

**Levels of Independence/Instruction  
With Competitive Game Play**

**A Rubric Scale**

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## Levels of Independence/Instruction With Competitive Game Play A Rubric Scale

### Level 1

Structured, instructional competitive game play during physical education class. The game is structured and organized by a teacher and run by the teacher. The teacher explains the game, establishes the rules, demonstrates how to play, coaches during the game and interrupts the game as often as necessary to remind and instruct about game skills, rule following, and sportsmanship. Disputes are mediated by the teacher, students are required by the teacher to sit out to give a turn to others (and to learn by watching), and students are directed by the teacher to sit out for a period of time to achieve greater calm and emotional/behavioral self-control. Students follow this calming step with minimal disruption and with only occasional repetition of the direction, completing a brief verbal reflection with the teacher (with only some prompting needed by the teacher) before reentering the game.

### Level 2

Structured, instructional competitive game play during physical education class. The game is structured and organized by a teacher and run by the teacher. The teacher explains the game, establishes the rules, demonstrates how to play, provides some coaching during the game and *occasionally* interrupts the game to remind and instruct about game skills, rule following, and sportsmanship. Disputes are settled *by students under the supervision of the teacher*, students are required by the teacher to sit out to give a turn to others (and to learn by watching). Students are required by the teacher to sit out for a period of time to achieve greater calm and emotional/behavioral self-control. Students follow this calming step *without* disruption and with *minimal* repetition of the direction, completing a brief verbal reflection with the teacher (with minimal prompting needed by the teacher) before reentering the game.

### Level 3

Competitive game play (of a familiar game) during physical education class is preceded by minimal teacher instruction. The game is set up and organized by a teacher but run by the students playing the game, including students explaining the game, reviewing the rules, and demonstrating how to play. The teacher provides some coaching *after* the

game and does not interrupt the game to remind and instruct about game skills, rule following, and sportsmanship. Disputes are settled *by students under the supervision of the teacher*, students are *expected* to follow the schedule of sitting out to give a turn to others (and to learn by watching) with few reminders. Students are called out of the game by the teacher to sit out for a period of time to achieve greater calm and emotional/behavioral self-control. They follow this calming step without hesitation, argument, or disruption and without repetition of the direction. Students complete a brief verbal reflection with the teacher that requires no prompting or redirection before reentering the game. The calming routine is effective as reflected in the students' improved and sustained self-control upon reentering the game.

#### Level 4

Independent competitive game play at recess, organized by students and run by students but observed by an adult. Students decide the rules, students handle disputes. Fair play and good sportsmanship is the expected norm. An adult supervisor interrupts the game as needed to remind about rule following, self-control, and sportsmanship. Disputes are mediated by the students with occasional adult supervision. Students are called out of the game by the adult to sit out for a period of time to achieve greater calm and emotional/behavioral self-control. They follow this calming step without hesitation, argument, or disruption and without repetition of the direction. Students complete a brief verbal reflection with the adult that requires no prompting or redirection before reentering the game. It's at this level that a Recess Plan Program is implemented (<https://kevinplummerphd.com/recess-plan/>). If the Recess Plan is not highly successful, the Good Fit Program (<https://kevinplummerphd.com/good-fit/>) is added to the intervention.

#### Level 5

Independent competitive game play at recess, organized by students and run by students. Students decide the rules, students handle disputes. Fair play and good sportsmanship is the expected norm. An adult is supervising recess but not necessarily spending all that supervision time on the competitive game. Students are expected to recognize when they need to remove themselves from the game to regain calm and self-control and they are expected to execute that routine without hesitation or disruption. The Recess Plan Program and Good Fit Program are no longer needed.