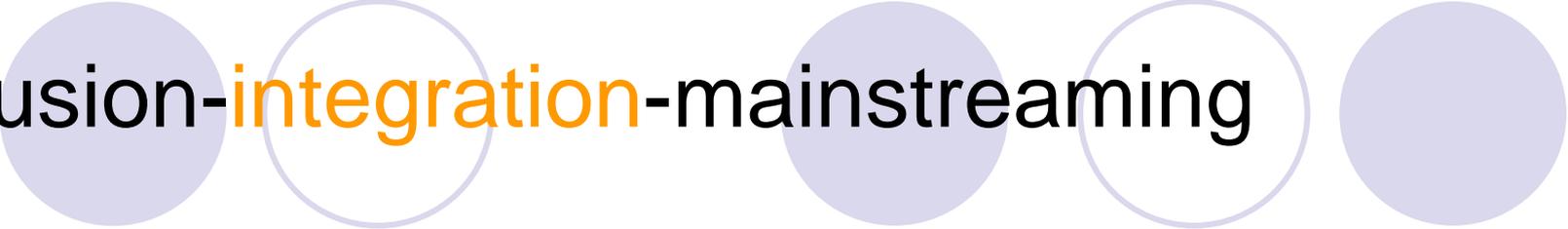


STATE OF KNOWLEDGE ABOUT INCLUSION OF CHILDREN WITH DISABILITIES INTO GENERAL PHYSICAL EDUCATION

Martin Kudláček

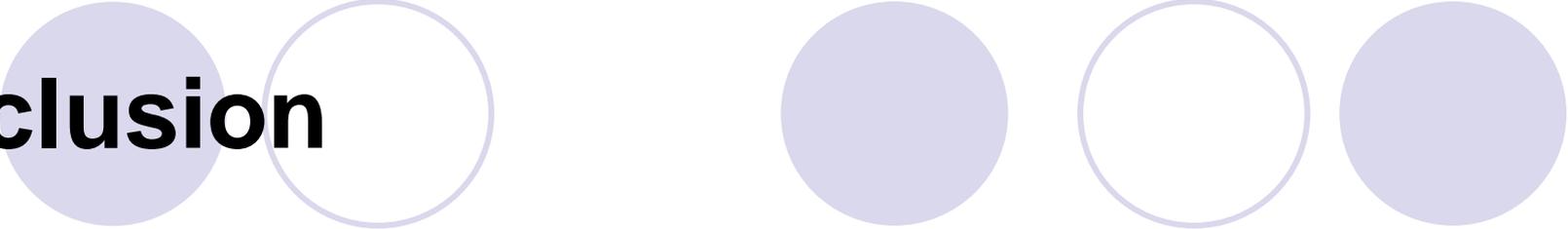
*Faculty of Physical Culture
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Czech Republic*



Inclusion-**integration**-mainstreaming

- Inclusion as widespread educational policy
- Inclusion - BANDONWAGON
- Inclusion - What we know about it?
- Inclusion - Crosscultural issues? (US vs. EU)
- Inclusion - What shall we do?

Inclusion



- The **practice** of placing many different kinds of students together in general physical education, and the **philosophy** that students should be educated **together in one classroom** instead of separate classrooms designed to meet special needs.
- Inclusion means the **general PE teacher** will make the **necessary changes** in didactics, pedagogy, and curriculum to assure that **all students** will achieve their **PE goals** and **feel safe, happy, comfortable**, and **successful** in the PE setting.”

Widespread educational policy

- Growing number of students with disabilities being included in general education **BUT....**
- In most cases **teachers are not permitted** to decide if they will have a student with a disability in their class, but they can decide to which extent they will include this student.
- Great difference between **dumping children** with disabilities without **proper support** into general programs and including them in education.
- According to Sherrill (1998, p. 107), “The practice of assigning almost everyone to regular physical education and assuming that teachers will take the initiative in adapting instruction is widespread.”

Inclusion - BANDONWAGON



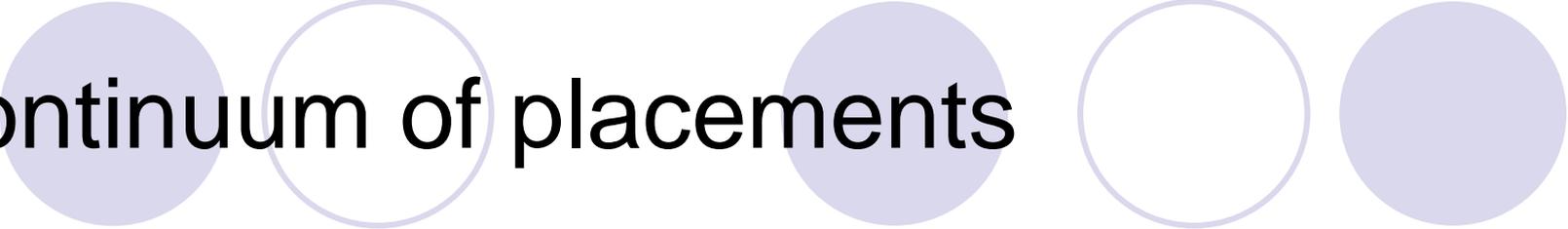
- Inclusion vs. LRE placement
- What is the appropriate placement?
 - Predispositions of student
 - Curriculum
 - Environment
 - Equipment
 - Readiness of teachers, parents, specialists
 - Continuum of services
 - **USA vs. EU** vs.....*other places*
 - **PARTICIPATION** (ICF – model)

Adapted physical education in your country?

- **Think for yourself**
- **ARE CHILDREN WITH DISABILITIES**
 - (a) in special schools
 - (b) in general education
 - (c) in special and general setting

Continuum of placements - LRE

- 1. Full inclusion with no adaptations or support**
- 2. Full inclusion with curriculum adaptations**
 1. multilevel curriculum-presenting the same content but at different levels
 2. curriculum overlapping-presenting alternative curriculum goals within the same activity
- 3. Full inclusion with trained peer tutors**
 1. traditional/unidirectional peer tutoring
 2. reciprocal/bidirectional peer tutoring: both students with special needs and their typically developing peers take turns tutoring each other based on the task at hand
 3. cross-aged peer tutoring: older students with or without special needs tutor younger students with special needs
 4. class-wide peer tutoring: teams are formed and given specific sheets to practice; tutoring occurs reciprocally;
- 4. Full inclusion with teacher assistants**
 1. full time: assistant accompanies child full time throughout the day
 2. flexible schedule: assistant accompanies child only when necessary
- 5. Full inclusion with interpreter**



Continuum of placements

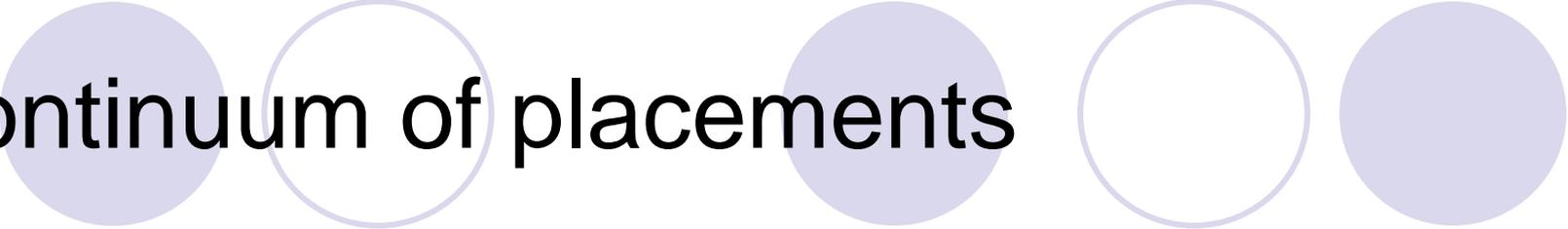
6. Part- Time Segregated Placement Options

- Split placement without support
 1. student-directed: student directs unit modifications as needed
 2. teacher-directed: teacher directs unit modifications as needed
- Split placement with support
 1. flexible schedule: child attends both integrated and segregated classes, based on unit of instruction, with support
 2. fixed schedule: child attends both integrated and segregated classes with support

7. Community-Based Options

- Part time: child's time is divided between community- and school-based activities
- Full time: curriculum is implemented through community-based activities

Continuum of placements



8. Full-Time Segregated Placement Options Within a Regular School District

- Small group
 1. reverse integration: typically developing peers attend classes with peers with disabilities and assist as needed
 2. specialist-directed: specialist directs activity of group
- One-to-one
 1. reverse integration: typically developing peer attends class with peer with disability
 2. specialist-directed: specialist directs activity of student

9. Segregated Placement Options

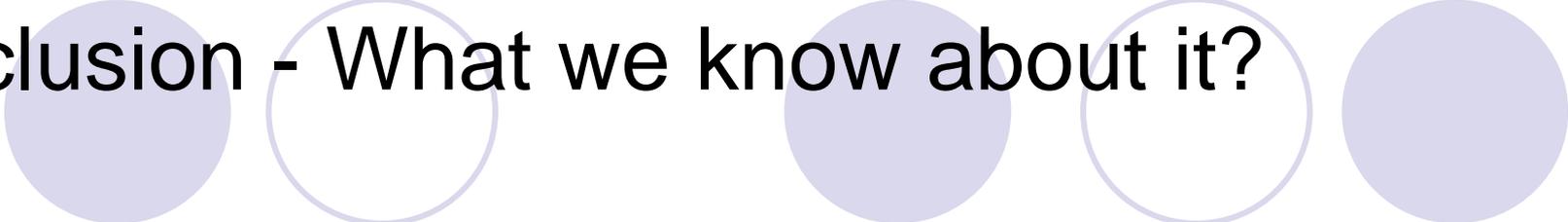
- Day school for specific disabilities
- Residential school for specific disabilities
- Home schooling
- Hospital setting



APE IN YOUR COUNTRY?

- **Independent work** (what do you believe are THE BIGGEST BARRIERS/ LIMITATIONS?)
 - TEACHERS
 - STUDENTS
 - CONDITIONS
 - CURRICULUM

Inclusion - What we know about it?



- APAQ 2(4) 1985 – Special issue on „mainstreaming“
- „Few topics are of more widespread interest to APAQ readers than mainstreaming in physical education. Yet ...little reseach has been published.... (Broadhead, 1985).
- It is difficult to draw definite conclusions regarding the impact of inclusion in GPE on performance and learning of students without disabilities because of differences in research designs, individuals sampled, assessment instruments and data analyses.... (Obrusníková, Válková and Block, 2003).

ADAPTED PHYSICAL ACTIVITY QUARTERLY
APAQ, 2007, 24, 103-124

Inclusion in Physical Education: A Review of the Literature From 1995-2005

Martin E. Block
University of Virginia

Iva Obrusnikova
University of Delaware

The purpose of the review is to critically analyze English-written research articles pertaining to inclusion of students with disabilities in physical education published in professional journals both within and outside of the United States from 1995-2005. Each study included in this review had to meet seven a priori criteria. Findings of the 38 selected studies were divided into six focus areas: (a) support, (b) affects on peers without disabilities, (c) attitudes and intentions of children without disabilities, (d) social interactions, (e) ALT-PE of students with disabilities, and (f) training and attitudes of GPE teachers. Recommendations for future practice and research are embedded throughout the article.

A CONTEMPORARY REVIEW OF ENGLISH LANGUAGE LITERATURE ON INCLUSION OF STUDENTS WITH DISABILITIES IN PHYSICAL EDUCATION: A EUROPEAN PERSPECTIVE

Deirdre O'Brien

EMMAPA Student; Faculty of Physical Culture at Palacky University, Olomouc, Czech Republic

Martin Kudláček

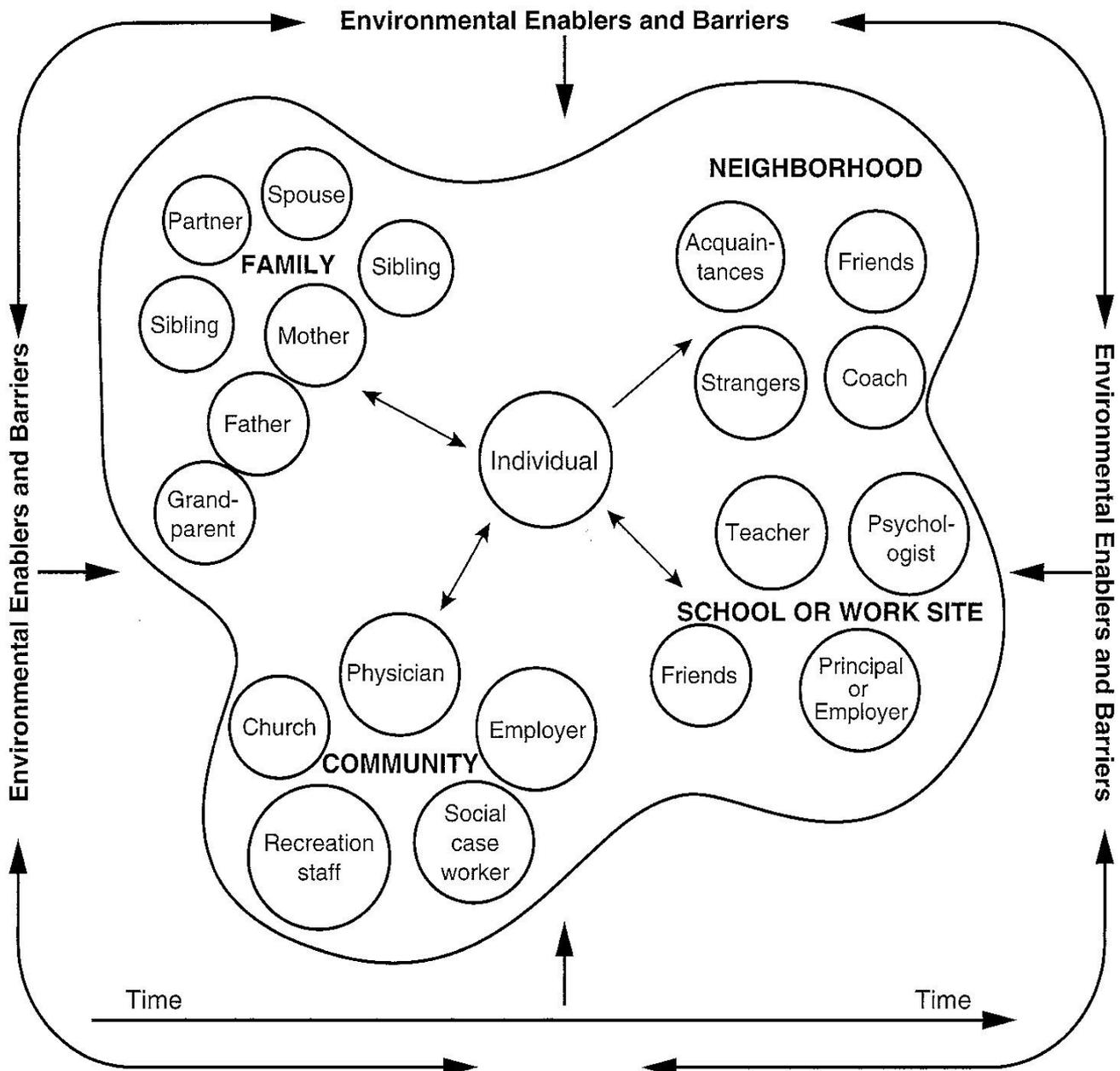
Faculty of Physical Culture at Palacky University, Olomouc, Czech Republic

Peter David Howe

Loughborough University, Peter Harrison Centre for Disability Sport, UK

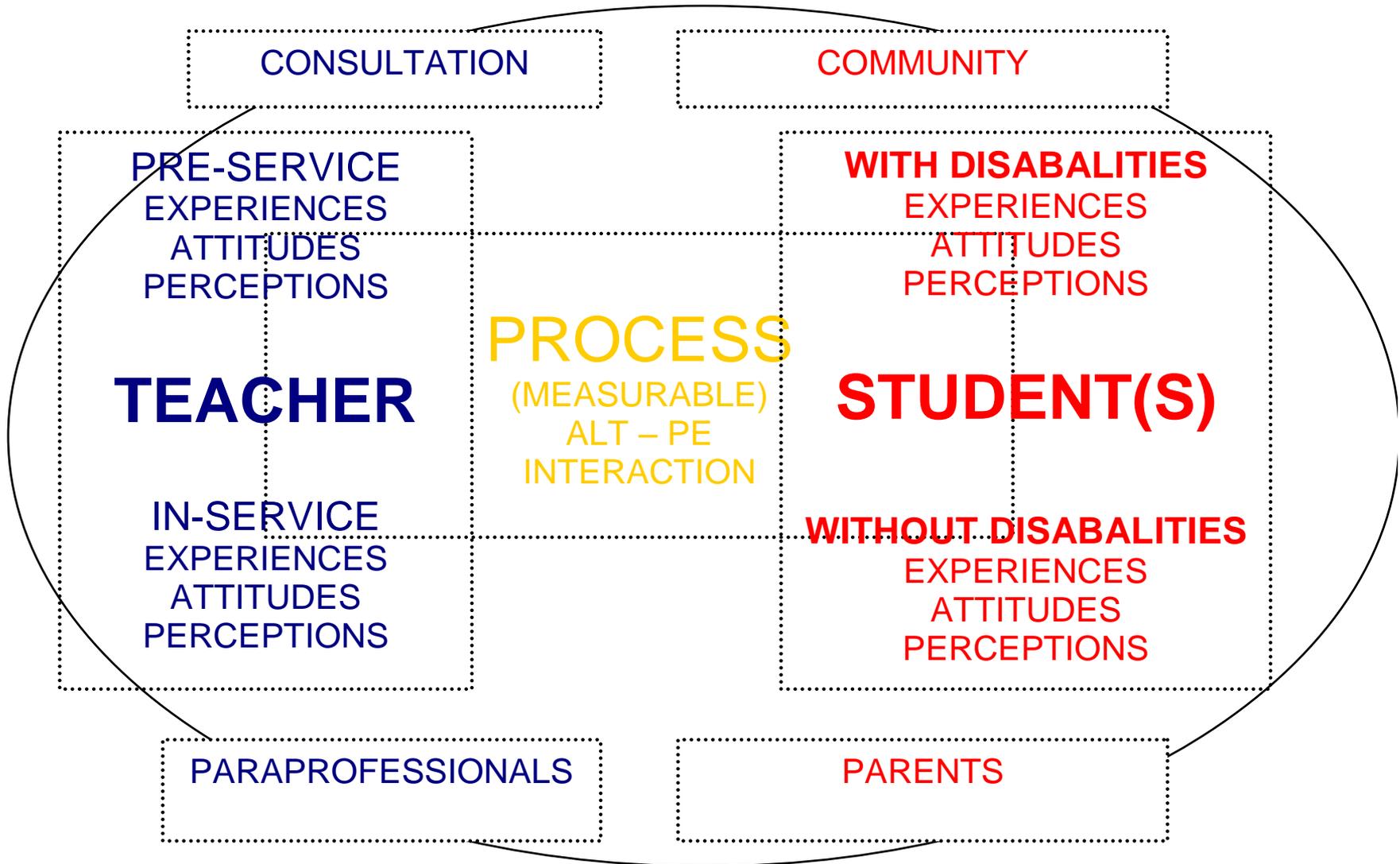
The state of inclusion for students with disabilities in general physical education (GPE) varies across European countries. In many countries inclusive physical education is still a developing practice. The purpose of this review of literature published in English is to highlight current debates surrounding the inclusion of students with disabilities in physical education, in hope that there might be a degree of consensus of opinion surrounding the facilitation of inclusive practices within Europe. This review covers an eight year period commencing in early 2000. A total of twenty seven articles are highlighted in this review using the Theoretical Model for the Study of Classroom Teaching (Dunkin & Biddle, 1974) which suggests that study of teaching and learning involve four variables: presage (teacher), context (students), process (interaction) and product. The ultimate aim of this review is to use recent publications in the field of APA to highlight a need for the establishment of professional guidelines for successful implementation of good practice within GPE throughout Europe.

Figure



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Figure 2. The model of research on inclusion in physical education



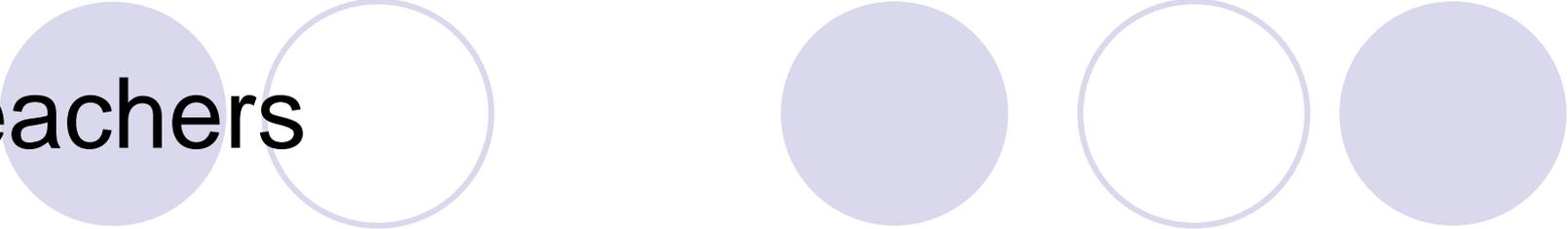
O'Brien et al. (2009) EUJAPA

- Context Variables - Students in Inclusive Physical Education
 - Pre-service Training of Teachers
 - Attitudes of PE teachers towards inclusion
 - Teachers' Concerns and Perception about Barriers in Inclusive PE
 - Support Personnel in Inclusive Physical Education
- Process Variables – Interaction in Inclusive Physical Education
 - Students without disabilities
 - Interaction in Inclusive Physical Education
 - Experiences of Students with Disabilities with Inclusion
 - Peer tutoring in Inclusive Physical Education
 - Social Interaction and Active Learning Time in Physical Education (ALT-PE)
- Product Variables – Effectiveness of Inclusive Physical Education

Teachers (perceptions of inclusion)

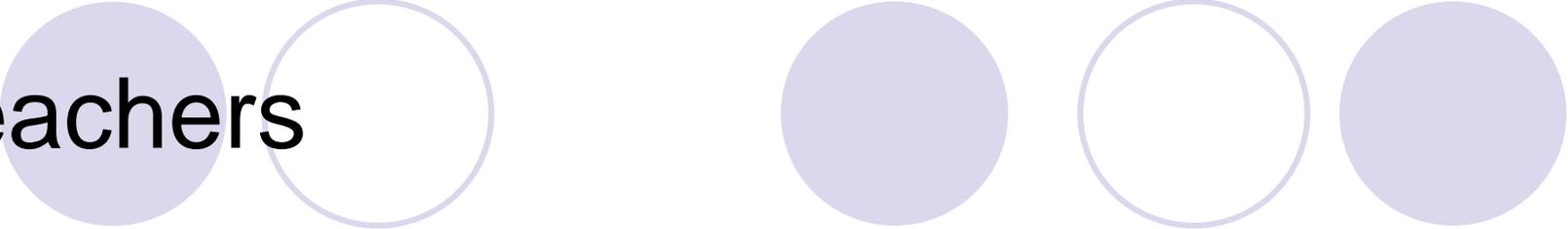
- LaMaster, Gall, Kinchin, and Siedentop (1998) Teachers were constantly struggling to provide appropriate teaching. The teaching issues were divided into instructional (how to teach particular student, how to adapt activity) and managerial (how to manage students' behavior). Teachers also stated that they felt like they were **inadequately prepared to teach effectively in integrated classes. Last issue was little or no support from school in including students with disabilities.**
- Lienert, Sherrill, and Myers (2001) Participants were from the USA and Germany. Teacher had personal concerns about uncertainty and worry about everyday demands and their **competence** to meet these demands. In managerial concerns teachers were worried about **lack of resources, large class sizes and inadequate facilities**. In consequence concerns they worried about kids teasing children with disabilities, or students with disabilities annoying other kids. Teaching was also reported to be **much more difficult in an inclusive setting**. Finally teacher held **collaboration concerns** about support and team teaching with other professionals or support personnel.

Teachers



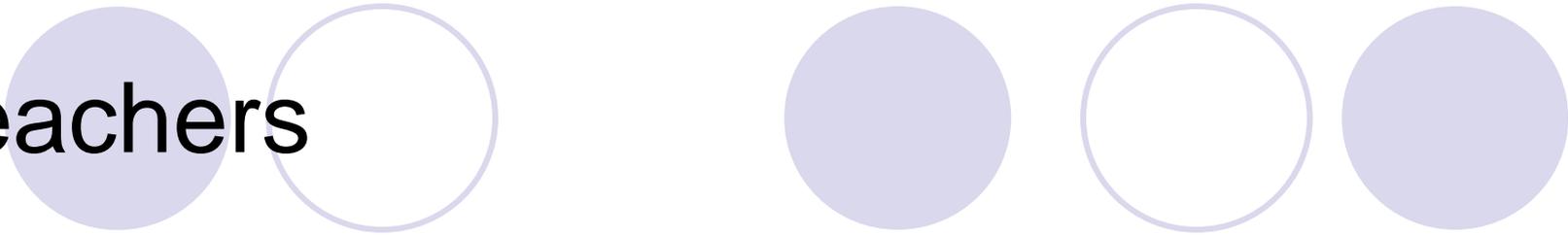
- **Lieberman, Houston-Wilson & Kozub (2002)** used self made questionnaire to study perceptions of 148 teachers about **barriers to inclusion** students with visual impairment in general physical education.
 - **Professional preparation,**
 - **equipment,**
 - **programming,**
 - **time**
- **Morley, Bailey, Tan and Cooke (2005)** belong to few Europe based studies focused on **perceptions (views) of forty three teachers on inclusion**
- Main concern to be about:
 - **the level of participation.**
 - **lack of support services**
 - **and training**
 - **accessibility of environment.**

Teachers



- **Feijgin, Talmor and Erlich (2005)** studied **professional burnout** of 363 PE teachers in Israel in relation to inclusive PE. Low burnout level BUT many barriers to successful inclusion.
 - **suitability of sport facilities,**
 - **difficulties in assessing the students,**
 - **safety,**
 - **adapted teaching methods,**
 - **reports to parents.**
- **Davis et al. (2007).** ($n = 76$ paraeducators)
 - **16%** reported receiving **specific training in physical education;**
 - **90%** indicated a **willingness to be trained.**
 - **38%** indicated **participating in physical education** by escorting students, providing cues, and working individually with students.
 - **28%** of the physical education paraeducators assisted with **assessments,** shared **IEP suggestions,** or helped implement **behavior modification programs.**

Teachers



- **Smith (2004)**

- Teachers **expressed a commitment** to providing pupils with SEN with ‘equal opportunities’—to participate in the same learning contexts as their ‘more-able’ peers—in practice, this was not always the case.
- Tendency of teachers to prioritize **‘traditional’ team games** within PE serves to exclude, rather than facilitate the full inclusion of many pupils with SEN.

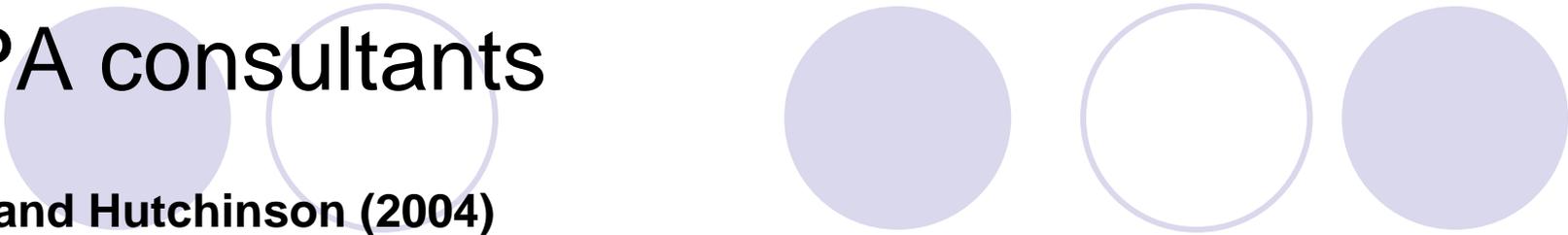
- **Herold and Dandolo (2009)**

- The findings highlighted four significant areas of impact:
 - the role of **teacher training** and development;
 - the role of learning **support assistants**;
 - **resources**;
 - the limitations of the **National Curriculum in Physical Education** as a framework for inclusion.

Environment - Context

- School district model (SAPEN questionnaire)
 - Heikinaro-Johansson, Sherrill (1994)
- Consultant service model (case study)
 - Heikinaro-Johansson, Sherrill, French, Huuhka (1995)
- **Lytle and Collier (2002)**
 - **Skills, attitudes and knowledge** of the APE specialist combined with the educational environment were influential factors in the types of services provided.
 - The use of consultations and their implementation were often **influenced by the social, intellectual and physical environment.**
 - All participants commented that no **formal training in consultation** was provided as part of their training.
- **What do we know about EUROPE?**

APA consultants



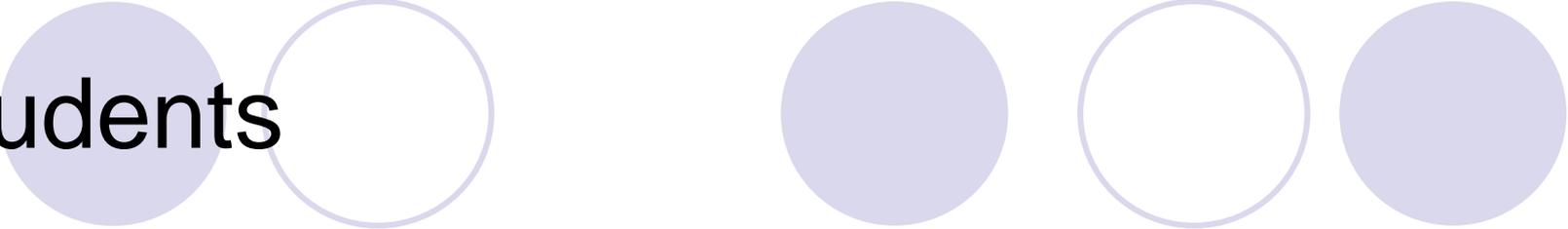
Lytle and Hutchinson (2004)

- **Various roles** of the APE teacher were presented:
 - (a) advocator;
 - (b) educator;
 - (c) courier;
 - (d) resource coordinator;
 - (e) supporter/helper.
- There were some negative reactions to the supporter/helper role, as the situation of **territorial issues with the GPE teacher** often arose. Overall it was highlighted that the various roles in the consultation process is a huge part of the APE teacher's daily life.
- **Specific training in consultation** was not part of the participants' APE training.

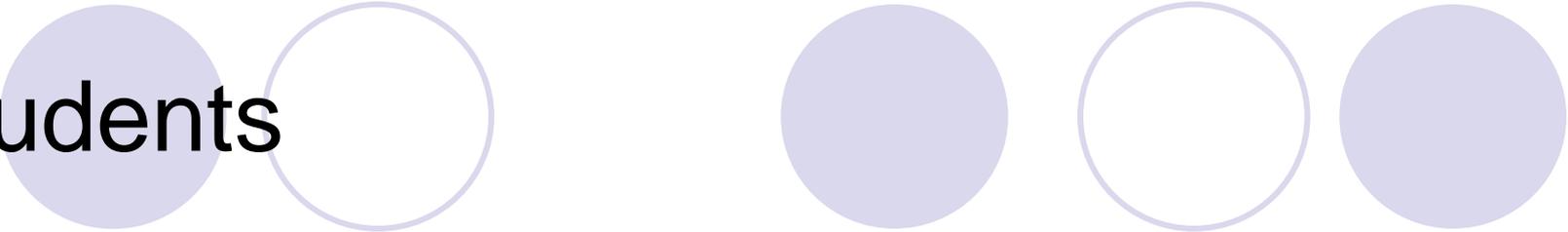
Kudláček et. al. (2008)

- **High teaching loads** (44–90 students) and served wide range of schools (1–20), which created quite different teaching profiles.
- Most teachers were **involved in APE consulting**.
- The needs to incorporate **issues of consulting** into teacher preparation and change the university studies more relevant to “real life teaching”.

Students



- Goodwin and Watkinson (2000) with the title “Inclusive physical education from the perspectives of students with physical disabilities.” They have used field notes, drawings and focus group interviews to describe phenomenon of inclusion. In study we can find that students have both good and bad experiences. Good experiences were expressed as: a) sense of belongings, b) skillful participation, and c) PE benefits while bad experiences were: a) isolation, b) questioned competence, and c) isolation.
- Goodwin (2001) extended this study when she focused on interaction or rather perception of children with disabilities of interaction with (help of) non-disabled peers. She has examined the meaning of help by non-disabled peers and found out that help (assistance) can be both positive (supportive, empowering) and negative (disempowering). Therefore it is crucial to understand the ways of appropriate reinforcement and to teach it to elementary school children.



Students

- Hutzler, Fliess, Chacham and Auweele (2002) focused on perspectives of 10 students with physical disabilities on inclusion and empowerment.
- Five main categories of themes:
 - a) **assistive devices** which might facilitate inclusion and empower students to participation;
 - b) physical activity in “**none inclusive fashion – let them do what they can**”;
 - c) **peers** were either **supporting** or **limiting factor**,
 - d) **important adults** (parent or adults role model) influenced the amount of participation, and
 - e) self-representing the **opportunity to experience self** using internal type of personal resources.

Inclusion as process and outcome

- Obrušníková, Válková, Block (2003) - effect
- Halamičková, Válková (2003) - process (CP) Czech
- Place, Hodge (2001) - ALT-PE; interview (CP, spina bifida)
- Vogler, Koranda, Romance (2000) ALT-PE; interview (CP)
- Vogler, van der Mars, Darst, Cusimano (1990) ALT-PE (not specified)
- Lieberman, Dunn, Van der Mars, McCubbin (2000)
 - Effect of peer tutors (HI)
- Klavina and Block (2008). Effect of peer tutors (PD)
- Klavina (2008). Effect of peer tutors (PD)

Peer tutoring

● Klavina and Block (2008)

- During the voluntary peer support segment, the mean scores of **interaction behaviours with other peers**, not designated as peer tutors **increased** for all students with SMD.
- Inadvertently the **teachers' interaction behaviour decreased** during voluntary peer support.

● Klavina (2008)

- Studied effect of peer-mediated and teacher – directed instructions on the activity engagement time of students with severe and multiple disabilities (SMD).
- During peer-mediated support conditions the **instructions provided by tutors were more frequent** than instructions provided by teachers during teacher-directed conditions.
- Physical behaviour data indicated that peer-mediated conditions resulted in **similar levels of physical behaviour** for all students with SMD when compared to teachers directed conditions.
- Also, for all students with SMD the activity engagement time data was higher in conditions where peer tutors were involved.



Block and Obrusnikova (2007)

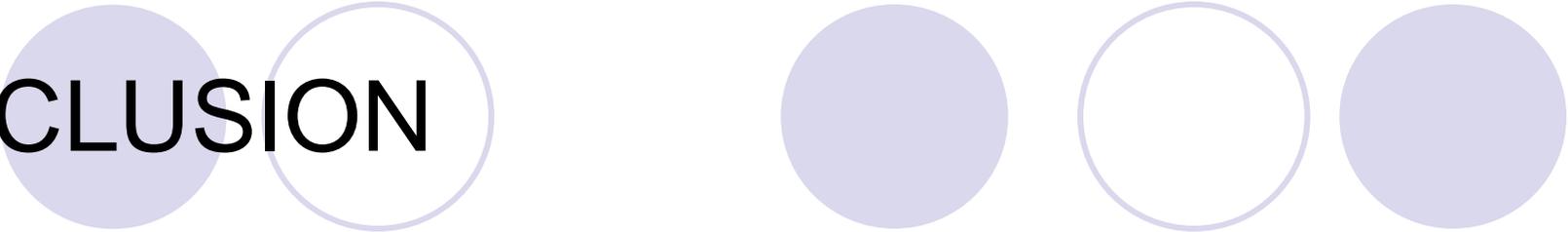
REVIEW IN APAQ

- support,
- affects on peers without disabilities,
- attitudes and intentions of children without disabilities,
- social interactions,
- ALT-PE of students with disabilities, and
- training and attitudes of GPE teachers.

O'Brien, Kudláček, Howe (2009)

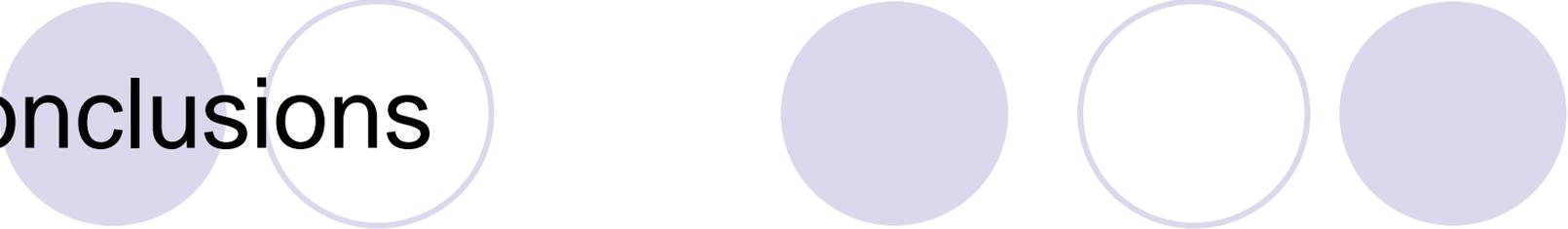
- **REVIEW IN EUJAPA**
- *Based on Theoretical Model for the Study of Classroom Teaching (Dunkin & Biddle, 1974)*
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INCLUSION



- **Inclusion in general physical education**
 - Human right – **INCLUSIVE SOCIETY**
 - Lifelong physical activity engagement health, socialization
 - **APPROPRIATE** (desirable) learning **STUDENT**
 - **APPROPRIATE** (desirable) support **TEACHER**
- **TEACHERS**
- **STUDENTS**
- **CONDITIONS**
- **CURRICULUM**

Conclusions



- More studies
- Studies with sound theoretical BASE
- Studies with appropriate methodological approaches
- **CROSSCULTURAL STUDIES**
- See the **WHOLE PICTURE**

- **LINK between theory and practice**
- **EU projects with SOUND STRUCTURE**
- **EU projects with SCIENTIFIC BASE and practical applications**

SOURCES (main journals)

- **APAQ**
- **ADAPTED PHYSICAL ACTIVITY QUARTERLY**
(HUMAN KINETICS, the official journal of International Federation of APA; www.ifapa.biz)
- **EUJAPA**
- **EUROPEAN JOURNAL OF ADAPTED PHYSICAL ACTIVITY** (the official journal of European Federation of APA; www.eufapa.eu)
- **Special issue on INCLUSION september 2008**
- indexing systems: Health Medline, Heracles (Sportdoc), PsycINFO, **ERIC**, **SPORTDiscus**, and Web of Science

THANK YOU FOR YOUR
ATTENTION

Martin Kudláček 😊