to use while teaching values. These teaching strategies are meant to help the teacher to teach the levels of TPSR and also deepen the teacher-student relationship.

Table 1. Teaching strategies and their description. Modified from Wright & Craig, 2011.

Teaching strategies	Description and examples
Modeling respect	Teacher/instructor models respectful behaviour towards everyone in and outside of classroom. Examples: making eye-contact, active listening, using names and recognizing individuality.
Setting expectations	Teacher/instructor explains the behavioural expectations clearly and uses examples to make sure all students know what they should be doing and how.

Opportunities for success	Teacher/instructor plans the lesson so that all students have the opportunity to succeed and be included regardless of skill level and individual differences. Examples include making appropriate adaptations in the tasks and allowing students to volunteer answers in a group discussion.
Fostering social interaction	Planning and structuring tasks that foster and require positive interaction. Examples of fostering social interaction include cooperation, teamwork, problem solving, peer-coaching, and conflict resolution or debriefing.
Assigning management tasks	Assigning specific responsibilities and management-requiring tasks that are needed for a specific activity. Examples include asking students to take attendance, set up equipment, keep score/records, or even officiate a game.
Promoting leadership	Allowing students to lead a group in an activity, show examples to demonstrate a task, or coach a team.
Giving choices and voices	Giving students a right to voice opinions and experiences in the program. Examples include voting, making individual choices, eliciting students' opinions, letting everyone be a part of discussions, and letting students evaluate the program or the teacher.
Involving students in assessment	Allowing students to have a role in self- or peer assessment related to skill development, behaviour, attitude etc. Goal setting is also a form of assessment.
Promoting transfer	Directly addressing the transfer of TPSR skills and values from the lesson beyond the program to school, home etc.

2.4 TPSR Programs

Teaching personal and social responsibility model has been used in schools, after school programs, organized sports and camps (Busch & Lavay, 2012; Martinek & McLaughlin, 1999; David S Walsh, 2007; M. Wright, Whitley, & Sabolboro, 2012). Although it has been widely used, there are some problems that seem to inhibit its use even more widely. In physical education, the lack of funding which has led to bigger class sizes, less teachers, and less extra funding for extracurricular activities or training (Hellison, 2011). In addition, for TPSR to be used in PE, the teacher and the school needs to have an interest in teaching it and have curiosity to see how the program works.

The issues from PE programs can often transfer to after school programs with some additions. After school programs mean more responsibility for the teachers and it can be hard to get administrative support especially if the school already has sport programs in place. Another issues with after school programs can be finding a location if the school gym is already in use (Hellison, 2011).

Problems in implementation in organized sports can be related to culture, motivational climate and the coach. If the culture of sports is very competition driven in the club or school, TPSR might be seen as not useful or not aligned with what the coaches or administrators want to teach to the kids. This relates straight to the motivational climate of the team and what the team values and teaches. Many times if the team or sport program possesses winning-is-everything mindset, it is not interested in teaching life skills in a systematic manner. Lastly, like in schools the teachers are the ones making the decision about how to teach, in organized sports coaches are the ones making decisions. If the coach doesn't value what TPSR has to offer then it will not be implemented in the sport program (Hellison, 2011).

2.4.1. Getting Started on TPSR

The first step into starting the use of TPSR is to evaluate and think about why you want to use it. Is it the desire to truly teach children how to be responsible personally and socially or is it a tool for establishing discipline. If the reason is to discipline and set boundaries for the kids, then TPSR is not the right choice because it is not meant to be used in that manner. Of course, if and when TPSR is used correctly and with respect, one of the outcomes will be better behaving students or participants but it should not be the only reason for implementing it (Hellison, 2011).

According to Hellison (2011) one good way to start is by using the TPSR Teacher Questionnaire to evaluate and reflect whether TPSR is worth doing for you. After establishing that TPSR is worth doing, the best way to start using TPSR as Kallusky advised (Hellison et al., 2000) is to start small and start smart. This means that TPSR can be started by making simple adjustments into practices that you're already doing. This way you can really see whether it works for your students and especially whether it feels natural for you to do. For example, teachers can start the program with one class and just implement levels one and two at first. Then they can evaluate the progress and later advance to levels three and four.

Advancing to level three and four is often the trickiest part because the students should already be somewhat empowered to making own decisions and the teacher should be ready to really spend time thinking of ways to alter their lessons in a way that leaves room for the teaching of the advanced levels (Hellison, 2011).

2.5. TPSR research in the past

There have been two reviews published about TPSR in the past. The first review by Hellison and Walsh (2002), tried to assess whether the model was working . They found that there were methodological issues and gaps in evidence in TPSR related research. The latter review continued on the efforts of answering the question: is the model working? The study compared TPSR research carried out in the United States and Spain. Authors concluded that concluded that the TPSR model is working and using the model is valid and effective.

The review literature is missing a bigger picture of the published literature from around the world. In this study, I make an effort to map all the published TPSR literature in order to find the gaps in literature and make suggestions to further enhance the field of research of the TPSR model.

3 PURPOSE OF THE STUDY

The primary aim of this study is to conduct a scoping review to examine the published literature on TPSR model as a whole around the world. In addition to providing descriptive information about the selected studies, more detailed characteristics and results of intervention studies are discussed.

To the best of our knowledge, no previous research has explored the TPSR model in its entirety in a form of scoping review. This kind of review has the ability to “map” existing literature on a topic in order to enhance the quality of future research.

4 METHODS

Scoping reviews are used to “map” the literature around a topic to gain understanding of the breadth and depth of research (Levac, Colquhoun, & O’Brien, 2015). Through scoping reviews, researchers are able to identify key concepts, gaps in the literature, and types of evidence to inform practice, policy making, and research (Daudt, Van Mossel, & Scott, 2013). This method is especially useful when the area of research is relatively new and no other full reviews have been done before (Anderson, Allen, Peckham, & Goodwin, 2008). While systematic reviews are directed to precise research questions, scoping reviews look at the research area as a whole (Rumrill, Fitzgerald, & Merchant, 2010). Since research about the TPSR- model has started to increase during the last decade, scoping review is the most suitable choice of methodology.

Present scoping review uses the methodological framework by Arksey and O’Malley (2005) which serves as an outline with taking into account the enhancements that have been done in the recent years (Daudt et al., 2013; Levac et al., 2015; Levac, Colquhoun, & O’Brien, 2010; Pham et al., 2014).

4.1 Identifying the research question

What is known about Don Hellison’s Teaching Personal and Social Responsibility- model? This step includes the clear definition of the model and the target population. TPSR is a field-tested curriculum and instructional model for physical education teachers, coaches, and youth workers, which is used in school-based, after-school, and community-based programs.

4.2 Identifying relevant studies

The search was performed through scientific databases (SportDiscus, PsycINFO, Physical Education Index, ERIC, CINAHL, and Science and Technology), using keywords: *Teaching Personal and Social Responsibility AND Hellison*. The searches were done in the spring of 2016, the fall of 2016, and the spring of 2017 to assure that the most recently published material was included. The search also included hand-searching the TPSR alliance reference list for articles which were not in the selected databases.

4.3 Study Selection

Studies were reviewed to determine whether they met the following inclusion criteria: (1) Implementation of Don Hellison's TPSR-model or research about the model, (2) Written in English, (3) The articles included a description of the instructor's/teacher's training and/or the description of the possible intervention, and (4) The study was published between 2000 and 2017.

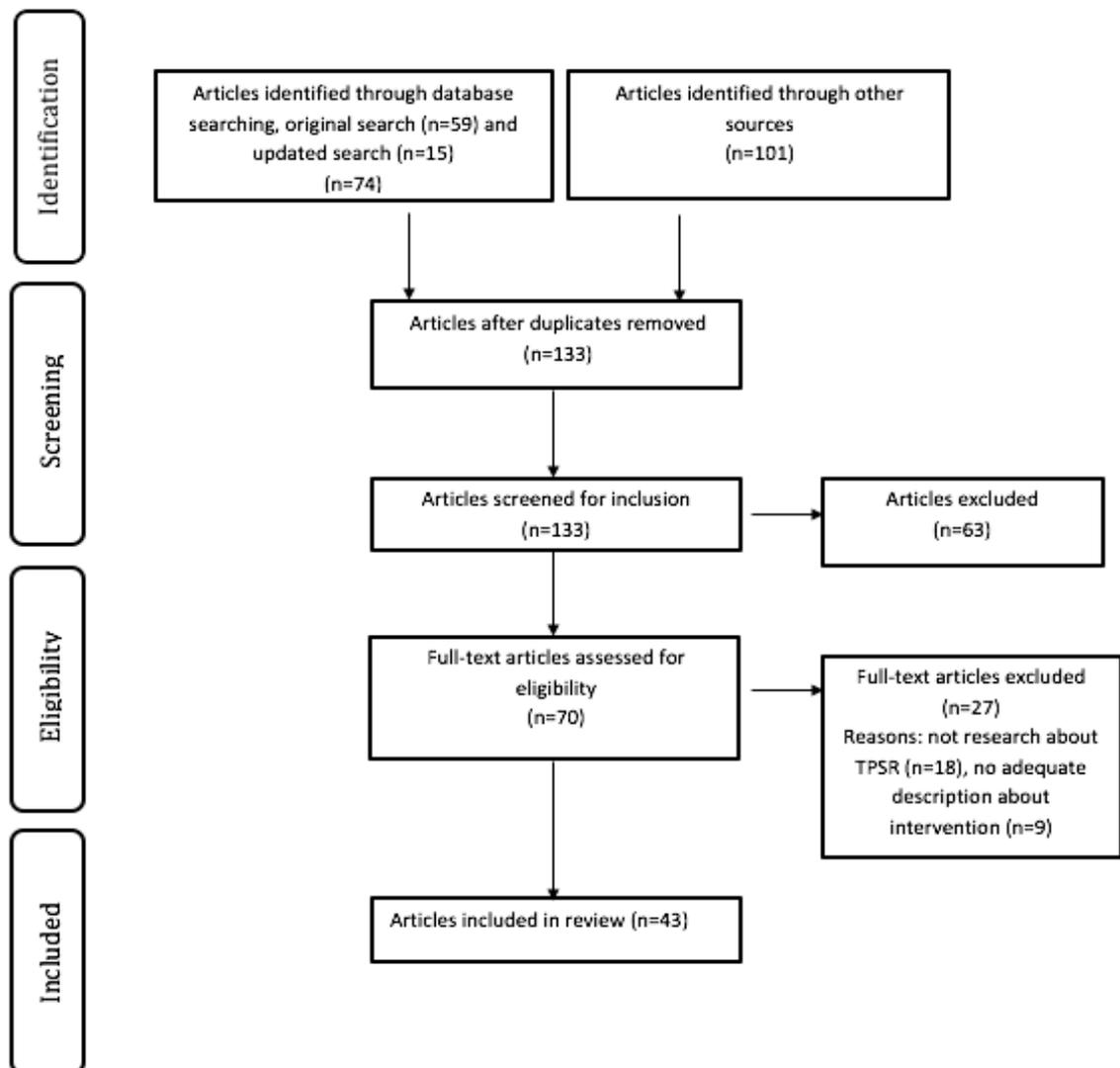
4.4 Charting the Data and summarizing and reporting the results

The data from the selected articles was extracted. Data extraction was divided into three sections: descriptive data, purpose of the studies, and intervention characteristic. Data was collated into these three groups and subgroups inside the three sections. Microsoft Excel 2016 was used to group the data and to calculate frequencies.

5 RESULTS

Of the 169 articles initially identified through the multiple search, 43 studies met the inclusion criteria (Figure 1). Majority of the included studies were obtained through tpsr.alliance's reference list (n=29) and the remaining 14 articles were found through electronic databases. Table 2 shows descriptive data on all included articles (N=43). Table 3 shows a descriptive summary on the intervention studies and table 4 shows more detailed listing of the characteristics of the intervention studies (N=30).

Figure 1. Flow chart for the articles included in the scoping review of literature on teaching personal and social responsibility model.



5.1 Descriptive data

The amount of published studies on TPSR-model has rapidly increased from the beginning of the century. Regarding to the location of published articles, the majority of the studies were conducted in the United States (60%), while Spain and New Zealand accounted for little more than one quarter of published studies (26%). Remaining studies, within the analysed period, were produced in five different countries (14%). The majority of the included studies used qualitative methodology (65%). Case study in particular was the most popular research method (63%) while review articles, scale development studies and protocol articles accounted for nearly a quarter of the published studies (23%). Controlled trials accounted for one tenth of the studies while descriptive comparison and quantitative survey studies were each used once. Number of participants ranged from one to 300. However, little over half of the studies had between one and 25 participants (51%). The remaining studies included participants ranging from 26 to over one hundred (30%). Nearly a fifth of the studies didn't state the sample size due to the nature of the study (19%).

Table 2. Descriptive summary of teaching personal and social responsibility (TPSR) studies (N=43).

Variable	Frequency	
	n	%
Year of Publication		
2001-2005	6	13,95
2006-2010	12	27,91
2011-2016	25	58,14
Location		
USA	26	60,47
Spain	7	16,28
New Zealand	4	9,30
Canada	2	4,65
Poland	1	2,33
South Korea	1	2,33
Taiwan	1	2,33
Finland	1	2,33

Methodology		
Qualitative	28	65,12
Mixed methodology	12	27,91
Quantitative	3	6,98
Controlled interventions	4	9,30
Sample size		
1-5	10	23,26
6-15	9	20,93
16-25	3	6,98
26-35	2	4,65
36-50	3	6,98
50-100	2	4,65
+100	6	13,95
Instrument development	3	6,98
Review of literature	5	11,63

5.2 Purpose of the studies

Table 3 provides a list of the purposes of the TPSR studies. Model implementation, outcomes and surveys of using TPSR were studied the most (67%) while the rest of the studies varied vastly in terms of purpose of the study.

Table 3. A list of variables which were listed as the purpose of the TPSR study (N=43).

Variable	Frequency	
	n	%
Purpose of the study		
Model implementation	7	16,28
Model outcomes	16	37,21
Review/survey of usage	6	13,95
Protocol of the program	3	6,98
Instrument development	2	4,65
Continuing Professional Development	2	4,65
Teacher education	2	4,65
Cross age teaching program	1	2,33
Commitment	1	2,33
Retention and PYD	1	2,33
Attitudes and beliefs	1	2,33
Mentors' perspectives on program results	1	2,33
Longitudinal effects of TPSR	1	2,33
Intrinsic motivation	1	2,33

Over one third of the articles studied model outcomes (37%). These outcome studies included themes like fair play, self-efficacy, self-control, transferring skills, improving health behaviour and model adaptation. The overall implication from these studies that paired TPSR with another topic, was that TPSR can help in developing other areas even though they are not included in the levels of the model.

5.3 Interventions characteristics

Table 4 provides key information about the intervention studies (N=30) by duration, dependent variable, instructor's background and training, type of physical activity, the participating students' ages and results measured by TPSR levels. Duration of the interventions varied from lasting 20 hours (7%) to more than 13 months (17%). The most popular duration was 7-12 months (37%). Students' experiences (63%) was the most studied dependent variable while teachers' experiences accounted for one third (33%) of the studies. One study was interested in both, students' and teachers', experiences.

Teaching background (47%) was the most prevalent background in TPSR interventions as it was the instructor's background in nearly half of the chosen studies. Other backgrounds included researcher (27%), coach (3%), students from TPSR program (3%), and PE teacher or kinesiology students (10%). In two of the chosen studies (7%), the instructors background was not mentioned.

Training of the instructors in the intervention studies wasn't mentioned or described in one third of the chosen studies (30%). Over fourth (27%) of the included intervention studies were ran by the researcher, which means that their research experience was their training. Other training methods included different types of intensive training courses lasting from 2-3 session to 30 hours (27%). The most common training method, in addition to extensive research, was an intensive training course that lasted two to three meetings with the instructor (20%) The majority of interventions paired TPSR with various sports (60%) (e.g. martial arts, basketball, soccer) and the rest of the intervention studies (40%) combined TPSR with physical education classes.

In the 19 included intervention studies, which were interested in students' experiences of TPSR, children were 4 to 18 years old. In the majority of the studies participants were 11 to 18 years old (75%) and in the remaining studies participants were 4 to 10 years old (25%).

Over half of the intervention studies (60%) used TPSR levels (respect, effort/participation, self-direction, caring/leadership, transfer) or adapted levels in reporting of the results while the remaining studies didn't use the levels in reporting (40%). Levels of respect, effort/participation, self-direction, and caring/leadership displayed a good improvement due to TPSR program in half or over a half of the studies that used levels when reporting results. Level of transfer showed a good or moderate improvement in little less than half of the selected studies (40%), while it wasn't included in the results in one quarter of the studies (27%).

Four of these interventions (13%) were controlled studies and two of them were randomized controlled studies .

Table 4. Characteristics of intervention studies on teaching personal and social responsibility (N=30).

Variable	Frequency	
	n	%
Duration		
1-3 months	6	20,00
4-6 months	5	16,67
7-12 months	11	36,67
+13 months	5	16,67
20 hours	2	6,67
Not announced	1	3,33
Target Participants		
Teachers	10	33,33
Students or Athletes	19	63,33
Both	1	3,33
Instructor background		
PE teacher	10	33,33
Researcher	8	26,67
General teacher	4	13,33
PE/kinesiology teacher student	3	10,00
PE teacher and PE students	1	3,33
Coach	1	3,33
Student from TPSR program	1	3,33
Not announced	2	6,67
Instructor training		
Extensive research	7	23,33

2-3 training meetings	6	20,00
Self-taught	4	13,33
30-hours intensive training	2	6,67
20-hours intensive training	1	3,33
TPSR program participation	1	3,33
Not announced	9	30,00
Type of physical activity		
Physical Education	12	40,00
Various sports	18	60,00
Students' age (N=20)		
4-10	5	25,00
11-18	15	75,00
Outcomes		
Use of levels in reporting		
Used levels	14	46,67
Used adapted levels	4	13,33
Didn't use levels	12	40,00
Results with levels		
Respect		
Improved	11	60,00
Not improved	2	0,00
Not included	1	6,67
Effort/participation		
Improved	11	60,00
Not improved	2	0,00
Not included	1	6,67
Self-direction		
Improvd	8	53,33
Not improved	3	6,67
Not included	3	6,67
Caring/Leadership		
Improved	10	53,33
Not improved	2	6,67
Not included	2	13,33
Transfer		
Improved	6	40,00

Not improved	2	6,67
Not included	6	26,67

6 DISCUSSION

The trend of TPSR research is still on the course as it was back in 2002 when Hellison and Walsh published their review of the TPSR literature. The interest in the TPSR model in the academic world is on the rise and with that the methodology is also under development. As the model has been developed in the United States, also the majority of the research conducted about the model has been done in the United States. As Hellison and Walsh (2002) and Caballero-Blanco et al. (2013) concluded in their reviews, the most used methodology in TPSR research is qualitative. In particular, case studies are the most common choice according to Hellison and Walsh (2002), Caballero-Blanco et al. (2013) and the present thesis. Case studies are used in TPSR research because the methodology is recommended when the research focuses on individual outcomes, personal experiences and complex social situations (Patton, 2002). The percentage of case studies among TPSR studies is over 50%, which means that the results of over half of the studies are not completely generalisable and due to the methodology can be questioned for objectivity and rigour (Brown, 2008; Hollweck, 2016; R. K. Yin, 1994; Robert K Yin, 1994).

The TPSR model has faced critique in the past about its efficiency and applicability (Hellison & Walsh, 2002; Petitpas et al., 2016; D S Walsh, Ozaeta, & Wright, 2010). The critique and questions about the model have been addressed in two reviews in the past. Hellison and Walsh (2002) concluded in their review that the question about efficiency remains in progress due to methodological issues and gaps in the evidence. However, the studies that had been published before 2002 enhanced the practical and theoretical potential of the TPSR model. Hellison and Walsh recommended that future research should focus on the methodological factors in TPSR research and also on building on the evidence that has already been found. The second review was done as a comparison between the research conducted in the United States and Spain while addressing the questions that previous research has raised about the models applicability and effectiveness. USA and Spain are the current leaders, also according to this thesis' results, in TPSR research so comparison of these two is justified. The TPSR research has evolved greatly in the last 20 years. While the review done in 2002 included only 6 studies from theory or research based peer reviewed journals and great majority of the studies (81%) used case study as a methodology (Hellison & Walsh, 2002). The more recent review done in 2013 had much more studies and the biggest change was the use of

different methodologies. Especially the research conducted in Spain had greater number of studies combining the use of qualitative and quantitative methodology in addition to exclusive application of the quantitative methodology (Caballero-Blanco et al., 2013).

The advancements in methodology can also be seen in this thesis. Out of 43 studies included, 15 used mixed methodology or quantitative methodology. When compared to the earliest review (2002) the gradual shift from only qualitative research to mixed method research is visible.

The research done on the TPSR model evidences the validity of using the model as an intervention programme for youth and children. The data shows that the model has been effective in various contexts (physical education classes, sports, extra-curricular activities etc.) with children and youth from various backgrounds (youth at risk of social exclusion, middle class youth, youth from different countries etc.). Model has also been found effective while using different sports as a vehicle for learning personal and social responsibility (martial arts, soccer, basketball etc.). The variability of different kinds of interventions shows that researchers are interested in the ways that the TPSR model can or could be applied and what effects it could have on the participants. The different variables seen in the data range from simple model outcomes to improvements in health behaviour.

While the TPSR model is vastly researched in different contexts, with different participants, and with different variables, the ways of doing intervention research about the model could be more detailed and structured. The data collection and even systematic reviews could be done if research about the model would follow certain guidelines. As an example, when conducting an intervention research, the article should state the kind of training that has been done (materials used, duration, teacher's background etc.) before starting to implement the model. According to the results in this thesis, the instructors training was not mentioned in over one third of the selected studies. In order to replicate interventions, instructors training is an important step to describe thoroughly and it can also help in developing a training system or a program for teachers and coaches who wish to use TPSR in their classroom or with their teams.

The TPSR model is built on five levels: respect, effort, self-direction, caring and transfer. These levels also act as a guideline in using the model and advancing from one level to the next one when the prior level has been understood and is visibly adhered

to in the group. While doing an intervention about the applications of the level, it would be helpful to use the levels when reporting results. In this thesis, 43% of the intervention studies did not use the TPSR levels while reporting results. Using levels in reporting would also lead to more specific and reviewable results about the models effectiveness and applicability.

6.1 Study limitations

The purpose of this scoping review was to map the existing scientific literature on the Hellison TPSR model. Because this is a review article and only already published articles were used, ethical issues are not concretely associated with this study. Using only published literature may have resulted in missing relevant information because it has been underlined that authors often publish only significant findings leaving the review of the literature biased (Dwan, Gamble, Williamson, & Kirkham, 2013). Also only using articles written in English leaves important articles out of the review, especially when the second biggest country in TPSR research is Spain. A second reviewer would've made the data collection, data charting and data summary more reliable.

The fact that there is no rating of quality for scoping review can make one question whether findings from this kind of review can provide reliable implications for researchers or practitioners (The Joanna Briggs Institute, 2015). Nonetheless, results can bring forth where more in depth reviews or more extensive research could be done.

6.2 Conclusion

Based on this scoping review, the effectiveness and applicability of TPSR model in different contexts and with different populations is strengthened. This review shows that following more rigorous guidelines for designing, applying, and reporting of interventions will benefit future reviewing and bring stability and consistency to research about the TPSR model.

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APPENDICES

Appendix A: articles included in the review

- Beale, A. K. (2012). Fulfilling the promise of making a difference: Creating guards of life with TPSR. *International Journal of Aquatic Research and Education*, 6(3), 249–266.
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Appendix B: Detailed description of articles included in the review (charted data)

Study (name, year, &title)	Country	Research methodology	Purpose of the study	Profile of Participants	Instructor background and training	Duration of the Programme	Physical activity contents	Research objective	Adapted levels (0=adapted levels)	Results related to levels
Barrie Gordon, L. T. & F. H. (2012). A National Survey of New Zealand Secondary Schools Physical Education Programs Implementation of the Teaching Personal and Social Responsibility (Tpsr) Model	New Zealand	Quantitative, survey	review	All PE departments in NZ (370), total of 148 schools responded, Total of 158 teachers from 69 schools who were using tpsr completed the survey. 52,8% taught involuntarily.		a few lessons 11%, units up to one month 38%, a term 25%, half a year 6%, full year 20%	PE	A. to establish how prevalent the teaching of TPSR is in New Zealand secondary school physical education programs. B. to understand how TPSR is taught in New Zealand schools. C. to understand teachers' beliefs about the outcomes that are generated from using the model.		
Beale, A. K. (2012). Fulfilling the promise of making a difference: Creating guards of life with TPSR	USA	Qualitative, intervention, case study	model implementation and outcomes	High school students, grades 9-12, 300 participants	Researcher, training not mentioned	4 times a week, three academic years.	Aquatic fitness, swimming and lifeguard training	This reflective narrative describes a unique collaboration designed to provide high quality health and physical activity programs for youth in underserved communities	0	Respect&participation: prerequisite for program entry, self-direction improved, caring: not discussed, transfer: goal setting & direction for life

										outside of the program better.
Bean, C.N., & F. T. (n.d.). Using a Time-Series Analysis To Evaluate a Female Youth-Driven Physical Activity-Based Life Skills Program Based on the Teaching Personal and Social Responsibility Model	Canada	Mixed methods, intervention, used time-series analysis, case study	model implementation	12 female participants, age 11-14, and 5 youth leaders	3 university students and 2 part-time staff members of the boys and girls club implemented the GJWHF program, training not mentioned	once a week for 8 months =30sessions	Different sports	How well the GJWHF adhered to TPSR and whether this adherence had any impact on PYD outcomes on female youth. PYD=positive youth development		Self-control, effort, self-coaching, leadership, and transfer increased from pre test to post test.
Beaudoin, S. (2012). Using responsibility-based strategies to empower in service physical education and health teachers	Canada	Qualitative, intervention, case study,	teacher ed.	2 PE teachers, female chose all of her classes and male chose one class.	2 PE teachers, self-taught	6 months	PE	aims to show how responsibility-based strategies were used to empower teachers to learn about and implement TPSR in	0	Self-supervision takes time from the teacher and the supervisor but it offered a great opportunity for

to learn and implement TPSR.								their professional practice.		them to improve their efficiency.
Bronikowski, M., & Bronikowska, M. (2009). Salutogenesis as a framework for improving health resources of adolescent boys.	Poland	Quantitative, randomized control trial	improving health behavior	199 adolescent boys (experimental n=84 and control group n=115).	teachers, not mentioned	pre test and post test after 15 months	PE and leisure time activity (moderate to vigorous)	On the basis of sense of coherence the study examined the relationships between self-assessed physical fitness and actual performed cardiorespiratory fitness.	didn't use levels	
Buchanan, A. M. (2001). Contextual Challenges to Teaching Responsibility in a Sports Camp.	USA	Qualitative, intervention, case study,	model implementation	20 participants. 6 main participants (3male, 3 female) teachers.	teachers, 3 hours training	5 weeks	Different sports	To investigate how the staff at a sport camp describe and interpret their experiences regarding implementation of a responsibility model		respect, self-control was not consistently interpreted, participation and effort not clear improvement, self-direction not understood, caring not understood,

										transfer not mentioned
Caballero-Blanco, P., Delgado-Noguera, M. Á., & Escartí-Carbonell, A. (2013). Analysis of teaching personal and social responsibility model-based programmes applied in USA and Spain	Spain	Qualitative, Review of Tpsr interventions in Spain and Usa	review							
Cecchini, J. a., Montero, J., Alonso, A., Izquierdo, M., & Contreras, O. (2007). Effects of personal and social responsibility on fair play in sports and	Spain	Quantitative, randomized control trial	fair play and self-control	186 students (94 females, 92 males) 13-14 years old	teacher, not mentioned	Experimental group A: 20hours TPSR PE with all five levels. Experimental group B: 20 hours TPSR PE with only	Soccer	In this study, we examined the impact of Hellison's (1995) model for the development of personal and social responsibility on fair play and self-control in youth.	didn't use levels	

self-control in school-aged youths.						four first levels. Control group: 20 hours PE				
Coulson, C. L., Irwin, C. C., & Wright, P. M. (2012). Applying Hellison's Responsibility Model in a youth residential treatment facility: A Practical Inquiry Project.	USA	Qualitative, practical inquiry, single-case study	model implementation	1 master's thesis student. Female, one recreational therapy class with 10 boys from 14 to 16 years old.	teacher and doing master's in PE, self taught	50 minutes/3times a week,	Different sports	Description of how Cheryl applied TPSR and adapted teaching strategies from TARE into her teaching.	didn't use levels	
Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. (2010). Implementation of the Personal and Social Responsibility Model to Improve	Spain	Mixed methods, randomized control trial	self-efficacy	42 students, 11 and 12 years old. Intervention group and comparison group.	PE teacher, 30 h training for the teacher	1 year, 2 hours per week	PE	1. Will the teacher perceive that the TPSR model has helped him to improve his teaching practices? 2. Will the teacher perceive changes in responsible behavior?	didn't use levels	

Self-Efficacy during Physical Education Classes for Primary School Children,								3. Will exposure to the TPSR model during physical education classes help the students to improve their self-efficacy?		
Escartí, A., Gutiérrez, M., Pascual, C., & Marín, D. (2010). Application of Hellison's Teaching Personal and Social Responsibility Model in physical education to improve self-efficacy for adolescents at risk of dropping-out of school.	Spain	Mixed methods, randomized control trial	self-efficacy	30 students (23 m and 7 f), 13-14 years old, all for high risk students for dropping out of school.	Pe teacher, 30 h training for the teacher	student intervention lasted 7 months,	PE	(a) What changes are perceived in students after the program?(b) What changes in their behavior do adolescents perceive after participating in the program over a school year?, (c) Does the personal and social responsibility model help to improve the personal and social self-efficacy of participants after the program?	didn't use levels	

Escartí, Amparo; Llopis, Ramón; Gutiérrez, Melchor; Pascual, Carmina; Wrightf, Diana Marine; Wrightf, P. M. (2013). Implementation Fidelity of a Program Designed to Promote Personal and Social responsibility through physical activity: a comparative case study.	Spain	Qualitative (comparative case study), intervention	model implementation	Case 1 school was low socioeconomic (22 students), teacher started first year in that school, case 2 school was low to middle socioeconomic (25 students),	PE teacher, intensive 20-hour training course on TPSR	2 hours/week, one academic year	PE	Was the program implemented with fidelity? Did better fidelity yield better student outcomes?		CASE 1: high fidelity, Respect improved, effort and self-direction improved, CASE 2: weaker fidelity, Respect was the only level that advanced.
Escartí, Amparo; Pascual, Carmina; Gutiérrez Sanmartín, Melchor; Marín, Diana; Martínez, María; Tarín, S. (2012). Applying the Teaching Personal	Spain	Qualitative, review	review							

and Social Responsibility Model (Tpsr) in Spanish Schools Context: Lesson Learned.										
Escartí, A., Wright, P. M., Pascual, C., & Gutiérrez, M. (2015). Tool for Assessing Responsibility-based Education (TARE) 2 . 0 : Instrument Revisions , Inter-rater Reliability , and Correlations between Observed Teaching Strategies and Student Behaviors,	Spain	Mixed methods, Scale revisemen t: TARE 2.0, observatio nal study	instrumen t developm ent	2 public elementary shoos, (1 low economy,1 middle to low), both teachers trained in TPSR		Instrumentatio n: a 5-point rating scale to replace original binary scale in teacher observation. Reduction from 5min to 3min. Continued--->	Major change was replacing original two sections with a new section for observing student interactions using the same time interval sampling.	To describe a revised version of TARE.	0	RESULTS: Inter-rater reliability good, except Modeling respect and showing respect.

Gordon B., & Doyle, S. (2015). Teaching Personal and Social Responsibility and Transfer of Learning: Opportunities and Challenges for Teachers and Coaches.	New Zealand	Qualitative review of transfer of learning,	review					This article draws on the knowledge and understandings of transfer of learning from this wider literature to explore ways in which to help facilitate transfer of learning for practitioners of the Teaching Personal and Social Responsibility Model.		
Gordon, B. (2010). An Examination of the Responsibility Model in a New Zealand Secondary School Physical Education Program.	New Zealand	Mixed methods, case study and quasi-experimental	model outcomes	4 classes, two 18+18 from 13-14 years old (9th grade), two 28+29 from 14-15 years old (10grade),	Pe teacher, self taught	6 months	PE	The study was focused on examining the reality of the RM in practice and investigating the teaching and learning that occurred from the perspectives of both the teacher and the students.		respect improved, self-direction and effort improved, caring improved, transfer no significant changes

Hammond-Diedrich, K. & Walsh, D. (2006). Empowering Youth through a Responsibility-based Cross-Age Teacher program: An investigation into impact and possibilities	USA	Qualitative, intervention, case-study	cross age teaching program	Eight 11-15year olds African American, Top leaders from 4 different RM programs. At least 1 year experience coaching peers, "The Urban Youth Leaders",	Student's from TPSR program, participation	5 weeks, The urban youth leaders taught 40 4th graders for 1h/day in a local sport program. Two sessions(30min)/day and a group meeting where they discussed the day.	basketball, tumbling, and martial arts.	What can be learned from a RM based cross age teaching program that brought together selected urban youth from different rm programs.	didn't use levels	
Hayden, L., Baltzell, A., Kilty, K., & McCarthy, J. (2012). Developing responsibility using physical activity: A case study of team support.	USA	Mixed methods, intervention, case study	model outcomes	110 student-athletes, baseball/softball 30, soccer 29, football/track 29, basketball 22, ADVISORS= baseball 3 coaches and 3 uni students, basketball 4 coaches & 2 uni, football&track 2 coaches & 2 uni,	coaches, 2 hour training	1 year, twice a week	Team Support, PA based youth development program	Is Hellison's personal and social responsibility model implemented in Team Support, as evidenced through the presence of Hellison's four themes of integration, empowerment, teacher-student relationship, and transfer?		respect improved, effort improved, self-direction not discussed, caring improved, transfer didn't show

				soccer 3 coaches & 1 uni						
Hellison, D., & Walsh, D. (2002). Responsibility-based youth programs evaluation: Investigating the investigations.	USA	Qualitative, review, narrative	review	26 studies				this essay draws on 26 empirical studies of the impact of RM on underserved and so-called at-risk youth that have been conducted since its inception.		
Hellison, D., & Wright, P. (2003). Retention in an urban extended day program: A process-based assessment.	USA	Mixed methods, case study	Retention and PYD	78 participants, Coaching club and the apprentice teacher program, usually 10-14 years		9 years for coaching club and 6 for apprentice teacher program.	Different sports	Explore retention by analyzing retention data in two sequential programs over a nine year period and by analyzing self-report data to determine to extent to which youth development processes were being implemented.		30% of responses incorporated mention of attitude/responsibility improvement. 38/43 referred to improvement as a person

Hemphill, M. A. (2015). Inhibitors to Responsibility-Based Professional Development With In-Service Teachers.	USA	Qualitative, INTERVENTION, case-study	Continuing Professional Development	4 PE teachers in Junior high school, all have over 18 years of experience.	4 PE teachers, TARE was used as a training tool. Each teacher met with the researcher two times to go over TARE	4 months (1 semester)	PE	To explore inhibitors to responsibility based CPD with a group of in-service PE teachers.	didn't use levels	
Hemphill, M. a., Templin, T. J., & Wright, P. M. (2013). Implementation and outcomes of a responsibility-based continuing professional development protocol in physical education.	USA	Mixed methods, intervention, case study	Continuing Professional Development	3 teachers, 1st explained the protocol for TARE and practiced using it through video. 2nd independent using of TARE and comparing results.	3 PE teachers, 2 training session with the researcher	4 months	PE	The purpose of this study was to provide a novel responsibility-based CPD experience to three physical educators and examine its impact on a middle school physical education program in the USA.	didn't use levels	

Jinhong J., Wright, P. (2012). Application of Helisson's Responsibility Model in South Korea : a Multiple Case Study of ' At - Risk ' Middle School Students in Physical Education.	South Korea	Qualitative, intervention, multiple case-study	Cultural adaptation	6 8th graders (3 male, 3 female), at risk for academic failure.	researcher, extensive research	20 hours	PE	the purpose of the current study is to describe and interpret the cultural translation of TPSR in the PE program of a South Korean middle school and consider its relevance for at risk students.		significant improvement in respect, self-direction and effort improved, caring improved, transfer not assessed.
Lee, O., & Martinek, T. (2012). Factors Influencing Transfer of Responsibility-Based Physical Activity Program Goals into Classrooms.	USA	Qualitative, intervention, case study,	Transfering skills	2 males, 3 girls, 4th and 5th grade, participated from 1 to 3 semesters with at least 80% attendance.	not announced, not announced	1-3 semesters	Project effort, no sport was included	The purpose of this study was to investigate what influences the transfer of responsibility-based physical activity program goals into classrooms.	didn't use levels	

Li, W., Wright, P. M., Rukavina, P. B., & Pickering, M. (2008). Measuring students' perceptions of personal and social responsibility and the relationship to intrinsic motivation in urban physical education.	USA	Mixed methods, scale development PSRQ	Intrinsic motivation	253 middle school students(108males , 145females)		3 days testing		Validate two factor measure of Personal and Social Responsibility Questionnaire (PSRQ)		Scales were valid.
Martinek, T., Shilling, T., & Johnson, D. (2001). Transferring personal and social responsibility of underserved youth to the classroom.	USA	Qualitative, intervention, case study,	model outcomes	16, elementary students, Also 9 classroom teachers and 8 mentors who worked with the children in their school.	five training sessions for mentors, 2 training sessions for teachers	6 months	Project effort, no sport was included	The purpose of this paper is to describe the impact of a 6-month sport club and mentoring program, Project Effort, for 16 elementary school youngsters who live in the "Grove" area of Southeast Greensboro, North Carolina.		respect:3/16 most, 7/16 some, 6/16 little of the time, participation: 6/16 most of the time, 8/16 some of the time, 2/16 little of the time, self-direction: 3/16 most, 3/16 some, 10/16 little of the time, caring: 3/16 most, 5/16 some, 8/16 little of the time, transfer: 5/16

										high transference, 5/16 medium, 6/16 low transference,
Melendez, Anthony, Martinek, T. (2015). Life after Project Effort: Applying values acquired in a responsibility-based Physical activity program.	USA	Qualitative, multiple- case design (semi- structured interviews)	model outcomes	5 participants (over 18, 2male,3female, 2 out of US), at least 3 years in Project effort,	not mentioned, not mentioned	3 years in project effort	sports	The purpose of this study was to investigate what TPSR values former participants' have acquired in Project Effort and through other sources, and how they have guided their lives.		all about transfer: Respect was deemed 1/4 most important things in their lives.Effort was 1/4 most important things in the participants' lives.2 participants:self- direction=importan ce of not relying on other people to do things. 3 parts:self direction=having control of his/her life. Team work and helping others

										was learned and helping others was 1/4 most helpful skills the participants had learned.
Mowling, M. M., Brock, S. J., & Hastie, P. (2011). African-American children's representations of personal and social responsibility.	USA	Qualitative, case study,	Attitudes and beliefs	47 5th graders(24f and 23m)		0	PE	Examine 12 grade five elementary school students' attitudes and beliefs concerning personal and social responsibility in PE.		
Okseon, L. (2012). Teacher Candidates' Implementation of the Personal and Social Responsibility	USA	Qualitative, intervention, case study	model implementation	5 PE teacher students(3F,2M), 22-24 years old, placed to elementary or secondary	Pe teacher students, not mentioned	Observed 5 h and taught 25 hours, one semester	PE	How PE teacher candidates perceive their implementation of the TPSR model and how they actually	didn't use levels	

Model in Field Experiences.								implement it during field experience.		
Pan, Y. (2014). Teaching Responsibility Through Physical Education : Research and Applications in Taiwan,	Taiwan	Qualitative, review	review							
Romar, J.-E., Haag, E., & Dyson, B. (2015). Teachers' experiences of the TPSR (Teaching Personal and Social Responsibility) Model in Physical Education.	Finland	Qualitative, intervention, case study,	teacher ed.	8 teachers	PE teachers, 2 training sessions	October to December	PE	the purpose of this study was to understand the experiences of Finnish in-service teachers about using TPSR.	didn't use levels	

Schilling, T. a. (2001). An investigation of commitment among participants in an extended day physical activity program.	USA	Qualitative, case study	commitment	7 participants: 7th grade(1m/1f), 1 8th grade male, 4 9th grade(1m/3f), All had participated in project effort, previous participation in apprentice teacher program, and were currently involved in project effort.		3interviews in 4 months. Participants had been in project effort for at least 4 years.	Project effort, no sport was included	Qualitatively investigate underserved youth participants' perceptions of program commitment over a multiyear period to an extended day physical activity program called Project Effort.		
Severinsen, G. (2014). Teaching personal and social responsibility to juniors through physical education.	New Zealand	Qualitative, action research, case study of one teacher (field notes and informal interviews), intervention	model implementation	27 students, age 5-6 and their parents	Instructor Master's level PE teacher, self-taught,	1 year, 30min 3-4 times a week	PE	This paper examines the implementation in practice of TPSR to junior primary school students.		respect improved, effort improved, self direction not mentioned, caring improved, transfer not discussed

Walsh, D. S., Ozaeta, J., & Wright, P. M. (2010). Transference of responsibility model goals to the school environment: Exploring the impact of a coaching club program.	USA	Qualitative, intervention, case-study (one group),	transfering skills	13 elementary (9-11 years of age) students (11 boys, 2 girls)	lead researcher and the second author were the instructors. Both had experience of TPSR	2 years	Coaching club (basketball)	To examine the degree of transference of the four primary TPSR goals from a Coaching Club program to the participants' school environment.		respect improved, effort improved, self-direction improved, caring improved, transfer good,
Walsh, D. S. (2007). Supporting Youth Development Outcomes: An Evaluation of a Responsibility Model-Based Program.	USA	Mixed method (quant&quali), intervention, comparative case study	model outcomes	10 4th-5th graders (9boys,1girl), african american, from local low income housing	not mentioned, not mentioned	1 academic year, 10-14 sessions(1 hour/session)	basketball	How do Coaching club experiences compare to participants' school experiences in supporting youth development outcomes? Is TPSR an effective youth development model for PA-based programs?	0	

Walsh, D. S. (2012). a Tpsr – Based Kinesiology Career Club for Youth in Underserved Communities.	USA	Qualitative, intervention protocol	protocol	12-15 students, Explanation of KCC and how it relates to TPSR			martial arts, weight training, dance, and fitness activities.			
Walsh, D. S., Veri, M. J., & Willard, J. J. (2015). Kinesiology Career Club: Undergraduate Student Mentors’ Perspectives on a Physical Activity-- Based Teaching Personal and Social Responsibility Program.	USA	Qualitative, intervention, case- study	mentor's perspective	8 students to KCC	Pe/kinesiology teacher student, not announced	10-12 weeks during fall and spring, twice a week	Kinesiology Club	The purpose of this article is to present university student mentors’ perspectives on the impact of KCC. Examining		respect moderate improvement, effort moderate improvement, self- direction improved, caring improved, transfer improved,
Wright, M., Whitley, M. A., & Sabolboro, G. (2012). Conducting a TPSR program for an	USA	Qualitative, intervention protocol	protocol	10 females 8-10 years old	researcher, extensive research	once a week for 6 weeks	Let's Move it program, different activities	The purpose of this article is to outline the delivery of this TPSR Model program, including the challenges that were encountered, the	didn't use levels	

underserved girls' summer camp.								successes that were experienced, and the overall lessons that were learned.		
Wright, P. M., & Burton, S. (2008). Implementation and Outcomes of a Responsibility-Based Physical Activity Program Integrated Into an Intact High School Physical Education Class.	USA	Qualitative, intervention, case study (one group)	model outcomes	35 high school students (21 girls, 14 boys). Data is shown for 23 students (14 girls, 9 boys) because they had parental consent.	lead researcher was the instructor with 10 years of experience with TPSR	two lessons per week for 10 weeks.	Tai Chi Tiger program, martial arts	the purpose of the current study was to systematically explore the implementation and short-term outcomes of a responsibility-based physical activity program that was integrated into an intact high school physical education class.		respect didn't improve, effort didn't improve, self-direction didn't improve, caring improved, transfer not discussed
Wright, P. M., Dyson, B., & Moten, T. (2012). Exploring the individualized experiences of participants in a responsibility-based	USA	Qualitative, intervention, case study	model outcomes	Four male 10-13 years old	lead researcher and the second author were the instructors.	once a week from 2008-2010	Kung-fu club, martial arts with physical fitness training	a) to provide rich descriptions of several youths and their experience of a community-based TPSR program and b) to use the findings to		respect moderate improvement, effort moderate improvement, self-direction moderate improvement,

youth development program.					Both had experience of TPSR			evaluate the program's effectiveness in terms of providing meaningful experiences to individual youth participants.		transfer not discussed
Wright, P. M., White, K., & Gaebler-Spira, D. (2004). Exploring the Relevance of the Personal and Social Responsibility Model in Adapted Physical Activity: A Collective Case Study.	USA	Qualitative, intervention, collective case study	model adaptation for children with disabilities	5 children from ages 4 to 8 and 7 children from 9 to 11. 5 participants were included in the study.	lead researcher was the instructor with 10 years of experience with TPSR	13 weeks, once a week	The Developmental Martial Arts Program (DMAP)	Purpose was to examine the application of TPSR in an adapted martial arts class.	0	
Wright, P. M., & Craig, M. W. (2011). Tool for Assessing Responsibility-Based Education (TARE): Instrument	USA	Mixed methods: Scale development: observational	instrument development	Pilot testing: authors observed video material of 1st author using TPSR. Field testing: 4 secondary PE		TARE was presented to a panel of experts for review.	TARE reliability: elementary school, 18 different lessons taught by 2			RESULTS: .80 benchmark exceeded. "Setting expectation" and "giving choices and voices" had lowest level of total

Development, Content Validity, and Inter-Rater Reliability.		instrument TARE		classes, inter-rater agreement and content validity was achieved.			different instructors. Authors were observers.			agreement. Section 2 and 3, less stringent standard, ranged from 77,8% to 100% agreement.
Wright, P. M., Li, W., Ding, S., & Pickering, M. (2010). Integrating a personal and social responsibility program into a Wellness course for urban high school students: assessing implementation and educational outcomes.	USA	Mixed methods, intervention, descriptive comparison group design	model implementation and outcomes	122 high school students (57 boys, 65 girls),	lead researcher was the instructor with 10 years of experience with TPSR	18 times, once per week throughout the academic year.	Tai Chi Tiger program, combined with goal setting	the twofold purpose of this study was to assess the implementation and educational outcomes associated with this particular TPSR program.		Respect improved, effort improved, self direction improved, caring moderate improvement, transfer moderate improvement