

**Sport, Disability and Inclusion:  
An Annotated Bibliography**

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## Executive Summary

This annotated bibliography has been produced for and funded by the Halberg Trust, and examines an extensive range of literature across the spectrum of disability and inclusion in sport. Although the bibliography is largely restricted to literature produced over the last ten years, earlier work is included from some of the leading researchers in the areas of disability and inclusion.

While some important articles on the general topic of inclusion are examined, as are some of the general writings on disability and inclusion, this bibliography is first and foremost an examination of the literature surrounding the inclusion of disabled people in sport. While much of the literature considers disability in general, even within this area it is possible to further subdivide the literature according to the type of disability – physical, intellectual, and sensory.

Several things are brought into clearer focus as a result of this review:

- The volume of academic literature in the general area of the inclusion of disabled people in sport is extensive,
- There are many things to consider with regard to the type of disability and inclusion in sport, and projects and programs need to take these differences into account in order to be successful,
- Disabled people need to be part of the process, and programs which fail to involve them in planning and implementation are unlikely to succeed,
- Because of the many significant differences that arise as a result of differences in disability, the prospect of one organisation being able to successfully support disabled people across the range of disabilities and range of sports will be extremely difficult to achieve,
- Much could clearly be gained by an examination of successful projects/programs that have been well and truly trialled in other countries and in particular, the United Kingdom and Ireland, Canada, and Australia. All of these countries have sports systems which are close to the New Zealand model, and
- Much can also be gained from utilising and co-ordinating local expertise, and getting significant individuals involved in planning and programming. There is significant and important academic research and program activity being conducted in New Zealand, and the ISAPA Conference in 2011 would provide an excellent opportunity to involve some of these key individuals and organisations to the benefit of all.

## I Inclusion

Bourke, Patricia E. (2010). Inclusive education reform in Queensland: Implications for policy and practice. *International Journal of Inclusive Education*, 14 (2), 183-193.

In Queensland, Australia, the school system is being reformed to be more 'inclusive'. However, the enthusiasm for 'inclusive education' in Queensland seems to be waning amongst practitioners, and the "confusion, frustration, guilt and exhaustion" that has emerged with teachers and support practitioners in the UK is emerging amongst support practitioners and teachers in Queensland. This article argues that this is happening because inclusive education reforms that intend to provide an equitable education for all students regardless of cultural, physical, social/emotional and behavioural differences are being introduced, but these policies, procedures and structures continue to label, isolate and segregate students within schools in the way in which segregated special education facilities did in the past. Also, new policies and structures are being introduced without practitioners having the time and support to examine critically the underlying assumptions about disability, difference and inclusion that underpin their practices. These reforms need to be reviewed in terms of their effectiveness in achieving their 'inclusive' goals, i.e. in terms of the impacts that these reforms are having on the students themselves, and on the educational practitioners who support the students.

de Boer, Anke, Pijl, Sip Jan, & Minnaert, Alexander (2010). Attitudes of parents towards inclusive education: A review of the literature. *European Journal of Special Needs Education*, 25 (2), 165-181.

The article reviews the literature about parents' attitudes towards inclusive education. Special attention is paid to parents' attitudes and to the effect of these on the social participation of children with special needs in regular schools. A review of the literature resulted in 10 studies showing that the majority of parents hold positive attitudes. However, parents of children with special needs reported various concerns, including the availability of services in regular schools and individualised instruction. Several variables were found which relate to parents' attitudes, such as social-economic status, education level, experience with inclusion and type of disability. No studies examined the effects of parental attitudes on the social participation of children with special needs. The importance of positive parental attitudes is elaborated in the discussion.

Diez, Anabel Morina (2010). School memories of young people with disabilities: An analysis of barriers and aids to inclusion. *Disability & Society*, 25 (2), 163-175.

This article presents a selection of the results gleaned from research analysing the way social exclusion processes are constructed among young adults between the ages of 18 and 25. The paper focuses on a subset of the population studied: young people with disabilities. The study was limited to the dimension of school-related experiences. The research methodology - based on individual personal narratives and first hand accounts - allows a dynamic, participative and integrated approach to the study of exclusion. Participants in the study were asked to reflect on their experiences and, thus, were given a voice. The specific objective in this article was to identify and explain the barriers and aids to inclusion encountered in a variety of educational environments as expressed by interviewees who had experienced them personally.

Higgins, N., MacArthur, J., Kelly, B. (2009). Including disabled children at school: Is it really as simple as "A, C, D"? *International Journal of Inclusive Education*, 13 (5); p. 471-487.

This paper presents and discusses a social justice strategy that may progress inclusion in schools. The framework for this strategy is grounded in the theoretical discussions by Nancy Fraser and Trevor Gale about distributive, redistributive, and recognitive models of social justice. None of these theoretical frameworks, however, in themselves, offer a clear way forward for marginalised and misrecognised groups, such as disabled children, who need both educational resources and recognition in inclusive classrooms. The authors propose, however, that the work of Fraser and Gale combines into a social justice strategy, which consists of three elements (agency, competency, and diversity, or "a, c, d") that can lead to inclusion. When disabled children are provided with the opportunity to exercise their agency, demonstrate their competence, and transform and affirm notions of diversity, then inclusion is more likely to occur in the classroom. Data from two research projects are presented using this framework to illustrate this argument, and the proposed "a, c, d" social justice strategy towards inclusion.

Jamieson, Margaret, Hutchinson, Nancy L., Taylor, Jennifer, Westlake, Keiiy P., Berg, Derek, & Boyce, Will (2009). Friendships of adolescents with physical disabilities attending inclusive high schools. *Canadian Journal of Occupational Therapy*, 76 (5), 368-376.

Adolescents with physical disabilities (PD) report difficulties making friends. Education in inclusive high schools may help to minimise these challenges. This article begins to answer the question: What is the nature of the friendships of adolescents with PD attending inclusive high schools? Standard qualitative methods were used to analyse the data of three multi-perspective case studies that included interviews of three adolescents with PD and their nominated friends, parents, and teachers. Based on these analyses, the article describes the activities and the quality of the adolescents' interactions and relationships. Three unique patterns of friendship were identified: an extensive network of friendships, a core group of friends with an avid interest, and few friendships in or out of school. Successful development of friendships among adolescents with and without PD is complex and influenced by personal, environmental, interactional, and relationship factors.

Kasser, Susan L., & Lieberman, Lauren (2003). Maximizing learning opportunities through activity modification. *Teaching Elementary Physical Education*, 14 (3), 19-22.

The article focuses on the maximisation of learning opportunities through activity modification in physical education. It examines changes in the face of physical education classes; issues surrounding the involvement of students with varied abilities; and the benefits of varying teaching strategies.

Patel, Seema (2008). Creating a level playing field: A study of the admission and experiences of different groups on a university sport management course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 7 (2), 24-33.

This article explores the admission process and experiences of students enrolled on sport science courses at one UK university. Admissions data from the university identified that whilst a large number of women and ethnic minorities initially apply to sport courses,

few attend open days and even fewer eventually enrol, compared to males and individuals of white ethnicity. To date, only one blind student has enrolled on the courses. Interviews investigating six undergraduate students' experiences of the admissions process are analysed. The findings suggest that the difference is due to wider cultural issues rather than the university process, which is viewed positively by British Asian and female students. Conversely, a student with a disability was negative about the admissions process. This has far-reaching implications for university sport courses and for other institutions.

Reindal, Solveig Magnus (2010). What is the purpose? Reflections on inclusion and special education from a capability perspective. *European Journal of Special Needs Education*, 25 (1), 1-12.

This article investigated what the capability approach developed by Amartya Sen and Martha Nussbaum can contribute to the issue of inclusion as a new theoretical framework for special education. By posing the question: "What is the purpose of inclusion?", the author proposes to answer this query by investigating how the capability approach is able to deal with the rationales for inclusion that are presented in the literature. In contemporary writings, the rationale for inclusion can be divided into at least three areas: (1) ethical and socio-political; (2) ontological; and (3) epistemological. This article has argued that the enterprise of special education must be able to formulate a framework that takes into consideration all three rationales. Such a framework implies an adequate understanding both of disability and difference and of inclusion that can address the purpose of inclusion without neglecting core educational values.

Thomas, Philippa (2005). *Poverty reduction and development in Cambodia: Enabling disabled people to play a role*. Disability KAR, [www.disabilitykar.net](http://www.disabilitykar.net)

This report was produced to explore how disability relates to the UK Department of International Development (DFID)'s work on reducing poverty and social exclusion and the achievement of the Millennium Development Goals. The report maps disability-focused activities, identifies examples of best practice, explores the opportunities and constraints for raising the profile of disability within each DFID program, and identifies potential partners for DFID to take forward work on disability/

Tisdall, E. Kay M., Davis, John M., Hill, Malcolm, & Prout, Alan (eds.) (2006). *Children, young people, and social inclusion: Participation for what?* Bristol: The Policy Press, 229pp.

Vickerman, Philip, & Blundell, Milly (2010). Hearing the voices of disabled students in higher education. *Disability & Society*, 25 (1), p. 21-32.

Since the return of the Labour government to power in the UK in 1997 issues of social inclusion have risen up the political and statutory agenda within higher education (HE). This article reports the findings of disabled students lived experiences and views of transition from induction through to employability within one HE institution. The article examined the perspectives of disabled students via a questionnaire and face-to-face interviews. It found that there was still much work to be done in levelling HE experiences for disabled students and identified five key issues that should be addressed in order to enable access and entitlement to HE. These are pre-course induction support,

commitment by HE institutions to facilitating barrier free curricula, consultation with disabled students, institutional commitment to develop support services and embedding of personal development planning.

## II Disability

Burnham, Stephen, & Way, Nicholas (1997). Champion in the inclusion business. *BRW*, 19 (21), 110.

The article profiles Sandy Blythe of Morris-Walker Consultants which specialises in helping property planners, architects and engineers with practical and cost-effective ways of complying with the requirements of Australia's 1993 Disability Discrimination Act. It examines his personal and professional history; the importance of sports in relation to disability management; and the need to change community attitudes through education programs.

Doke, DeeDee (2005). How inclusive design breaks down the barriers. *Occupational Health, Supplement*, 57, 20-22.

This article discusses how inclusive design overcomes many of the barriers to employing people with disabilities. It discusses the challenge of using the design, and misconceptions of people about reasonable adjustments.

Higgins, Nancy, MacArthur, Jude, & Rietveld, Christine (2006). Higgledy-piggledy policy: Confusion about inclusion. *Childrenz Issues: Journal of the Children's Issues Centre*, 10 (1), 30-36.

This article explores the concept of inclusion in the educational policies for disabled children. It argues that the use of the term 'special education' by the Ministry of Education does not imply inclusion and that there is inconsistency between the definition and applied use of the terms. The article examines the NZ Disability Strategy in relation to the Statement of Intent produced by the Ministry, and cites the authors' research into the experiences of disabled children in mainstream classes. It maintains that full inclusion depends on a government policy shift from special education to inclusive education.

Hollenbeck, Julia (2010). Has access really improved? *PN*, 64 (7), 21-23.

The article focuses on the non-compliance with the Americans with Disabilities Act (ADA) that leads to continuous discrimination against people with disabilities (PWD) in the US. PWD cannot get the access for their daily needs since compliance is not present in public accommodation, commercial facilities, and city codes. Parking abuse of disabled parking spaces happens even at city- and state-owned properties. Some hotels also fall short of requirements under the federal law.

Lewis, Allen (2009). Disability disparities: A beginning model. *Disability & Rehabilitation*, 31 (14), 1136-1143.

This article presents a model of disability disparities. Though the concept of health disparities is discussed in the health care literature, there is no such model that explicitly addresses disparities in the disability literature. Therefore, this model begins to fill a void in the disability literature. Part of the value of such a model is that it represents an attempt to address the question of why cultural competency is important in the disability



arena at this point in the 21st century. The urgency in addressing cultural competency at this time in history is supported by understanding the multiple accountability demands on rehabilitation and disability providers these days, e.g., increasing diversification of the United States population, that render providing effective services to everyone a clear mandate. The article provides a working definition of disability disparity. The disability disparity model is described in terms of its five-domain continuum as well as its macro- and micro-level aspects that are designed to both promote clarity of the concept for researchers and offer practitioners ideas on how to explore the existence of disability disparities in working with specific service recipients. Limitations and strengths of the model are discussed along with suggested next steps in model validation.

MacArthur, Jude, & Kelly, Berni (2004). Inclusion from the perspectives of students with disabilities. In *Set: Research information for teachers*, n. 2, pp. 44-48.

Discusses some research into the school experiences of students with disabilities. Explores student perspectives on the curriculum, teaching approaches, student social lives at school, and student participation in educational decisions directly affecting them. Highlights issues of concern to students, in particular low teacher expectation.

MacArthur, Jude, Sharp, Sarah, Gaffney, Michael, & Kelly, Berni (2007). Does it matter that my body is different?: Disabled children, impairment, disability and identity. *Children's Issues: Journal of the Children's Issues Centre*, 11 (2), 25-30.

This article considers the place of impairment in disabled children's identity as they work to be part of the group of 'all children' at school. It looks at child-focused data from an ethnographic study of 11 to 15-year-olds at school to illustrate how children can negotiate a difficult path where their body's 'difference' is experienced in negative ways, and is judged by others to be a significant part of who they are. It considers how schools can construct ideas about difference in positive ways, and develop school cultures in which all children's similarities, differences and rights are valued.

No author (2009). DOL: Role Model for Employers. *PN*, 63 (3), 56.

The article reports that the US Department of Labor leads an interagency work group to increase the number of disabled people in the federal work force. Federal agency leaders are being encouraged to take immediate and proactive steps to bring more individuals with disabilities to the work force and ensure their most effective accommodations. It also notes that the federal government aims to be a role model for all employers.

Nochajski, S.M. (2001). Collaboration between team members in inclusive educational settings. *Occupational Therapy in Health Care*, 15 (3/4), 101-112.

The inclusion of students with disabilities into general education settings and programs has necessitated the development of integrated, collaborative service delivery models that are compatible with the goals and purpose of inclusive education. Although there is

considerable theoretical literature on collaboration, there is minimal empirical data available on the process or its outcomes. The purpose of this article was to gain insight on the perspectives of regular and special educators, and occupational, physical, and speech-language therapists towards collaboration. Using a semi-structured interview, participants (n = 51) responded to questions concerning the definition, nature, and extent of collaboration in their school setting. Participants also responded to questions related to the advantages of, barriers towards, and strategies to promote collaboration. Participants typically defined collaboration as not a problem-solving process, but in terms of activities associated with it. Results indicate that participants believed collaboration was mutually beneficial for both students and team members. However, implementing a collaborative approach was problematic. Lack of administrative approval for time for planning meetings was the most frequently cited barrier to collaboration. Although 51.6 % of the participants reported time available for collaborative planning by regular and special educators, only 21.5 % of the participants reported this time being available for therapists to meet with educators. Education about collaboration, either in professional/preservice education programs or as continuing education, was recommended as a strategy to facilitate a collaborative approach. Although a collaborative approach is being used by therapists and educators more and more frequently, there is a need for research to validate its efficacy.

Üstün, T.B., Chatterji, S., Bickenbach, J., Kostanjsek, N., & Schneider, M. (2003). The international classification of functioning, disability and health: A new tool for understanding disability and health. *Disability & Rehabilitation*, 25 (11/12), 565-571.

The article provides reliable and timely information about the health of populations which is part of the World Health Organization's mandate in the development of international public health policy. To capture data concerning functioning and disability, or non-fatal health outcomes, WHO has recently published the revised International Classification of Functioning, Disability and Health (ICF). In this article, the authors briefly outline the revision process and discuss the rationale for the ICF and the needs that it serves in rehabilitation. The ICF is shown to be an essential tool for identifying and measuring efficacy and effectiveness of rehabilitation services, both through functional profiling and intervention targeting. Existing applications of the ICF in rehabilitation are then surveyed. The ICF, in short, offers an international, scientific tool for understanding human functioning and disability for clinical, research, policy development and a range of other public health uses.

### III Inclusion in Sport

Collins, Mike (2004). Sport, physical activity and social exclusion. *Journal of Sports Sciences*, 22 (8), 727-740.

This article is a brief review of the concept of social exclusion and its evolution. It addresses which individuals are excluded from sport and physical activity and how; links inclusion policies to the 'cross-cutting issues' and the idea of social capital; and outlines the intervention policies being adopted in the new sport strategy 'Game Plan' (Department of Culture, Media and Sport, 2002). It addresses the link between transport, exercise and health in a case study. Since these policies are new, research and evaluation has been short term and scattered, and outcome measurements have not yet received academic or professional consensus, it is too soon to say for sure what works or even to confirm what is best practice.

Djobova, S., Dobрева, I., Van Peteghem, S., & Van Coppenolle, H. (2004). Aging and disability - a new crossing between physical activity, social inclusion and life-long well-being, *Isokinetics & Exercise Science*, 12 (1), 39-40.

Fay, Theodore G. (1999). Race, gender and disability: A new paradigm towards full participation and equal opportunity in sport. *Electronic Doctoral Dissertations for UMass Amherst*.

Full participation and equal opportunity in sport in America historically has not been available to a variety of identity groups based on race, gender and disability. Many studies have described the fate of African-Americans and women in sport, but very few have examined a similar relationship with respect to athletes with disabilities. This work proposes a new theoretical framework (i.e. Critical Change Factors Model – CCFM) based on critical, distributive justice, and open systems theories.

Gambetta, C., & DePauw, K.P. (1995). Attitudes toward physical activity among Germany and the United States senior citizens. *European Physical Education Review*, 1 (2), 155-162.

Houlihan, B. (2003). *Sport and society: A student introduction*. London: Sage Publications.

A comprehensive study of contemporary issues in sport by leading international scholars. This book is organized around four themes: perspectives, inclusion, commercialisation, international context and comparison. It includes bibliographical references and index; xv, 379 pp.

Jenkins, J.M., & Todorovich, J.R. (2002). Inclusion style of teaching: A powerful relationship with the national standards. *Teaching Elementary Physical Education*, 13 (2), 7, 19-21.

The inclusion style allows teachers to address individual needs of their student population.

Kosma, M., Cardinal, B.J., & McCubbin, J.A. (2004). Recruitment techniques among understudied populations and their implications for physical activity promotion. *Quest*, 56 (4), 413-420.

The inclusion of a representative sample of understudied populations (e.g., women, minorities, older adults, youth, and people with disabilities) in physical activity promotion studies is a public health priority. Given the limited empirical evidence of effective recruitment strategies and limitations in research methodology for both over represented and understudied populations, the purpose of this paper was to overview the effectiveness of different recruitment techniques derived from active and/or passive approaches among mainly under represented populations. Additionally, recommendations for effective recruitment methods are proposed considering such factors as demographic characteristics and target population. Effective recruitment methodology among all people-regardless of age, ethnic background, functional level, or gender-is important for determining the generalisability of study findings.

Lyras, Alexis, & Hums, Mary A. (2009). Sport and social change: The case for gender equality. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 80 (1), 7-9.

The article discusses on how sports can affect social change through the promotion of gender equality and empowerment of women. It states that aside from promoting intergroup interaction, educational sport programs, and acceptance and friendship also promote ethnic and gender equality. An overview of the intergroup-theory principles which is believed facilitate gender equality and improve acceptance among groups with different characteristics is provided. Suggestions on how to apply these principles in sports programs to promote women's participation and gender equity are also provided.

Sit, Cindy H.P., Kerr, John H., & Wong, Irene T.F. (2008). Motives for and barriers to physical activity participation in middle-aged Chinese women. *Psychology of Sport & Exercise*, 9 (3), 266-283.

This article examined differences in motives for and in barriers to physical activity participation in middle-aged Chinese women between activity levels and motivational styles. Chinese middle-aged women (N=360) completed a battery of questionnaires about level of physical activity, reasons for and barriers to physical activity participation, and general motivational style. Eighty percent of the women were classified into pre-contemplation, contemplation, or preparation stages of physical activity, indicating the majority were not physically active enough to achieve health benefits. Fitness–health, enjoyment–interest and appearance were found to be the most important motives for, and lack of time, resources or skills and family or friend support the most important barriers to participation. Women in the later stages of physical activity behaviour were more likely to exhibit greater motive strengths and to perceive fewer barriers compared to those in the earlier stages. Among a number of motivational style results, women in the later stages were found to be more arousal-seeking and to rate challenge of activities and improving competence higher than women in the earlier stages. Also, having a mastery motivational style and a higher income were strong predictors of physical activity participation in these middle-aged women. The findings extend the literature by providing insights into how women's motives for and barriers to physical activity participation are related to their activity levels and motivational styles. The implications

of the results for physical activity promotion and provision with regard to benefiting women's health are discussed.

Spracklen, Karl, Hylton, Kevin, & Long, Jonathan (2006). Managing and monitoring equality and diversity in UK sport: An evaluation of the sporting equals racial equality standard and its impact on organizational change. *Journal of Sport & Social Issues*, 30 (3), 289-305.

Despite greater attention to racial equality in sport in recent years, the progress on national sports organisations toward creating equality of outcomes has been limited in the United Kingdom. The collaboration of the national sports agencies, equality organisations and national sports organisations (including national governing bodies of sport) has focused on Equality Standards. The authors revisit an earlier impact study of the Racial Equality Standard in sport and supplement it with another round of interview material to assess changing strategies to manage diversity in British sport. In particular, it tracks the impact on organisational commitment to diversity through the period of the establishment of the Racial Equality Standard and its replacement by an Equality Standard that deals with other diversity issues alongside race and ethnicity. As a result, the authors question whether the new, generic Equality Standard is capable of addressing racial diversity and promoting equality of outcomes.

Vertinsky, Patricia, McManus, Alison, Sit, Cindy H. P., & Yuk Kwong Liu (2005). The gendering of physical education in Hong Kong: East, west or global? *International Journal of the History of Sport*, 22 (5), 816-839.

How gender operates is a key factor in the ways in which physical education is organised, taught and experienced by students and teachers. This article highlights the gendered contours of the history of physical education development in Hong Kong, its Chinese heritage and its colonial foundations – the persistent influence of British approaches to physical education teacher education and the promotion of sport. The article is a collaborative work between Chinese-born and Western scholars. It examines the relative influences of Chinese attitudes towards gender roles and the active, sporting body and the continued impact of Western approaches to physical education and sport in a post-colonial society.

Yi-De Liu, Taylor, Peter, & Shibli, Simon (2009). Sport equity: Benchmarking the performance of English public sport facilities. *European Sport Management Quarterly*, 9 (1), 3-21.

In the UK, public sector sport plays a potentially important role in promoting the inclusion of all groups in society, but inequalities have existed traditionally within sport, typically across social class, age, ethnicity and disability. Using the database of Sport England's National Benchmarking Service, this paper aims to investigate how public sports facilities were used by five disadvantaged groups over the past ten years. Research data were generated by user surveys at a total of 408 facilities in the years 1997, 2001, 2006 and 2007. The statistical evidence demonstrates a consistent pattern of numerical under-representation of the most disadvantaged socio-economic groups and people aged 60 years or more. Furthermore, there are significant and linear decreases in participation by young people aged 11-19 years and disabled people aged <60 years. Finally, facility type, location, size and management type were found to be major sources of performance

differences for certain indicators. The variation across type of facility is greater than the other three structural influences.

## IV Inclusion of Disabled in Sport

### a) General disability:

Aitchison, Cara (2009). Exclusive discourses: Leisure studies and disability. *Leisure Studies*, 28 (4), 375-386.

This article presents an outline of a thesis concerning the ways in which the discourse of leisure studies has become 'disabled by definition'. Through a failure to engage adequately with disability studies, disability politics and disabled people as both leisure participants and leisure theorists, the subject field of leisure studies has been unable to develop a coherent body of knowledge on disability and leisure. In effect, leisure studies' engagement with disability has been paralysed by its exclusive discourses, definitions and models drawn from the able-bodied, mobile and physically active worlds of work, recreation and physical education. These discourses, emanating from the 1960s disciplinary traditions of the sociology of work, geography of outdoor recreation and physical education, have prioritised discourses and definitions of the economically employed, independently mobile, physically able and conventionally aesthetic body, respectively. It is argued here that these three discourses have, in combination, shaped the body politic of leisure studies and a focus on social exclusion which is itself exclusive. In conclusion, the subject field of leisure studies now requires the development of a more inclusive discourse informed by new definitions of leisure and wider engagement with disability research and disabled people.

Arab, Maryam K., & Lytle, Rebecca (2005). Kuwaiti physical educators' attitudes toward teaching individuals with disabilities. *Journal of the International Council for Health, Physical Education, Recreation, Sport & Dance*, 41 (1), 43-47.

This article examined attitudes of Kuwaiti general physical educators (GPE) toward teaching students with disabilities. Participants were 30 male and 30 female physical educators who taught grades K-12 in Kuwait State public schools. The Physical Educators' Attitude Toward Teaching Individuals with Disabilities (PEATID III) survey and semi-structured open-ended questions were administered. Results of analyses revealed Kuwaiti GPE teachers had negative attitudes toward teaching students with disabilities. GPE teachers had more favourable attitudes toward teaching students with specific learning disability. The most unfavourable attitude was for the disabling condition of moderate-severe mental retardation. Analyses by gender revealed female GPE teachers exhibited significantly more favourable attitudes than male GPE teachers toward teaching students with emotional/behavioural disorders. In contrast, male GPE teachers exhibited significantly more favourable attitudes than female GPE teachers toward teaching students with mild-moderate mental retardation. Most GPE teachers with 2 previous classes in adapted physical education had unfavourable attitudes toward inclusion practices.

Athletics Australia (1994). *Athletics, something for everyone*. North Melbourne, Vic: Athletics Australia.

A brief look at the Athletics Australia Integration Program which aims to provide opportunities for disabled people to take part in the sport of athletics as athletes, coaches, officials and administrators. It covers major disability groups, the benefits of competition, events available in summer and winter, rule modification, mobility aids, and levels at which athletes can compete. (Videocassette – 8 mins)

Bambo, Cornelius, Sieracki, Nikki, & Duchane, Kim A. (2008). Inclusion confusion: Disposition of future teachers toward students with disabilities in physical education. *Indiana Association for Health, Physical Education, Recreation & Dance Journal*, 37 (3), 27-32.

This article presents a study which examined the disposition of students in an undergraduate physical education teacher education program toward teaching students with disabilities. The Indiana Department of Education standards for colleges and universities in preparing beginning physical education teachers are discussed. The results of the study indicated that the future physical education teachers held a less favourable disposition toward students with disabilities. The factors that affected such attitudes are cited.

Barnes, Kristy (2009). Let's ALL Play. *Perspective*, 35 (3), 19-21.

The author reflects on the Let's ALL Play program developed by the Bubel/Aiken Foundation to include children with disabilities in summer camps with other children. In 2008, the Foundation funded 24 programs across the US to implement Let's ALL Play. Each program offers team-building games, sports and arts and crafts activities. According to the author, Let's ALL Play offers tools to enhance the level of participation in children with disabilities, and that the program fosters inclusion.

Bauer, Kirk (2009). 'If I can do this, I can do anything!' *Perspective*, 35 (3), 22-24.

The article discusses the inclusive philosophy applied by the Young Men's Christian Association (YMCA) in implementing its programs. It argues that the inclusive philosophy of the YMCA is evident in the sports and fitness programs that it offers. A description of how the YMCA can adopt sports to accommodate people with disabilities is offered. It also explores the camp opportunities offered by the YMCA.

Beacom, Aaron (2007). Disability sport and the politics of development. *Conference Papers - International Studies Association, 2007 Annual Meeting*, pp. 1-21.

International development assistance programmes are informed and directed by both the domestic and foreign policy concerns of donor states. The introduction and expansion of sport as an element of overseas development assistance reflects this. More recently, as inclusion and disability rights have moved up the domestic political agenda of western liberal democracies, this has created a momentum toward responding to the needs of disabled people within Overseas Development Assistance. This trend is accentuated by the response of international organisations such as the United Nations, to rapidly increasing numbers of disabled people, resulting from a range of regional conflicts. These factors, combined with the organisational objectives of key international sports



NGOs, have provided a new momentum for international assistance with the development of sport for disabled people. At the same time, however, a number of recent initiatives have highlighted the difficulties that result from cultural tensions between donor organisations and recipients. They clearly illustrate the challenges faced by the wider ODA community when attempting to reconcile the objectives of donor organisations, with the perceived needs of recipients. Experiences with the international development of disability sport also suggest opportunities for reconciling these tensions through shared recognition of fundamental human rights.

Block, M., & Conatser, P. (2002 May/June). Adapted aquatics and inclusion. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 73 (5), 31-34.

This article discusses aquatics instruction and inclusion of individuals with disabilities. It focuses on collaboration, determining goals, placement, preparing personnel, curricular adaptations, adapting the environment and managing information. It presents a collection of suggestions for facilitating inclusion, along with supporting rationale.

Block, Martin E. (1994). Collaborative teams for students with severe disabilities: Integrating therapy and education services. *Adapted Physical Activity Quarterly*, 11 (3), 339-341.

This article presents a review of the book *Collaborative teams for students with severe disabilities: Integrating therapy and education services*, by Beverly Rainforth, Jennifer York, and Cathy Macdonald.

Block, Martin E. (1995). Development and validation of the children's attitudes toward integrated physical education. *Adapted Physical Activity Quarterly*, 12 (1), 60-77.

This article describes the development and validation of the Children's Attitudes Toward Integrated Physical Education — Revised (CAIPE-R) inventory, an inventory designed to assess attitudes of children without disabilities toward including peers with disabilities in regular physical education. The CAIPE-R inventory includes a description of a student with disabilities, followed by seven statements regarding including a child with disabilities in regular physical education and five statements regarding specific adaptations to a team sport that would foster inclusion. Users respond to each statement on a 4-point Likert scale. Construct validity using factor analysis, internal consistency, and test-retest reliability was determined on a sample of 44 sixth graders. The CAIPE was revised (CAIPE-R) and given to a second set of subjects (n = 208). Results indicated that the CAIPE-R was a valid and reliable instrument for measuring attitudes of children without disabilities toward including children with disabilities in physical education. Preliminary data on children's attitudes toward including a student with disabilities in regular physical education are also presented.

Block, Martin E. (1999). Did we jump on the wrong bandwagon? Problems with inclusion in physical education. *Palaestra*, 15 (3), 30-36.

Part I: Examines the problems with inclusion of physical education as implemented in many school districts in the United States. Definition and philosophy of inclusion; problems with inclusion as a movement; benefits of inclusion to the children with and without disabilities and to the teachers.

Block, Martin E. (1999). Did we jump on the wrong bandwagon? Making general physical education placement work. *Palaestra*, 15 (4), 34-41.

Part II. Discusses the factors needed for successfully placing disabled children into general physical education. Discussion on the attitude as the most important aspect of successful programs; ways to modify the curriculum and instruction of general physical education; requirements of collaborative planning; significance of administrative support and resources.

Block, Martin E. (1996). Implications of U.S. federal law and court cases for physical education placement of students with disabilities. *Adapted Physical Activity Quarterly*, 13 (2), 127-152.

Inclusion, the philosophy of placing all children with disabilities in regular education settings, is easily the most discussed and controversial education reform issue since the 1975 passage of PL 94-142, Education of Handicapped Children Act (EHA). However, inclusion is never mentioned in the original EHA or the updated PL 101-476, Individuals with Disabilities Education Act (IDEA) (e.g., Sherrill, 1994; Stein, 1994). What is discussed in IDEA as well as Section 504 of the Rehabilitation Act of 1973 is the "continuum of least restrictive environments" (LRE). The purpose of this article is to (a) review United States federal laws regarding inclusion and LRE, most notably IDEA and Section 504 of the Rehabilitation Act of 1973; (b) review recent U.S. court cases regarding inclusion and LRE including three landmark cases: *Roncker v. Walter* (Ohio) (1983), *Daniel R.R. v. State Board of Education* (Texas) (1989), and *Sacramento Unified School District, Board of Education v. Rachel H.* (California) (1994); and (c) apply these federal laws and court decisions to physical education placement.

Block, Martin E. (2003). Inclusion: Common problems - practical solutions. *Teaching Elementary Physical Education*, 14 (3), 6.

The article focuses on the inclusion of students with disabilities in general physical education. It examines the support provided to general physical educators; problems associated with inclusion in general physical education; and the importance of the relationship with the parents.

Block, Martin E. (1992). What is appropriate physical education for students with profound disabilities? *Adapted Physical Activity Quarterly*, 9 (3), 197-213.

What is appropriate physical education for students with profound disabilities? Some suggest a developmental model in which students learn prerequisite skills before they are exposed to higher level skills. Others suggest the use of specially designed games that often bear little resemblance to traditional physical education activities. Still others call for a therapeutic model in which physical education focuses on physical and occupational therapy techniques. While these models provide viable programming options for students with profound disabilities, alone they do not constitute an appropriate physical education program as defined in PL 94-142 (reauthorized as PL 101-476). In addition, current philosophies in special education for students with severe and profound disabilities call for programs that are chronological age appropriate, functional, data based, and taught in natural, community based settings. This article provides an alternative view of what is

appropriate physical education for students with profound disabilities by integrating the best aspects of the models described above with the current life-skills curricula model employed in special education.

Block, Martin E. (1996). When can I remove a child with disabilities from regular physical education? *Palaestra*, 12 (2), 45-50.

This article answers various questions as they relate to children with disabilities and physical education. It discusses questions frequently asked about inclusion with reference to the mention of inclusion in the Individuals with Disabilities Education Act (IDEA); alternative placements IDEA allows; and how placement decisions should be made.

Block, Martin E., & Brady, William (1999). Welcoming children with disabilities into regular physical education. *Teaching Elementary Physical Education*, 10 (1), 30-32.

This article discusses physical education (PE) for children with disabilities; opportunities for children without disabilities in integrated classes of PE; teacher behaviours in dealing with disabled children; and ways to prepare students in welcoming disabled children.

Block, Martin E., Conatser, Phillip, Montgomery, Robert, Flynn, Lydia, Munson, Dawn, & Dease, Renee (2001). Effects of middle school-aged partners on the motor and affective behaviors of students with severe disabilities. *Palaestra*, 17 (4), 34-40.

This article presents information on a study which examined the effects of fifth and sixth grade elementary age students without mental retardation serving as partners on the motor skill performances and aberrant behaviours of students aged 7-14 with severe multiple disabilities.

Block, Martin E., & Davis, Timothy D. (1996). An activity-based approach to physical education for preschool children with disabilities. *Adapted Physical Activity Quarterly*, 13 (3), 230-246.

Traditional motor development programs for preschool children with disabilities usually utilise a behaviour-analytic approach in which children are given specific training and instruction on identified IEP objectives. While this approach has its merits in terms of time-on-task and focus on critical IEP objectives, it is not consistent with current developmentally appropriate philosophies in early childhood education. One of the newer techniques suggested by early childhood educators as a 'best practice' in educating young children is an activity-based or play-based approach. Children still have individually determined goals and objectives, but these goals and objectives are 'embedded' in a variety of child-directed play activities. The teacher acts as a facilitator, encouraging the child to practice individual goals while exploring the environment. The purpose of this article is to introduce the concept of activity-based intervention and provide examples of how it can be implemented within a motor development/ physical education context for preschool children with disabilities.

Block, Martin E., Griebenauw, Liza-Marie, & Brodeur, Shirley (2004). Psychosocial factors and disability: Effects of physical activity and sport. In Weiss, Maureen R. (ed.),

*Developmental sport and exercise psychology: A lifespan perspective* (pp. 425-451). Morgantown, W. Va: Fitness Information Technology.

This chapter examines the impact of social and psychological factors that people with disabilities face in reference to sport and physical activity. A definition of disability, factors that impact participation in physical fitness, self-perception and future research are discussed.

Block, Martin E., Klavina, Aija, & Flint, Wayne (2007). Including students with severe, multiple disabilities in general physical education. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 78 (3), 29-32.

The strategies that allow a student with multiple disabilities to be included in GPE (general physical education) are detailed. Information is provided on goal selection for students with SMD (severe, multiple disabilities) therapeutic goals and safety concerns.

Block, Martin E., & Obrusnikova, Iva (2007). Inclusion in physical education: A review of the literature from 1995-2005. *Adapted Physical Activity Quarterly*, 24 (2), 103-124.

The purpose of this review article was to critically analyse 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.

Block, Martin E., Oberweiser, Brian, & Bain, Mindy (1995). Using classwide peer tutoring to facilitate inclusion of students with disabilities in regular physical education. *Physical Educator*, 52 (1), 47-56.

This article discusses the use of class-wide peer tutoring (CWPT) in facilitating inclusion of handicapped students in regular physical education. It looks at general CWPT procedures; student training in CWPT procedures; how a second grade class worked on jumping rope through CWPT; and the benefits of CWPT.

Block, Martin, Taliaferro, Andrea, Harris, Natasha, & Krause, Jennifer (2010). Using self-efficacy theory to facilitate inclusion in general physical education. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 81 (3), 43-46.

The article discusses the concept of self-efficacy using Bandura's social cognitive theory to enhance self-confidence of teachers facing the task of accommodating children with visual or physical abilities in a general physical education (GPE) program. According to the theory, self-efficacy beliefs are developed in response to four sources of information that include enactive mastery experiences, vicarious experiences, and verbal/social persuasion. Recommendations on how the theory can be applied are presented.

Block, Martin E., & Zeman, Ron (1996). Including students with disabilities in regular physical education: Effects on nondisabled children. *Adapted Physical Activity Quarterly*, 13 (1), 38-49.

The article measured the impact of including three 6th-grade students with severe disabilities who were given support services into a regular physical education class. Basketball skill improvement in passing, shooting, and dribbling during a 3-½-week basketball unit and attitudes toward students with disabilities were compared between a 6th-grade class that included 3 students with severe disabilities (C1) and a 6th-grade class in the same school that did not have any students with disabilities (C2). Results from the nonparametric Mann — Whitney U test indicated no differences in skill improvement between the two groups except in dribbling, which favoured C2. C1 showed significantly greater pretest scores in general and sport-specific attitudes compared to C2, but there were no differences in gain scores for either general or sport-specific attitude. It was argued that, with proper support services, students with severe disabilities can be included in regular physical education without negatively affecting the program for students without disabilities.

Brannan, S., Fullerton, A., Arick, J.R., Robb, G.M., & Bender, M. (2003). Including youth with disabilities in outdoor programs: Best practices, outcomes, and resources. Champaign, Ill: Sagamore Publishing.

This book includes an index, and bibliographical references on p. 241-246; 315 p. Contents: Part I - Foundations : [1] Outdoor programs and persons with disabilities; [2] Outdoor programs: societal, legislative, and professional perspectives; [3] Status, characteristics, and benefits of outdoor programs; Part II - Best practices for inclusive outdoor programs : [4] Planning and developing an inclusive outdoor program; [5] Inclusive practices used by outdoor programs; Part III - Profiles of inclusive outdoor residential programs; [6] Girl Scout camping and inclusion: Camp Cedar Point, IL; [7] Inclusive camping for Camp Fire USA: Camp EL Tesoro, TX; [8] Outdoor school program: Multnomah Education service District, OR; [9] Developing an inclusive program within Camp fire USA: Camping at Camp Sealth, WA; [10] Inclusive programming at CYO Camp Rancho Framasa, IN; Part IV - Overcome-based evaluation & research : [11] Outdoor program evaluation using an outcome-based approach; [12] The National Inclusive Camp Practices (NICP Study: research on practices and effects of inclusive programs 1997-2001; Part V - Resources : [Appendix A] Periodicals; [Appendix B] National organizations; [Appendix C] Instruments and summary profiles; [Appendix D] Sample job descriptions; [Appendix E] Sample camper information forms; [Appendix F] NICP programs studies; [Appendix G] Additional resources; Index; About the authors.

Brittain, Ian (2004). Perceptions of disability and their impact upon involvement in sport for people with disabilities at all levels. *Journal of Sport & Social Issues*, 28 (4), 429-452. .

The introduction of the social model of disability has attempted to move the spotlight of research away from the medical model theories of disability toward an investigation of

the impacts of societal perceptions of disability upon people with disabilities. This article attempts to look at the impacts of societal perceptions of disability and disability sport, which in the main remain grounded in the medical model approach, upon people with disabilities in their attempts to become involved in and progress in their chosen sport. It also looks at the propensity for media coverage to recreate and reinforce many of the perceptions of disability present within the medical model approach to disability.

Broadhead, Geoffrey D. (1986). Adapted physical education research trends: 1970-1990. *Adapted Physical Activity Quarterly*, 3 (2), 104-111.

It may be that important happenings during the 1960s and 1970s have helped to bring about the increased amount of published research in adapted physical education (APE). Three major research thrusts were identified which advanced the APE knowledge base: the evaluation of performance, physical education in the least restrictive environment, and effective programming. Specific suggestions were made for improving the quality of future research, and for the dissemination of research results.

Broadhead, Geoffrey D. (1984). Birth of a journal. *Adapted Physical Activity Quarterly*, 1 (1), 1-2.

This article examines the periodical "Adapted Physical Activity Quarterly" (APAQ). The APAQ invites manuscripts from the fields of corrective therapy, gerontology, health science, occupational therapy, pediatrics, physical education, physical therapy, recreation, and rehabilitation. The APAQ's mission is to stimulate scholarly inquiry into the physical activity of special populations including at-risk infants and preschool children, handicapped children and young adults, the aging and the elderly.

Broadhead, Geoffrey D. (1985). Editorial comment. *Adapted Physical Activity Quarterly*, 2 (4), 63.

The article presents a letter from the editor concerning the content of the October, 1985 issue of "Adapted Physical Activity Quarterly." The theme of the issue is mainstreaming to benefit individual handicapped students participating in physical education, and articles by John Dunn and Diane Craft are included.

Broadhead, Geoffrey D. (1985). Placement of mildly handicapped children in mainstream physical education. *Adapted Physical Activity Quarterly*, 2 (4), 307-313.

This article describes some issues which should be considered when placing mildly handicapped children with their non-handicapped peers for physical education, and contrasts two approaches which seek to produce effective mainstreaming. In some parts of the country, having decided that mainstreaming large numbers of mildly handicapped children was appropriate, state education administrators have issued regulations and guidelines aimed at ensuring delivery of services. However, it is suggested that mainstreaming policies and procedures which do not take account of conditions in widely disparate local school settings may be unlikely to match the unique needs of each handicapped child. An alternate way to ensure effective mainstreaming is discussed.

Broadhead, Geoffrey D. (2009). Some thoughts on Eunice Kennedy Shriver's contribution to APA. *Adapted Physical Activity Quarterly*, 26 (4), 303-306.

The article discusses changes which have been seen in adapted physical activity programs for people with disabilities and the Special Olympics program as a result of contributions from socialite and disabilities advocate Eunice Kennedy Shriver, who died on August 11, 2009. A discussion of research which evaluated the impact that physical fitness had on people with disabilities is presented. In the article the author offers his opinion on Shriver's contributions and on the role that professionals involved within the adapted physical activity field can play in helping people with disabilities.

Broadhead, Geoffrey D., & Burton, Allen W. (1996). The legacy of early adapted physical activity research. *Adapted Physical Activity Quarterly*, 13 (2), 116-126.

In this article, the authors pose the question whether the current generation of scholars have taken advantage of the rich legacy of early adapted physical activity (APA) research. The authors believe that this legacy often has been ignored, even though it holds many treasures waiting to be rediscovered. The article begins with a brief description of the knowledge base in APA prior to 1980, then evaluates the present recognition of past research contributions. Finally, the authors recommend how students, professionals, and researchers might be encouraged to take advantage of the vast body of literature in APA and related fields.

Brodeur, Shirley, & Block, Martin (2002). Tips for first year itinerant adapted physical educators. *Palaestra*, 18 (4), 32-38.

This article presents advice for first-year itinerant adapted physical education specialists. It discusses the importance of communication and professionalism; factors to consider in interacting with handicapped students; and benefits of the guidelines.

Burt, Tammy, & Schroeder, Cynthia (2007). IAHPERD Endowment Fund grant summary - Creation of an inclusive physical activity lab. *Illinois Journal for Health, Physical Education, Recreation & Dance*, 59, 58-59.

The article discusses a program at the Southern Illinois University in Edwardsville (SIUE), Illinois to provide pre-service teachers added exposure to students with disabilities and the physical education opportunities available to that population. The US government regulations regarding physical education for children, including those with disabilities, are discussed. SIUE has added an adapted physical education (APE) class to its education curriculum.

Butler, R.S. (2000). *Inclusive physical education: Attitudes and behaviors of students*. Eugene, OR: Microform Publications, University of Oregon. 2000.

The inclusion of students with various disabilities in general physical education has become increasingly common in schools. Within the context of physical education, inclusion has been defined as a philosophical perspective that advocates the placement of all students with varied abilities and disabilities (mild to severe) into classes with peers in

their neighbourhood schools (Block, 2000; Hodge, Murata, Kozub, & Sherrill, in review). However, there is limited research concerning the attitudes of students with and without disabilities towards each other relative to inclusion in physical education. The article examines the attitudes and behaviours of 6th grade students with and without disabilities relative to being educated in an inclusionary physical education program. Participants were students with disabilities (n=2) and students without disabilities (n=16) from a rural middle school in Midwestern Ohio. Contact theory's structured contact variables (Allport, 1954; Sherrill, Heikinaro-Johansson, Slininger, 1994) served as the theoretical frame for this study. Data collection and triangulation involved both quantitative and qualitative methods. Overall, findings suggest that students with and without disabilities exhibited positive attitudes and behaviours towards one another within an inclusionary physical education program. More specifically, responses to the Children's Attitudes toward Integrated Physical Education (Block, 1995) attitudinal instrument revealed that students without disabilities held positive attitudes toward including peers with disabilities (i.e., mental retardation and physical disability). In support of this finding, the Analysis of Inclusion Practices in Physical Education (Hodge et al., 2000) behavioural observation instrument showed that when interactions did occur, students with and without disabilities mostly interacted in appropriate ways. In addition, responses to The Inventory (Webb, 2000) attitudinal scale indicated that students with disabilities (i.e., a girl with mental retardation and a boy with a physical disability) held favourable attitudes towards their peers without disabilities. Again, this finding was supported by themes that emerged from semi-structured interviews suggesting that positive relationships and interactions did occur between students, with and without disabilities, and their teachers. Overall findings in this study lend support to contact theory's structural contact variables (Sherrill et al., 1994). Importantly, this article provides additional insight regarding the attitudes and behaviours of students with and without disabilities toward one another in an inclusive physical education program.

Butler, Rhea S., & Hodge, Samuel R. (2004). Social inclusion of students with disabilities in middle school physical education classes. *Research in Middle Level Education Online*, 27 (1), 69-86.

The article describes the social interactions of students with and without disabilities in a general physical education (GPE) program. Participants were a girl with Down syndrome and mental retardation, a boy with severe juvenile scoliosis, and their 16 classmates (9 females, 7 males) without disabilities at a rural middle school, using a qualitative case study (Bogdan & Biklen, 1994). Data were gathered with non-participant observations, a behavioural coding system, and interviews. Students with and without disabilities engaged in mostly positive (e.g., friendly, cooperative) yet infrequent social interactions. Overall findings lend support to inclusive GPE practices.

Cale, Lorraine (2008). Posters put on quite a display at the National Annual Conference. *Physical Education Matters*, Supplement, 3 (4), 37-41.

The article focuses on the poster abstracts presented at the Association for Physical Education National Physical Education and School Sport Conference held in July 2008. It includes "Teachers' Perspectives on the Inclusion of Pupils with Special Educational Needs in the Mainstream Physical Education Class" and "Effective Pedagogy: Exploring



Difference - the Intersection of Gender and Disability in an After School Football Intervention”.

Castañeda, Lupe, & Sherrill, Claudine (1999). Family participation in Challenger baseball: Critical theory perspectives. *Adapted Physical Activity Quarterly*, 16 (4), 372-388.

The article analyses the social construction of Challenger baseball opportunities in a selected community. Participants were 10 boys and 6 girls with mental and/or physical disabilities (ages 7 to 16 years,  $M = 11.31$ ), their families, and the head coach. Data were collected through interviews in the homes with all family members, participant observation at practices and games, and field notes. The research design was qualitative, and critical theory guided interpretation. Analytical induction revealed five outcomes that were particularly meaningful as families and coach socially constructed Challenger baseball: (a) fun and enjoyment, (b) positive affect related to equal opportunity and feelings of "normalcy," (c) social networking/emotional support for families, (d) baseball knowledge and skills, and (e) social interactions with peers.

Chandler, Judy Potter, & Greene, J. Leon (1995). A statewide survey of adapted physical education service delivery and teacher in-service training. *Adapted Physical Activity Quarterly*, 12 (3), 262-274.

The article examines student placements, use of least restrictive environment (LRE) options, teachers' perceived needs, curriculum content, and activity options in regular physical education (RPE) and adapted physical education (APE) during a period of restructuring from segregated to LRE placements. The Integration Status Questionnaire (ISQ) was used to obtain data with a return rate of 37% among RPE teachers and 78% among APE teachers. Of the 1,627 students receiving APE, 714 were being served in self-contained settings, with no reliable data available as to disability categories of children served or other LRE options being used. The majority of teachers in both groups had received general in-service training for inclusion, but only 4% had received in-service training specific to physical education content. The examination of curriculum content indicated that RPE teachers spent the majority of teaching time on sport skills and traditional games while APE teachers concentrated on sensory motor development and health-related fitness.

Charest-Lilly, Paula, Sherrill, Claudine, & Rosentswieg, Joel (1987). Body composition of women with anorexia nervosa: A pilot study. *Adapted Physical Activity Quarterly*, 4 (2), 126-136.

The article examines the estimated body composition values of women hospitalised for treatment of anorexia nervosa in relation to values reported in the literature for women without known dietary problems. Sixteen volunteers between the ages of 16 and 37 years from hospitals in California and Texas participated in the study. Data collected included height, weight, and selected skinfold and circumference measures. Statistical analyses included independent and paired t tests. Significant differences were found between the percent body fat of anorexic subjects ( $M = 15.54\%$ ) and that of normative women in the Jackson, Pollock, and Ward (1980) study ( $M = 24.09\%$ ). When the actual weight of the anorexic subjects ( $M = 99.3$  lb) was compared with their theoretical minimal weight calculated by the Behnke (1969) formula ( $M = 106.5$  lb), no significant difference was

obtained. A comparison of somatogram data for the anorexic women and the reference woman found significant differences at 5 of the 11 sites measured.

Chen, Shihui, Lau Kwok On, & Jin Mei (2006). Students' attitudes toward including students with disabilities in regular PE settings in Hong Kong and Taiwan. *Asian Journal of Exercise & Sports Science*, 3 (1), 35-39.

The purpose of this article was to compare attitudes of final year students in teacher preparation programs in Hong Kong and Taiwan toward including students with disabilities into regular settings, and to further examine the influences of attitudes on the development of adapted physical education programs. A 15-item questionnaire was used to investigate students' attitudes and concerns toward inclusion. Seventy-seven students from Hong Kong and Taiwan participated in this study. The results of the survey indicated that students in Hong Kong and Taiwan philosophically support inclusion, although there were many concerns and different opinions regarding inclusion. The survey indicated that students from both locations thought special schools and teachers with special training would provide better education for students with disabilities than general teachers, and indicated the need for more academic preparation for inclusion. The findings also suggest that without well prepared support services and other accommodations, students with disabilities will not benefit from these educational environments.

Chen, S., Zhang, J., & Mie, J. (2006). Development and approaches of educating students with disabilities in Hong Kong and mainland China. *International Journal of Physical Education*, 43 (3), 121-132.

This article analyses and compares the development of special education for students with disabilities in Hong Kong and mainland China with that of the United States. Two data sources were used for analysis and comparison for this study (Government documentations and published research). The first data source indicates that Hong Kong and mainland China appear to be closely following the international trend to integrate students with disabilities into regular school settings through the whole-school approach and inclusion. Meanwhile, the development of separate special educational settings continues to gain momentum to cater to students' special needs in separate settings at a rate that is greater than that of the integration mode. The second data source suggests that, in addition to government policies, positive attitudes and lack of special education training for current teachers and in teacher preparation programs are the key factors that influence the education of students with disabilities in the regular setting. As well, the literature indicates that current teachers lack the training that would allow them to provide appropriate special education for students with special needs in regular school settings. The article recommends that, in order to educate students with disabilities in regular settings, administrators of educational institutions must make judicious choices in selecting a mode of implementation that is suitable for their school's specific context.

Coates, Janine, & Vickerman, Philip (2010). Empowering children with special educational needs to speak up: Experiences of inclusive physical education. *Disability & Rehabilitation*, 32 (18), 1517-1526.

The inclusion of children with special educational needs (SEN) has risen up the political agenda since the return of the Labour Government in the UK in 1997. This has seen increasing numbers of children with SEN being educated within mainstream schools. This article examines the perspectives of children with SEN attending both mainstream and special schools in relation to their experiences of physical education (PE). Findings demonstrate that children with SEN in both mainstream and special schools enjoy PE, although issues were raised in mainstream schools regarding bullying and the appropriateness of activities in PE lessons. The findings show how children offered suggestions about how to improve PE and make it more beneficial. The findings identify how children are empowered through consultation, and are aware of their needs and abilities. As such it is evident that schools and those supporting inclusive physical activity for children with SEN must use consultation as a tool for empowering pupils as a means of providing them with choices while gaining a rich insight into their lived experiences of PE.

Conatser, Phillip (2007). Adapted aquatics and rehabilitation: A literature synthesis. *International Journal of Aquatic Research & Education*, 1 (3), 242-254.

This article presents a synthesis of literature related to the planning, implementing, and delivery of adapted aquatic and rehabilitation services for individuals with disabilities. The review investigates the potential benefits of aquatics (from the psychomotor, cognitive, affective, and educational domains), certification opportunities, inclusion, federal guidelines, and the classification system for competitive swimming. Furthermore, it includes recommendations for future study and protocols for conducting high-quality research.

Conatser, P. (2007). Inclusion in aquatics - perceptions of preparedness in training, equipment utilization and class management. *Palaestra*, 23 (20), 38-43.

The article provides a detailed report of a research study looking at perceptions of swim instructors with regard to including individuals with disabilities in regular swim classes.

Conatser, Phillip (2008). International perspective of aquatic instructors' attitudes toward teaching swimming to children with disabilities. *International Journal of Aquatic Research & Education*, 2 (3), 256-265.

The purpose of this article was to examine attitudes of aquatic instructors (N = 23) toward teaching swimming to children with mild and severe disabilities in an inclusive setting. Aquatic instructors from 23 cities in 7 countries participated in the study. Data were collected by mail survey using the Aquatic Instructors Attitudes Toward Teaching Swimming to Individuals With Disabilities questionnaire (Conatser, Block, & Lapore, 2000). A correlated t test showed that aquatic instructors were significantly more favourable toward teaching aquatics to children with mild disabilities than children with severe disabilities. Instructors agreed they should include children with mild disabilities and disagreed over including severe disabilities. Although 100% of their programs offered swimming for children with disabilities, over half the instructors had segregated programs, did not consider parents' thoughts in placement decisions, and did not feel

prepared to teach children with disabilities. Results from this study are similar to findings from other studies conducted on aquatic instructors in the United States (Conatser, 2004, 2007a, 2007c; Conatser & Block 2001, 2002; Conatser, Block, & Gansneder, 2002).

Conatser, P., Block, M., & Gansneder, B. (2002). Aquatic Instructors' Beliefs Toward Inclusion: The Theory of Planned Behavior. *Adapted Physical Activity Quarterly*, 19 (2), 172-187.

The article (a) examines aquatic instructors' beliefs (female, n = 82; male, n = 29) about teaching swimming to individuals with disabilities in inclusive settings and (b) tests the theory of planned behaviour model (Ajzen, 1985, 1988, 2001). Aquatic instructors from 25 states representing 122 cities across the U.S. participated in this study. The instrument, named Aquatic Instructors' Beliefs Toward Inclusion (AIBTI), was an extended version of the Physical Educators' Attitudes Toward Teaching Individuals with Disabilities - Swim (Conatser, Block, & Lepore, 2000). A correlated t test showed aquatic instructors' beliefs (attitudes toward the behaviour, normative beliefs, perceived behavioural control, intention, behaviour) were significantly more favourable toward teaching aquatics to individuals with mild disabilities than individuals with severe disabilities. Stepwise multiple regression showed perceived behavioural control and attitude significantly predicted intention, and intention predicted instructors' inclusive behaviour for both disability groups. Further, results indicated the theory of planned behaviour predicts aquatic instructors' behaviour better than the theory of reasoned action.

Conatser, P., Block, M., & Lepore, M. (2000). Aquatic instructors' attitudes toward teaching students with disabilities. *Adapted Physical Activity Quarterly*, 17 (2), 197-207.

The article examined attitudes of aquatic instructors (female, n = 59; male, n = 23) toward teaching swimming to students with mild to severe disabilities in an inclusive setting. Aquatic instructors from 28 states representing 75 cities across the US participated in this study. Data were collected by mail with a modified version of Rizzo's (1984) "Attitudes of Physical Educators Toward Teaching Handicapped Pupils" (renamed "Physical Educators' Attitudes Toward Teaching Individuals with Disabilities - Swim"). A correlated t test showed that aquatic instructors were significantly more favourable toward teaching aquatics to students with mild disabilities than students with severe disabilities. Stepwise multiple regression analysis indicated that conducting an inclusive aquatic program was the best predictor of favourable attitudes toward including students with mild disabilities, while having more certifications in aquatics was the best predictor of favourable attitudes toward including students with severe disabilities in regular aquatic programs.

Davis, R.W. (ed.) (2002). *Inclusion through sports: A guide to enhancing sport experiences*. Champaign, Ill: Human Kinetics.

Davis, R.W. (2002). Appendix A: Legal applications. In Davis, R.W. (ed.), *Inclusion through sports: A guide to enhancing sport experiences* (pp. 197-203). Champaign, Ill: Human Kinetics.

This appendix outlines the legal mandates for a disabled child in physical education which means for the educator communication with other special education colleagues,

contributing to the assessment process, and actively engaging in the IEP (Individualized education plan) development.

Davis, R.W. (2002). Appendix C: Links to other sports and adapted activities. In Davis, R.W. (ed.), *Inclusion through sports: A guide to enhancing sport experiences* (pp. 213-214). Champaign, Ill: Human Kinetics.

This appendix provides a brief directory to Internet sites relating to disability, sports and adapted activities.

Davis, R.W. (2002). Appendix D: Equipment concerns. In Davis, R.W. (ed.), *Inclusion through sports: A guide to enhancing sport experiences* (pp. 215-216). Champaign, Ill: Human Kinetics.

This appendix provides suggestions for obtaining or making the equipment necessary for program implementation when budget constraints are in place: wheelchairs, goalballs, and wheelchair tennis.

DePauw, K.P. Active living throughout the lifespan: APA, disability, and aging. In Dinold, M. (ed.), *Proceedings: 13th International Symposium / 5th European Congress* (pp. 66-70). 3-7 July. Wien: AFAPA: Austrian Federation Adapted Physical Activity.

This article discusses the relationship between active living, adapted physical activity, aging and disability.

DePauw, K.P. (1993). A feminist perspective on sports and sports organizations for persons with disabilities. In Steadward, R.D. (ed.) et al, *VISTA '93: The outlook. The proceedings from VISTA '9* (pp. 467-477). Edmonton, University of Alberta, Rick Hansen Centre.

DePauw, K.P. (1999). Girls and women with disabilities in sport. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 70 (4), 50-52, 61.

DePauw, K.P. (1986). Horseback riding for individuals with disabilities: Programs, philosophy, and research. *Adapted Physical Activity Quarterly*, 3 (3), 217-226.

Although historical mention of horseback riding for individuals with disabilities can be traced through the centuries, programs of therapeutic riding were not established until the mid-1900s. Since its inception, horseback riding for the disabled has become diversified and increasingly sophisticated. As a result, the programs have a varying emphasis on riding as sport, recreation, education, or therapy. The literature contains articles describing therapeutic riding programs that include claims of medical and educational benefits for participants. Although the programs have existed for 30 years, interest in research on the benefits of horseback riding for the disabled is relatively new. Despite the progress made, it is critical that professionals in horseback riding for individuals with disabilities (a) collect empirical evidence supporting the claimed benefits, (b) develop appropriate evaluation instruments/tools, (c) identify effective intervention techniques, (d) provide for accessibility of publications/information from Europe, and (e) develop printed and audiovisual materials for the health professional community.

DePauw, K.P., & Doll-Tepper, G.M. (1989). European perspectives on adapted physical activity. *Adapted Physical Activity Quarterly*, 6 (2), 95-99.

The terminology used to describe the discipline/profession varies throughout Europe and North America; in this article the term adapted physical activity is used as an umbrella term. (The term will be defined and described by Geoffrey Broadhead in a Opening Session keynote presentation at the 7th International Symposium on Adapted Physical Activity in Berlin in June 1989). Precedent has already been set for its use as the umbrella term. For example, it is used in the title of the international organisation, the International Federation on Adapted Physical Activity, and for international symposia (e.g., 7th International Symposium on Adapted Physical Activity in Berlin). It is found in the title of this journal as well as in the name of a professional council of the American Alliance for Health, Physical Education, Recreation and Dance, the Adapted Physical Activity Council, the European organisation entitled the European Association for Research on Adapted Physical Activity (Vermeer, 1988), and in the Jasper Talks: Strategies for Change in Adapted Physical Activity in Canada (CAHPER/ACSEPL, 1988.)

DePauw, K.P. and Gavron, S.J. (1991). Coaches of athletes with disabilities. *Physical Educator*, 48 (1), 33-40.

DePauw, K.P. and Gavron, S.J. (2005). *Disability sport* (Second edition). Champaign, Ill: Human Kinetics, pp 395.

The second edition provides a comprehensive and practical look at the past, present and future of disability sport, Topics covered are inclusive of youth through adult participation with in-depth coverage of essential issues involving athletes with disabilities.

DePauw, K.P., & Goc Karp, G. (1990). Attitudes of selected college students toward including disabled individuals in integrated settings. In Doll-Tepper, G., Dahms, C., Doll, B., and von Selzam, H. (eds.), *Adapted physical activity: An interdisciplinary approach. Proceedings of the 7th International Symposium* (pp. 149-157). Berlin, June 1989. New York: Springer-Verlag.

DePauw, K.P., & Sherrill, C. (1994). Adapted physical activity: Present and future. *Physical Education Review*, 17 (1), 6-13.

Devine, Mary Ann (2004). "Being a 'doer' instead of a 'viewer'": The role of inclusive leisure contexts in determining social acceptance for people with disabilities. *Journal of Leisure Research*, 36 (2), 137-159.

The article reports on an in-depth examination of the perceptions of people with disabilities on social acceptance and inclusive leisure contexts. Specifically, the article explored the role of leisure contexts in determining social acceptance for individuals with disabilities participating in inclusive recreation programs. Individuals with disabilities (n = 14) who were enrolled in inclusive leisure programs were interviewed using a semi-structured questionnaire. Using constant comparative methods to analyse data, three categories were identified, (a) connector (bridging barriers), (b) distancer (emphasising

differences), and (c) neutraliser {ambivalence toward inclusion). These findings are important as they appear to reflect a microcosm of society relative to inclusion values, norms, and practices.

Devine, Mary Ann (2003/2004). Constraining and freeing: The meaning of inclusive leisure experiences for individuals with disabilities. *Leisure/Loisir: Journal of the Canadian Association for Leisure Studies*, 28, 27-47.

In this article, meanings are ascribed to behaviours, objects, and language through a process of social interaction. It has been noted that meaning is experience creating in that the ways in which behaviours, objects, and language are defined creates the experience (Buchanan, Christensen, & Burdge, 1981). The meaning of leisure experiences is important as it aids in understanding and explaining human behaviour (Mobily, 1989). This article examines the meaning of inclusive leisure by individuals with disabilities on the recreation experience. Findings revealed that the meaning of inclusive leisure ranged from constraining to freeing, with context and the role of the social group emerging as pivotal factors in creating those meanings. This expands the understanding of inclusive leisure environments by giving voice to individuals with disabilities, with a focus on context and the role of the social group.

Devine, Mary Ann, & Broach, Ellen (1998). Inclusion in the aquatic environment. *Parks & Recreation*, 33 (2), 60-67.

This article presents ways to create and maintain the inclusion of people with disabilities in aquatic environments. A committee was formed to explore the 'state of inclusion' in park and recreational agencies across the United States; to examine barriers to inclusion; and considerations for making aquatic settings physically accessible.

Devine, Mary Ann, & King, Brie (2006). Research update: The inclusion landscape. *Parks & Recreation*, 41 (5), 22-25.

This article focuses on the need for the professionals in the recreation and physical activity arenas in the US to view inclusive leisure services for individuals with disabilities as a part of their responsibility. Since the Americans with Disabilities Act was written into law, park and recreation professionals have increasingly been encouraged to view the provision of inclusive services as everybody's responsibility, not just the responsibility of those with disability-based backgrounds. During the past ten years, researchers have found social, emotional, physical and cognitive benefits experienced by all who participate in recreation, regardless of disability.

Devine, Mary Ann, & O'Brien, Mary Beth (2007). The mixed bag of inclusion: An examination of an inclusive camp using contact theory. *Therapeutic Recreation Journal*, 41 (3), 201-222.

The article examines the quality of contact (i.e., personal vs. casual) and the conditions (i.e., organized vs. informal) under which the contact occurred in an inclusive experience. Specifically, the article examines contact as it related to the roles played by staff under specific conditions and the influence of these factors on perceptions of the camp experience. Eight campers, two male and six female, four with and four without

disabilities, attending a one week residential camp, agreed to be research participants. Using a qualitative method with contact theory as the framework, the campers participated in one interview that explored their perceptions of the inclusive camp experience. Data indicated that their perceptions of the inclusive experience had positive and difficult elements. Developing categories included perceptions reflecting the experience to be mutually rewarding, 'good for me,' and weird and frustrating. Findings are discussed in relation to theory and practice implications.

Devine, Mary Ann, & Parr, Mary G. (2008). "Come on in, but not too far:" Social capital in an inclusive leisure setting. *Leisure Sciences*, 30 (5), 391-408.

The article explores the nature of relationships that develop in an inclusive youth camp context using the framework of social capital. Inclusive recreation contexts are designed to promote awareness and minimize differences among participants with and without disabilities. Eight campers including four with disabilities and four without disabilities ranging in age from 12-16 were interviewed. Three conceptual categories were constructed related to social capital: reciprocity and investment, inclusion as camouflage, and roles played in mediating social capital. Findings indicate that social relationships among the campers were mixed in their facilitation of social capital. The assertion that social structures are hierarchical and reflect relative positions of status, power, and prestige was evident in this context.

Devine, Mary Ann, McGovern, John N., & Hermann, Patricia (1998). Inclusion in youth sports. *Parks & Recreation*, 33 (7), 68-75.

This article presents ways of including people in sports activities, thereby decreasing barriers to sports participation for people with disabilities. It discusses benefits of leisure; types of team sports; barriers to participation in sports; and common coaching techniques to attain success with inclusion.

Downs, P. (2001). Towards a society for all through adapted physical activity - is a paradigm shift needed? In Dinold, M. (ed.), *Proceedings: 13th International Symposium / 5th European Congress* (pp. 19-28). 3-7 July, Wien. AFAPA: Austrian Federation Adapted Physical Activity.

This article presents a study of different models of disability in society, and how they rate on the inclusion-exclusion spectrum. It discusses the paradigm fit, creating a paradigm shift, articulating the paradigm and the exclusion process.

Downs, Peter, & Williams, Trevor (1994). Student attitudes toward integration of people with disabilities in activity settings: A European comparison. *Adapted Physical Activity Quarterly*, 11 (1), 32-43.

This article examines, in a comparative context, the attitudes of undergraduate students toward the integration of people with disabilities in activity settings. The Physical Educators' Attitudes Toward Teaching the Handicapped instrument was used to test pre-service physical education undergraduates (N =371) from universities in England, Denmark, Belgium, and Portugal on attitude variables previously found significant in North American research. Mann-Whitney U analysis revealed significant attitudinal



differences between the variables of gender, previous experience with disability, and disability classification (physical or learning disability); between cross-cultural influences of the Belgian sample and the English, Danish, and Portuguese samples; and between the English and the Danish samples.

Easton, C. (2004). Making inclusion fit. *Leisure Manager*, 22 (3), 24-26.

This article discusses way of making a fitness facility accessible to all potential users which makes good legal and financial sense. Some simple tips are given to transform your facility.

Emes, Claudia, Longmuir, Patti, & Downs, Peter (2002). An abilities-based approach to service delivery and professional preparation in adapted physical activity. *Adapted Physical Activity Quarterly*, 19 (4), 403-419.

Adapted physical activity professionals have embraced for some time the concept of a nonmedical model; however, traditional approaches in service delivery continue to exist. Abilities-based is not a model for service delivery; it is an approach that offers a new perspective that is based on person-centredness, openness, and compatibility. The focus is on the person in a learning situation, not the disability, not the activity, and not the environment. Although these factors cannot be ignored, emphasis in an ability-based approach shifts to the person. Attitude within and toward service delivery is the critical point of departure in the abilities-based approach. This article discusses demystifying disability and building positive attitudes as features of this approach. It then discusses the influence of this approach on how we prepare future professionals of adapted physical activity, and it concludes with an example of an abilities-based program.

Eminović, Fadilj, Nikić, Radmila, Stojković, Irena & Pacić, Sanela. (2009). Attitudes toward inclusion of persons with disabilities in sport activities. *Sport Science*, 2 (1), 72-77.

Research in many countries has shown that the most common barriers to the participation of persons with disabilities in sport, in addition to the lack of previous experience in the sport and the lack of knowledge of how to include a person with disabilities in sport, are social prejudices toward sport engagement of people with disabilities. Bearing in mind the importance of engagement in sport activities for the population of disabled, we aimed to examine social attitudes toward sport engagement of persons with disabilities. The sample included 178 respondents (93 men and 85 women). 45 of the respondents were actively involved in sports, 45 were engaged in recreational sports, 43 were not engaged in sports and 45 were parents of children with disabilities. The results showed that among people without disabilities there is indifference, lack of knowledge and negative attitudes toward participation in sport activities by disabled persons.

Eminović, Fadilj, Šakotić, Nada, Nikić, Radmila, & Nedović, Goran (2009). Teachers' attitudes towards realisation of physical culture program with pupils with developmental difficulties. *Sport Science*, 2 (2), 90-95.

Pupils who are excluded from physical culture classes, due to some medical problems are isolated, consequently vulnerable and easy to get hurt. Most frequent are cardio, respiratory and locomotor difficulties. It is well known that certain procedures in the

physical culture program successfully prevent these difficulties. The article deals with insufficient following of physical development of pupils with developmental difficulties in first grades of elementary school. The aims were: 1. Exploring attitudes of teachers in the first four grades towards classes of physical culture for children with developmental difficulties, 2. Exploring differences of given attitudes between teachers in regular and inclusive programs. Specific aims were to explore: a) Do teachers in first four grades divide children into groups regarding types of body damage? b) Are there methodological differences applied with different groups? c) Are there differences in attitudes between teachers in regular and inclusive program? d) Does school organisation enable inclusion of these children in physical culture classes? Sample: teachers of 4 beginning grades (from 1st to 4th), from five elementary schools. Forty-six teachers worked in regular, and eighteen in inclusion programs. Results are given in tables, graphics and histograms

Flanagan, Patrick (2009). The EIPET Project. *Physical Education Matters*, 4 (4), 12-14.

The article presents information on the European Inclusive Physical Education Training (EIPET) which was funded through the European Union's Lifelong Learning Programme. This project was promoted by the Institute of Technology Tralee in County Kerry, Ireland in cooperation with Sports Coach UK, ILAM, Lithuanian Academy of Physical Education, and Palacky University Czech Republic. The Project's objective is to offer a module that addresses the effective inclusion of children with disabilities in physical education.

Garel, J.P. (2003). Disabled children and adolescents: Debating on integration. *Education Physique & Sport*, 301, 69-72.

This article discusses the arguments for and against the integration of children and teens with disabilities in regular physical education classes.

Germ, P.A., & Schleien, S.J. (1997). Inclusive community leisure services: Responsibilities of key players. *Therapeutic Recreation Journal*, 31 (1), 22-37.

The article identifies the inclusive practices employed and barriers encountered by key players in Minnesota's community leisure service agencies that were actively serving people with disabilities in inclusive programs. By identifying "recommended professional practices" for inclusive services, the specific roles and strategies implemented by key players and barriers they encountered could be observed first-hand. In order to analyse the nature and extent of inclusive programming in relation to agency key player roles, 13 agencies were selected for on-site interviews. The following key players were interviewed at each of those agencies: (1) administrator; (2) supervisor; (3) program instructor; (4) volunteer or trainer advocate; and (5) consumer (i.e., individual with a disability and/or his/her parent/care provider). Networking with others and collaborative program planning (i.e., agency staff work closely with consumers in designing programs) were the most prevalently cited organisational recommended professional practices across key players. Regarding programmatic recommended professional practices, ongoing program evaluation and volunteer management strategies were the most frequently cited. Consumers are typically involved only in the initial selection of a recreation program or activity. Regarding the barriers they experienced

when attempting to accommodate individuals with disabilities, administrators and supervisors reported financial constraints most often. Financial constraints were also among the three most frequent responses of program instructors (23 percent), volunteers (25 percent), and consumers (15 percent). A plea for further coordination and collaboration between agency staff, participants with disabilities, and care providers to facilitate inclusive community recreation services is made.

Greenwood, Mike, & French, Ron (2000). Inclusion into regular physical education classes: Background and economic impact. *Physical Educator*, 57 (4), 209-215.

This article addresses the implications of the placement of disabled students in regular education settings toward financial and human resources within physical education environments. It provides a brief description of the placement concept; possible benefits and side effects of the placement shift; curriculum accommodations to meet the placement shift; and the economic impact.

Grenier, Michelle (2006). A social constructionist perspective of teaching and learning in inclusive physical education. *Adapted Physical Activity Quarterly*, 23 (3), 245-260.

The article examines an inclusive, third grade physical education class containing a child with severe cerebral palsy and a visual impairment from a social constructionist perspective. Data were collected from four primary sources over a six-month period: interviews, observations, document review, and journals. Boyzaitis's (1998) five-step process was utilized in the data analysis, which uncovered three primary themes: the teacher's belief in the development of social skills for students with and without disabilities, the teacher's use of purposeful strategies to accommodate students with disabilities, and student learning shaped by personal experience. Student and teacher experiences were interpreted within the conceptual framework of social construction as a means of describing relevant and meaningful relationships.

Grenier, Michelle (2007). Inclusion in physical education: From the medical model to social constructionism. *Quest*, 59 (3), 298-310.

The purpose of this article was to explore assumptions that have informed constructions of disability and to challenge these as socially constituted judgments that influence the way teachers think and act in general physical education. A secondary purpose was to introduce social constructionism as a discourse that potentially reshapes constructions of disability by highlighting the relational activity between teachers and students. Using this framework, it becomes possible to consider the cultural construction of disability as informing actions that in many cases, further disable students with disabilities. A relevant question here becomes, what are our expectations, and how did we come to hold them? The article concludes with suggested practices that identify competence and context as central features of instruction in which meaningful actions are possible for students with disabilities.

Grosse, S. (2003). Rebuttal to Inclusion in the USA: an overview. *Journal of the International Council for Health, Physical Education, Recreation, Sport & Dance*, 39 (1), 46.

The author responds to an article published in the same issue of this periodical, Inclusion in the USA: An overview, by C. Lienert.

Hardin, Brent (2005). Physical education teachers' reflections on preparation for inclusion. *Physical Educator*, 62 (1), 44-56.

The purpose of this article was to identify practicing physical education teacher's perspectives regarding the adapted physical education curriculum of their respective Physical Education Teacher Education (PETE) programs, and to explore how their preparation programs have affected their feelings of competence and confidence when teaching students with disabilities in inclusive environments.

Haycock, David, & Smith, Andy (2010). Inclusive physical education? A study of the management of national curriculum physical education and unplanned outcomes in England. *British Journal of Sociology of Education*, 31 (3), 291-305.

One key aspect of the growing policy emphasis on educational inclusion in England has been the tendency for physical education (PE) to be used as an important vehicle of social policy targeted at promoting the inclusion of young disabled people and those with special educational needs in mainstream schools. Drawing on aspects of figurational sociology, the central objective of this study is to examine the extent to which PE teachers have been able to achieve the government's inclusion policy goals articulated in the 2000 National Curriculum for Physical Education (NCPE) for England. The findings indicate that using the NCPE as a means to pursue the government's educational inclusion policy goals has had unplanned outcomes that have the effect of undermining the extent to which the government is able to use inclusion to make a greater contribution to the promotion of young people's experiences of PE. It is also argued that these outcomes that no-one had planned or intended may, for some of the groups involved, be seen as undesirable consequences that emanate from teachers' attempts to manage the contradictory pressures brought about by pursuing the priorities of government.

Heikinaro-Johansson, Pilvikki, French, Ronald, Sherrill, Claudine, & Huuhka, Heikki (1995). Adapted physical education consultant service model to facilitate integration. *Adapted Physical Activity Quarterly*, 12 (1), 12-33.

The article examines the development and testing of an adapted physical education consultant model to assist regular elementary school classroom teachers to include children with special needs into regular physical education. The consultation model consisted of (a) Level 1, conducting a needs assessment, (b) Level 2, designing/implementing the program, and (c) Level 3, evaluating the program. The model was tested in two communities in Finland using the intensive and the limited consulting approaches. Data collection methods included videotaped observations of teacher and students, interviews, dialogue at interdisciplinary team meetings, and journals. Results are presented as case studies, which describe the process and product over a 2-month period of model implementation. Analysis of data indicated that classroom teachers, paraprofessionals, and students benefited from the consultant model. The adapted physical education consultant model appears to be a viable approach in facilitating the integration of children with special needs.

Hennie, Matt (2007). Improving athletic opportunities for students with disabilities. *Palaestra*, 23 (3), 20-25.

The article reports on programs which were put into place in the states of Georgia and Alabama in an effort to help improve athletic opportunities for students with disabilities. While the disabled students in the two states had had a lack of access to athletic opportunities, lack of transportation, and a lack of equipment and funding which prevented them from taking part in the same athletic programs enjoyed by their non disabled classmates, the American Association of Adapted Sports Programs came to their service and implemented programs in the states.

Hodge, Samuel R., Ammah, Jonathon O.A., Casebolt, Kevin, Lamaster, Kathryn, & O'Sullivan, Mary (2004). High school general physical education teachers' behaviors and beliefs associated with inclusion. *Sport, Education & Society*, 9 (3), 395-419.

The article describes the behaviours and beliefs of secondary general physical education (GPE) teachers relative to inclusion and teaching of students with disabilities. Participants were nine experienced high school GPE teachers from suburban school districts in California, Ohio, and Pennsylvania. The research method was naturalistic inquiry. Qualitative data were collected using observer field notes and interview schedules. Findings were presented using descriptive summaries and thematic narratives. These teachers regularly verbally interacted with and expressed mostly favourable beliefs about teaching students with disabilities. Teacher interviews revealed three recurring themes: (a) teachers were positively disposed to inclusion as an educational philosophy, (b) teachers had differential efficacy in achieving successful inclusion, and (c) teachers encountered challenges to establishing inclusive practice. Despite their mostly favourable beliefs about inclusion, several teachers felt inadequately prepared or lacked support and resources to effectively teach students with more severe disabilities.

Hodge, Samuel R., Davis, Ronald, Woodard, Rebecca, & Sherrill, Claudine (2002). Comparison of practicum types in changing preservice teachers' attitudes and perceived competence. *Adapted Physical Activity Quarterly*, 19 (2), 155-171.

The article compares the effects of two practicum types (off campus and on campus) on physical education teacher education (PETE) students' attitudes and perceived competence toward teaching school-aged students with physical disabilities or moderate-severe mental retardation. PETE students, enrolled in a 15-week introductory adapted physical education (APE) course and involved in eight sessions of either off-campus (n = 22) or on-campus (n = 15) practicum experiences, completed Rizzo's (1993a) Physical Educators' Attitudes Toward Teaching Individuals with Disabilities-III (PEATID-III) two times. Analysis of pretest data revealed that groups were equated on gender, experience, attitude, and perceived competence. Kruskal-Wallis ANOVA revealed no significant difference between practicum types on posttest attitude and perceived competence measures. Attitude scores did not differ significantly from pretest to posttest. Perceived competence improved significantly from pretest to posttest under both practicum types. Implications for professional preparation are discussed.

Hodge, S.R., Murata, N., Block, M., & Lieberman, L. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, Ariz: Holcomb Hathaway Publishers.

The book includes bibliographical references. With text adoption an instructor's manual on CD-ROM is available; 269 p. Contents: Foreword; Introduction; [1] Changing attitudes and stereotypical beliefs; [2] Advocacy and ethical considerations; [3] Individualization of instruction: writing behaviourally stated objectives; [4] Inclusion without accompaniment; [5] Support personnel: roles and training; [6] Creating and conducting a self-contained ape program; [7] Consultation between generalist and specialist in physical education; [8] Authentic assessment; [9] Peer assessment in physical education; [10] Synergism in adapted physical education; [11] Peer tutoring for physical education; [12] Teaching children with speech and language impairments; [13] Technological applications in physical education; [14] A team approach to including students with disabilities in PE; [15] Children with disabilities on the playground; [16] Celia joins her high school swim team; [17] Addressing the motor domain through the IEP/ITP; [18] Opportunities for adults at their local recreation centres; [19] Taking advantage of membership at a local health club; [20] Social inclusion of students with physical disabilities; [21] Proactive and preventive strategies; [22] Increasing students' appropriate behaviours; [23] Decreasing students' inappropriate behaviours; [24] Conflict resolution; [25] Teaching students with learning disabilities; [26] Teaching students with attention deficit disorder and hyperactivity; [27] Teaching students with developmental coordination disorder; [28] teaching students with mental retardation; [29] Working as an itinerant ape teacher; [30] Jeremy, an adult who is deaf; [31] Teaching a child with a visual impairment; [32] Teaching a student who is deaf-blind; [33] Teaching students with severe disabilities; [34] Teaching students with severe spastic cerebral palsy; [35] Teaching students with autism; [36] Teaching students with motor delays and mobility difficulties; [37] Teaching students with seizure disorders; [38] Teaching students with human immunodeficiency virus; [39] Teaching students with exercise-induced asthma; [40] Teaching students with juvenile diabetes and obesity; Index.

Holmes, S. (2002). Innovation, inclusion and ambition. The Inclusive Fitness Initiative aims to encourage more people with disabilities to use their local fitness facilities. *Leisure Manager*, 20 (11), 12-13.

The Inclusive Fitness Initiative, a two-year pilot project of the English Federation of Disability Sport, has seen eighteen months of success in several areas. Key to the project has been the involvement of disabled persons in steering all key components of the pilot scheme. For more information, visit [www.inclusivefitness.org.uk](http://www.inclusivefitness.org.uk)

Howard, David (2007). Leisure and the World Health Organization. *World Leisure Journal*, 49 (4), 237-238.

The article focuses on the International Classification of Functioning, Disability and Health (ICF), a classification system issued by the World Health Organization (WHO). It notes that the system stands as an important tool for the World Leisure Organization as it provides information on therapeutic recreation and recreation or leisure-based health promotion activities. One aim of the ICF is to establish a common language for health. It adds that ICF promotes inclusion, health promotion and wellness efforts in the society.

Huovinen, T., & Heikinaro-Johansson, P. (2001). Effective support services to enhance successful inclusion in physical education. In Dinold, M. (ed.), *Proceedings: 13th International Symposium / 5th European Congress* (pp. 242-247). 3-7 July, Wien, AFAPA: Austrian Federation Adapted Physical Activity.

This article attempted to discover how to provide support services to teachers and other educational professionals in Finland who work with special needs students in physical education classes. It discusses methods, knowledge of the environment and the needs of teachers, collaborative teamwork and communication, and the role of the adapted physical educator in Finland.

Hutzler, Y. (2003). Attitudes toward the participation of individuals with disabilities in physical activity: A review. *Quest*, 55 (4), 347-373.

This review covers articles published during the recent two decades on attitudes toward the participation of individuals with disabilities in physical activity. Research literature has been retrieved and analysed by content and quality, across research type categories (cross sectional vs. intervention) and members of the participation context (i.e., professionals, peers, and participants with disabilities). The underlying theories, instruments, methodological approaches, and outcome variables are discussed in each category. Contact theory has served as the most popular theoretical foundation, although without significant effectiveness in most trials. Gender has almost unanimously been recognized as a significant factor in all participant categories. Females tend to express more positive attitudes toward inclusion than do males. Participation in Adapted Physical Activity (APA) courses and previous experience with individuals with disability tend to improve professionals' attitudes.

Hutzler, Yeshayahu, & Levi, Inbal (2008). Including children with disability in physical education: General and specific attitudes of high school students. *European Journal of Adapted Physical Activity*, 1 (2), 21-30.

The purpose of the article was to validate an Israeli version of the Children's Attitude towards Inclusion in Physical Education (CAIPE) scale (Block, 1995). Participants were 120 high school students from grades 9, 11, and 12. Twenty-five students participated in sport classes and the others were regular students. A modified version of the Attitudes Toward Including Students with Disability in Physical Education ATISD-PE questionnaire was used as a measure of concurrent validity. Results indicated a bi-factorial structure with moderate to adequate Cronbach's Alpha reliability of the general and sport-specific sub-scales of the CAIPE, respectively. No difference in attitude was found between children who participated in sport classes and those who did not. Children who had previous exposure to children with disability exhibited reduced willingness toward including them in physical education classes. Previous exposure did not appear to have an effect on peers' attitudes toward including children with disability in basketball.

Hutzler, Yeshayahu, & Sherrill, Claudine (2007). Defining adapted physical activity: International perspectives. *Adapted Physical Activity Quarterly*, 24 (1), 1-20.

The article describes international perspectives concerning terms, definitions, and meanings of adapted physical activity (APA) as (a) activities or service delivery, (b) a

profession, and (c) an academic field of study. Gergen's social constructionism, our theory, guided analysis of multiple sources of data via qualitative methodology. Data sources were online surveys, APA literature, and expertise of researchers. Findings, with the identification of further considerations, were provided for each APA component to stimulate reflection and further inquiry among international professionals with diverse backgrounds.

Indjov, Diana (2007). The disability movement. *Amputee Sports for Victims of Terrorism*, 31 (1), 78-82.

Ten to fifteen per cent of the world's population is affected by some disability. This may affect their ability to secure work, and other social activities. Whereas a medical model of disability sees disability as an impairment needing health care, the social model concentrates on correcting social attitudes and the tendency to label. Some of the fundamental rights are still inaccessible to Disability Movement: the right to education; the right to work; the right to private and family life; the right to protection of health and social security; the right to protection against poverty and social exclusion; the right to adequate housing, sport access etc. The right to receive support and assistance is not enough. Guaranteeing access to equal political, social, economic, sport and cultural rights is not a common political objective. Equal status, inclusion, and the right to choose is not promoted and implemented.

Johnson, Connie C. (2009). The benefits of physical activity for youth with developmental disabilities: A systematic review. *American Journal of Health Promotion*, 23 (3), 157-167.

This article analysed evidence of the benefits of physical activity for youth with developmental disabilities. Data was sourced using key word searches for 'disability', 'physical activity', 'exercise', 'fitness', and 'sport' in major databases. A total of 3263 citations were found. Systematic reviews and articles about studies quantitatively examining the effects of physical activity in youth with developmental disabilities ages 0 to 20 years were included. Only articles published in English in peer-reviewed journals were included. Data, shown in table format, were synthesised in relation to five research questions. Three systematic reviews and 14 studies were reviewed. Strong evidence indicated that children and adolescents with developmental disabilities derive health benefits from participation in group exercise programs, treadmill training, or therapeutic riding/hippotherapy. Lesser levels of evidence indicated that health benefits might be present for adapted skiing or aquatic programs. Documented benefits of physical activity include improvements in aerobic capacity, improved gross motor function, and high levels of participant/parent satisfaction. Evidence exists that physical activity is beneficial for youth with developmental disabilities. Further research studies are needed that are of greater scientific rigor including larger sample sizes, control groups, and stringent, replicable methodology.

Johnson, Lynn V., Kasser, Susan L., & Nichols, Beverly A. (2002). Including all children in standards-based physical education. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 73 (4), 42-46.



This article discusses issues on the inclusion of children, with or without disabilities, in standards-based physical education. It examines obstacles to the inclusion of all students; strategies to facilitate the inclusion of all students into standards-based teaching; and gives an example of an inclusive assessment.

Jones, D.B. (2003/2004). "Denied from a lot of places" - Barriers to participation in community recreation programs encountered by children with disabilities in Maine: Perspectives of parents. *Leisure/Loisir: Journal of the Canadian Association for Leisure Studies*, 28, 49-69.

In this article, barriers to participation in Maine community recreation programs were explored with 37 parents of children with disabilities in six focus groups statewide. Findings suggest that most community recreation programs in Maine effectively exclude children with disabilities; non-exclusionary programs are usually limited in scope and segregated, not inclusive. Participants identified two major barriers, programs' emphasis on competitive sports and children's behavioural and social skills deficits. Other identified barriers support previous findings: lack of friendship-building programs; negative staff and community attitudes; and lack of staff awareness about disabilities. Recommendations addressed programming, training, support, facilities, collaborations, and financial assistance.

Kasser, S.L., Collier, D., & Solava, D.G. (1997). Sport skills for students with disabilities: A collaborative effort. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 68 (1), 50-53, 56.

Kasser, Susan L. & Lytle, Rebecca K. (2005). Inclusive physical activity: A lifetime of opportunities. Champaign, Ill: Human Kinetics.

Includes bibliographical references (p. 268-273) and index.; viii, 280 p. : (some col.) ill. ; 29 cm.; CONTENTS: Preface; Acknowledgments; Part I - Foundations for inclusive physical activity : [1] Redefining ability and inclusive physical activity; [2] Overcoming barriers to inclusive physical activity; Part II - Inclusive physical activity program planning and implementation : [3] Teaming and collaboration; [4] Program focus and assessment; [5] Preparing and planning inclusive physical activity programs; [6] A functional approach for modifying movement experiences; Part III - Application of inclusive practices : [7] Movement skills and concepts; [8] Play, games, and sport; [9] Health-related fitness and conditioning; [10] Adventure and outdoor programming; [Appendix A] Person-related factors influencing capability; [Appendix B] Eligibility criteria for infants and toddlers; [Appendix C] Resources; [Appendix D] Legislation and individuals with disabilities; [Appendix E] Assessment instruments; [Appendix F] Sample medical history and referral form; References; Index; About the authors.

Kayama, Misa (2010). Parental experiences of children's disabilities and special education in the United States and Japan: Implications for school social work. *Social Work*, 55 (2), 117-125.

Cultural beliefs about disability and related systems of special education affect the experience of children with disabilities and their parents. This article reviews research on the perceptions and experiences of parents who have preschool or elementary school-age

children with disabilities in the United States and Japan. Parents' experiences affect their children's development - for example, through caregiving and advocacy for appropriate services. Existing research suggests that US and Japanese parents report similar difficulties, including difficulties establishing relationships with professionals providing services for their children, but that they have different expectations regarding these relationships. Japanese parents are more likely to emphasise the importance of emotional connections, such as empathy, with professionals and to express feelings of stigma, whereas US parents are more likely to assert that their children are entitled to receive appropriate educational resources. These experiences reflect structural differences in US and Japanese special education services. Parents' perceptions also have the potential to recreate cultural beliefs and eventually modify service delivery systems to reflect those beliefs. Discussion of US and Japanese concepts of disability suggests ways in which services in both countries may be strengthened. The Japanese case suggests ways of strengthening empathy and trust, and the US case provides a positive model of inclusion.

Klavina, A. (2001). Assessment of sport teachers attitudes and opinions toward adapted physical education. In Dinold, M. (ed.), *Proceedings: 13th International Symposium / 5th European Congress* (pp. 253-257). 3-7 July, Wien. AFAPA: Austrian Federation Adapted Physical Activity.

This article presents the results of a survey that assessed the attitudes of physical education teachers in Latvia towards the inclusion of students with disabilities in their classes. Methods and results are discussed.

Klavina, Aija, & Block, Martin E. (2008). The effect of peer tutoring on interaction behaviors in inclusive physical education. *Adapted Physical Activity Quarterly*, 25 (2), 132-158.

This article assessed the effect of peer tutoring on physical, instructional, and social interaction behaviours between elementary school age students with severe and multiple disabilities (SMD) and peers without disabilities. Additional measures addressed the activity time of students with SMD. The study was conducted in inclusive general physical education settings under three instructional support conditions for students with SMD: (a) teacher-directed, (b) peer-mediated, and (c) voluntary peer support. During peer-mediated and voluntary peer support conditions, the instructional and physical interaction behaviours between students with SMD and their peers increased, while social interactions remained low. The activity engagement time data increased for all target students throughout intervention sessions. Interactions between students with SMD and teachers decreased toward the end of intervention.

Klavina, Aija, Block, Martin, & Larins, Viesturs (2007). General physical educators' perceptions of including students with disabilities in general physical education in Latvia. *Palaestra*, 23 (3), 26-32.

The article focuses on two surveys which were conducted in Latvia to obtain the perceptions of disabled students and their families to including students with disabilities in general education classes, and to determine the perceptions of general physical educators' perceptions of including students with physical disabilities in general physical education classes. The surveys revealed that there was frustration and dissatisfaction with both students and teachers with the manner in which students with disabilities were

included in general physical education classes, and that more research needed to be done before inclusion could be properly managed.

Klitzing, Sandra Wolf, & Wachter, Cynthia J. (2005). Benchmarks for the delivery of inclusive community recreation services for people with disabilities. *Therapeutic Recreation Journal*, 39 (1), 63-77.

This article identifies benchmarks for inclusive community recreation services by which agencies can compare their services for people with disabilities. Data collected from Illinois recreation associations was analysed for structure, process and outcome variables. The results showed that model programs utilised more of the process variables previously identified in the literature despite a wide range of structural variables. Future benchmark studies on inclusive community recreation would do well to focus primarily on outcome variables and how these outcomes are attained.

Krebs, Patricia L., & Block, Martin E. (1992). Transition of students with disabilities into community recreation: The role of the adapted physical educator. *Adapted Physical Activity Quarterly*, 9 (4), 305-15.

The mission of education is to prepare all students with and without disabilities for adult life in the community. Recent amendments to Public Law 94-142 now require transition services, which promote movement from school to post-school activities, for all students with disabilities to begin as early as age 14 and to be included in the student's IEP. Most special education programs provide vocational, domestic, and community independent living skills training. However, the same cannot be said for lifelong sport and fitness training. A life-skills model for teaching sport and fitness skills that are chronologically age appropriate, functional, and community based is preferred to the traditional developmental approach for teaching adapted physical education. The life-skills model for teaching adapted physical education changes the setting--from school sport facilities to community sport and recreation facilities--in which adapted physical education classes are conducted. It also expands the role of the adapted physical educator from direct service provider to include transition team member, consultant to regular physical education and community sport and recreation agencies, trainer of support personnel, and environmental analyst.

Kudláček, Martin, Bocarro, Jason, Jirásek, Ivo, & Hanuš, Radek (2009). The Czech way of inclusion through an experiential education framework. *Journal of Experiential Education*, 32 (1), 14-27.

The purpose of this article is to present the development of inclusive experiential education courses in the Czech Republic. The inclusion of people with disabilities (PWD) in recreation, sport, and education has become more prevalent in Czech society. This article describes the conceptual meaning of the term inclusion from both a historical and theoretical perspective based on the work of two Central/Eastern European authors (Jesenský, 1998; Válková, 1998). The article also highlights one case study of The Czech Outward Bound branch Prazdninová škola Lipnice Vacation School Lipnice, which has applied these theoretical perspectives in developing inclusive experiential education

programs. This article also provides specific examples of programs and activities that can help enhance the inclusion of PWD within the experiential educational environment.

Kudláček, Martin, Ješina, Ondřej, & Janečka, Zbyněk (2009). Paralympic education programs. *Physical Culture / Telesna Kultura*, 32 (1), 43-53.

The purpose of this article was to introduce a new area of Paralympic Education, which is an umbrella term for all educational activities within the Paralympic movement. Paralympic education is based on the philosophy of the Paralympic movement. In this article the focus is on a unique educational program titled Paralympic School Day. The potential of PSD in improving attitudes towards inclusion of persons with disabilities and implementation of PSD in elementary schools was highlighted.

Kudláček, M., Valkova, H., Sherrill, C., Myers, B, and French, R. (2002, July). An inclusion instrument based on planned behavior theory for prospective physical educators. *Adapted Physical Activity Quarterly*, 19 (3), 280-299.

The purpose of this article was to provide validity evidence for an attitude survey that will predict the intention of Czech prospective teachers to include students with physical disabilities in general physical education (GPE). Based on the theory of planned behaviour (Ajzen, 1991, 2000), the Czech Attitude Toward Teaching Individuals with Physical Disabilities in Physical Education (ATIPDPE) contained statements of intention and of behavioural, normative, and control beliefs. Attitude was inferred from behavioural beliefs. Content validity evidence was established by experts in two countries and by pilot studies utilizing 96 university students to elicit accessible beliefs and intentions. Construct validity evidence was derived from data collected from 145 GPE and 47 adapted PE prospective teachers enrolled in three universities in the Czech Republic. Bivariate correlations, hierarchical regression analysis, and ANOVA examination of known group difference provided good validity evidence for the ATIPDPE. Alpha coefficients ranged from .71 to .94.

LaRue, Richard J. (2002). Designing for inclusion: A historical, conceptual, and regulatory guide to planning an accessible environment. In Sawyer, Thomas H. (ed.), *Facilities planning for health, fitness, physical activity, recreation and sports: Concepts and applications* (pp. 65-71, 487-494). 10th edn. Champaign, Ill: Sagamore Publishing.

Planning a sport and recreation facility that is accessible for all is discussed in this chapter. The United States laws regarding persons with disabilities are reviewed. Items to consider when designing for inclusion are listed and an outline of "The Application of Title III of the ADA: Public Accommodation, Architectural Barriers, Undue Hardship, Readily Achievable, and Reasonable Accommodation" is provided.

Lavay, B., & Semark, C. (2001). Everyone plays - including special needs children in youth sport programs. *Palaestra*, 17 (4), 40-43.

This article discusses the role of organisations in youth sport to include children with special needs or disabilities, the challenges facing inclusion of special needs children, and what physical activity professionals can do to increase opportunities for these populations.

Leaman, N.L. (1998). *Inclusionary practices in physical education*. Eugene, Or: Microform Publications, University of Oregon.

Inclusion is the practice of educating students with disabilities in the same environment with their peers. There has been much discussion and disagreement on how and when inclusion should be used. In this paper, a variety of topics are discussed. These topics included the following: a) What is inclusion, b) benefits of inclusionary practices, c) factors that may contribute to an unsuccessful inclusionary program, d) how an inclusive physical education program can be developed and fostered, and e) some topic areas involving inclusion that warrant future research. Everyone involved in an inclusive program should be properly educated on inclusion, and inclusion can not be successful unless the needs of the student are considered the greatest importance.

Lee, Susan (2010). Equity and inclusivity within fitness organizations: Making best practices better. *Fitness Business Canada*, 11 (1), 21.

The article presents the author's views pertaining to her strategies to make her physical fitness facility inclusive to members with impairments in Canada. The strategies include the expansion of the space and the purchase of new equipment, and retraining the staff to follow best practices in welcoming members. She also emphasises the significance of training the staff to think deeply regarding the issue because it is a vital part in creating an inclusive environment.

Lieberman, L.J., & Houston-Wilson, C. (2002). Adapting the curriculum to fit special needs. In Lieberman, L.J. (ed.), *Strategies for inclusion: A handbook for physical educators* (pp. 51-65). Champaign, Ill: Human Kinetics.

This chapter discusses new theoretical constructs that drive the adapted physical education field. Concrete examples are provided to help bring these theories to life. Basic principles of adapting games and activities as well as instructions on implementing the adaptations suggested are also included in this chapter.

Lieberman, L.J., & Houston-Wilson, C. (2002). Creating an atmosphere for achievement. In Lieberman, L.J. (ed.), *Strategies for inclusion: A handbook for physical educators* (pp. 67-93). Champaign, Ill: Human Kinetics.

This chapter stresses the importance of identifying support personnel and services that can help to create an open atmosphere for student achievement, and learning the strategies and techniques needed to develop disability awareness and peer tutoring programs.

Lieberman, L.J., & Houston-Wilson, C. (2002). Defining inclusion in today's classroom. In Lieberman, L.J. (ed.), *Strategies for inclusion: A handbook for physical educators* (pp. 3-12). Champaign, Ill: Human Kinetics.

This chapter assists physical educators in understanding the legislative mandates affecting the education of students with disabilities, and helps educators become aware of placement options made available to special needs students. It emphasises the role of

physical education teachers in the planning and implementation of Individual Education Programs (IEP).

Lieberman, Lauren J., James, Alisa R., & Ludwa, Nicole (2004). The impact of inclusion in general physical education for all students. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 75 (5), 37-41, 55.

This article discusses how a policy of inclusion in physical education affects students with and without disabilities. The article discusses benefits of inclusion, myths about inclusion, and negative consequences of poorly planned and executed inclusion.

Lienart, C. (2003). Inclusion in the USA: an overview. *Journal of the International Council for Health, Physical Education, Recreation, Sport & Dance*, 39 (1), 42-46.

This is the first of two articles, based on the educational context of the United States, in response to an article on inclusion by Grosse in the Summer, 2002, issue of this Journal. Because educational, sociocultural, and political conditions are important when discussing a topic such as inclusion, and may differ greatly among countries, purpose of this article is to outline historical, legislative, legal, and professional aspects of a trend toward increasing inclusive education in the US. Legal requirements for determining educational services and placements for students with disabilities are described, and questions to guide planning physical education for students with disabilities proposed.

Lienart, C. (2003). Response to Inclusion in the USA: an overview. *Journal of the International Council for Health, Physical Education, Recreation, Sport & Dance*, 39 (1), 47-48.

The author of an article featured in this issue of this periodical, Inclusion in the USA: an overview, responds to a rebuttal of his article by S. Grosse also appearing in this issue.

Lienert, C., & Sherrill, C. (2001). A cross-cultural comparison of contextual variables influencing physical educators' concerns about integration. In Dinold, M. (ed.), *Proceedings: 13th International Symposium / 5th European Congress* (pp. 221-225). 3-7 July, 2001, Wien. AFAPA: Austrian Federation Adapted Physical Activity.

This article presents the results of a comparative, cross-cultural study on the attitudes of German and US physical education teachers towards the inclusion of students with disabilities in their physical education classes.

Luebke, K.S. (1998). *How attitudes may affect the success of inclusion*. Eugene, Oregon: Microform Publications, University of Oregon.

This analysis explores the current literature about the inclusion of students with disabilities in regular physical education. With increasing numbers of students with disabilities being educated in the mainstream, it is crucial that educators understand the concept of inclusion and what it takes for inclusion to succeed. Physical educators need to be aware of the existence of negative attitudes toward inclusion and the impact they have on successful integration. Although the components of inclusion are clearly documented, the method in which the model is incorporated varies widely from classroom to classroom. Agreement exists that there is a spectrum of placement options

available for the child with disabilities and the vehicle for providing service is as unique as the child. Inclusion has many benefits, but in order to be successful, there are some key components that must exist in order to decrease resistance and increase the acceptance of students with disabilities in the regular physical education environment. Collaboration, communication, and cooperation are crucial among all school staff members working with children with disabilities. Without these components, frustration may occur which can lead to negative attitudes. The experience the teacher has working with students with disabilities is linked to the success of inclusion. Universities and school districts need to address the training received by educators. Teachers should be better prepared to deal with a variety of disability types. Additional training, coursework, and in-service offerings are suggestions to improve the educator's experience in working with students with disabilities. The need to improve the attitude of the educator appears to be the starting point to the success or failure of inclusion. More research is needed into the formation of attitudes and how to go about changing attitudes.

Lytle, R.K., & Collier, D. (2002). The consultation process: Adapted physical education specialists' perceptions. *Adapted Physical Activity Quarterly*, 19 (3), 261-279.

The article examines adapted physical education (APE) specialists' perceptions about consultation as a delivery model for individuals with disabilities. Six APE specialists (4 female, 2 male) from California participated in this phenomenological study. Data came from in-depth individual interviews, field observations, researcher notes, and focus group interactions. Analysis revealed distinct categories related to consultation: definition, contextual factors, effectiveness (benefits, barriers, documentation), competency, training, and consultation model preferences. Consultation interactions varied greatly because of the dynamic nature of the educational environment. The use of consultation was more prevalent with middle and high school students. Adapted physical education consultation occurred on a continuum from proximal to distal, dependent on the degree of interaction between the APE specialist, the general education (GE) teacher, and the student. The effectiveness of consultation was dependent upon the GE teacher's attitude and the APE specialist's communication skills and competencies.

Madrigal, Jessica (2010). Inclusive opportunities: Your role. *PN*, 64 (4), 35-42.

The article provides information on the Inclusive Fitness Coalition (IFC) which addresses policy, environmental and societal issues related to the lack of inclusion and access to physical activity for people with disabilities in the US. It adds that IFC aims to facilitate coordination among organizations and individuals to promote participation in physical activity, sports and recreation. Everyone is encouraged to join and present the steps on how one can make a personal contribution.

Martinez, David, Crane, Shannon, Brinkman, Bruce, Loyer, Shannon, Hecht, Lauren, Lorenzi, David G., & Grenier, Michelle (2009). Should disability sports be included in the general physical education curriculum? *JOPERD: The Journal of Physical Education, Recreation & Dance*, 80 (5), 13-14.

The article presents opinions from several physical education specialists, students, and assistant professors regarding the inclusion of disability sports in the physical education curriculum. Most of the opinions favour the inclusion to promote tolerance and

appreciation of athletes who excel in disability sports and to increase understanding and acceptance of individuals with disabilities. However, some suggest support for the individualisation of the physical education program, that is, inclusion should not be mandatory in the general physical education curriculum.

Mastro, James V., Burton, Allen W., Rosendahl, Marjorie, & Sherrill, Claudine (1996). Attitudes of elite athletes with impairments toward one another: A hierarchy of preference. *Adapted Physical Activity Quarterly*, 13 (2), 197-210.

Hierarchies of preference by elite athletes with impairments toward other athletes with impairments were examined by administering the Athletes With Impairments Attitude Survey (AWIAS) to 138 members of the United States Disabled Sports Team as they were travelling to the 1992 Paralympic Games. The AWIAS uses 12 statements concerning social and sport relationships to measure social distance from a particular impairment group. Five groups of athletes participated — athletes with amputations, cerebral palsy, dwarfism or les autres, paraplegia or quadriplegia, and visual impairment — with each participant filling out a separate survey for the four impairment groups other than his or her own. For all groups combined, the participants' responses toward other impairment groups, ordered from most to least favourable attitudes, were amputations, les autres, para/quadruplegia, visual impairment, and cerebral palsy. The preference hierarchies for individual groups were very similar to this overall pattern.

McClimens, Alex (2009). Just for kicks. *Learning Disability Practice*, 12 (7), 8.

The author comments on organising disability football to get people involved in Great Britain. According to the author, the Football Association supports disability football, with seven teams composed of players with various disabilities such as learning disability, blindness and amputees. The author asserts that disability football also promotes social inclusion and values.

McGovern, John (2003). Americans with Disabilities (ADA). In Griffiths, Tom (ed.), *The complete swimming pool reference* (pp. 279-280, 394-402). 2nd edn. Champaign, Ill: Sagamore Publishing.

This chapter focuses on issues surrounding Americans with disabilities discussing ways for inclusion in swimming pool settings. Topics that are covered include programs, education and facility design and equipment. Additional resources are listed for further information.

Moore, Roger, Dattilo, John, & Devine, Mary Ann (1996). A comparison of rail-trail preferences between adults with and without disabilities. *Adapted Physical Activity Quarterly*, 13 (1), 27-37.

This article compared the trail setting preferences of a group of users having disabilities and a group without. On-site interviews and follow-up mail surveys were used to gather data from 1,705 men and women age 16 and older who were using one of three multipurpose rail-trails in Iowa, California, and Florida. Preferences for 27 setting attributes of such trails were measured using 7-point Likert-type scales. Preferences between the two groups were found to differ significantly (.05 level) for only 7 attributes.



Findings indicated that people with and without disabilities are more similar than different in their usage and preferences for outdoor recreation. It was concluded that there is a need for research examining ways to enhance the inclusion of people with disabilities in outdoor recreation settings.

Morley, David, Bailey, Richard, Tan, Jon, & Cooke, Belinda (2005). Inclusive physical education: Teachers' views of including pupils with special educational needs and/or disabilities in physical education. *European Physical Education Review*, 11 (1), 84-107.

This article uses a purposive sample of 43 secondary school (pupils aged 11-18) teachers to explore perceptions of including children with special educational needs and/or disabilities in mainstream secondary physical education. Findings suggest that teachers' conceptions of inclusion are based primarily around the level of participation children with special educational needs and/or disabilities could achieve and that this could be affected by the activity area, level of support and training opportunities available to them. The article concludes with a discussion of the implications of this research for teachers' professional development and school organization and specific implications for the future practice of PE teachers and teacher trainers are suggested.

Morrison, Rachel, & Burgman, Imelda (2009). Friendship experiences among children with disabilities who attend mainstream Australian schools. *Canadian Journal of Occupational Therapy*, 76 (3), 145-152.

The article explores the experiences of friendship for children with disabilities who attend mainstream Australian schools. Being a friend is an important occupational role for all children. However, the literature suggests that physical inclusion of children with disabilities in mainstream schools does not necessarily develop social inclusion. Phenomenology was used to explore friendship experiences of 10 primary school children with disabilities. Five themes emerged from the data: (1) self-identity; (2) meaning of friendship; (3) classroom experiences; (4) playing together; (5) longing for friendship. These themes reflected the importance of friendship in the children's lives, the influence of the children's beliefs and values, and the impact of the attitudes and actions of educational staff and other students. Occupational therapists need to work collaboratively with educational staff, students, and their peers to create inclusive school settings that facilitate positive friendship experiences for children with disabilities.

Murata, Nathan M., & Little, James R. (1995). A continuum of support to facilitate inclusion: A Hawaiian model. *Palaestra*, 11 (3), 17-22.

This article reports on the Honolulu School District's employment of part-time teachers as support network for implementing adapted physical education instruction to students with disabilities. It discusses planning and program design; support to regular physical education; program limitations; and case studies.

Murphy, Nancy A., & Carbone, Paul S. (2008). Promoting the participation of children with disabilities in sports, recreation, and physical activities. *Pediatrics*, 121 (5), 1057-1061.

The benefits of physical activity are universal for all children, including those with disabilities. The participation of children with disabilities in sports and recreational

activities promotes inclusion, minimises deconditioning, optimises physical functioning, and enhances overall well-being. Despite these benefits, children with disabilities are more restricted in their participation, have lower levels of fitness, and have higher levels of obesity than their peers without disabilities. Pediatricians and parents may overestimate the risks or overlook the benefits of physical activity in children with disabilities. Well-informed decisions regarding each child's participation must consider overall health status, individual activity preferences, safety precautions, and availability of appropriate programs and equipment. Health supervision visits afford pediatricians, children with disabilities, and parents' opportunities to collaboratively generate goal-directed activity 'prescriptions'. Child, family, financial, and societal barriers to participation need to be directly identified and addressed in the context of local, state, and federal laws. The goal is inclusion for all children with disabilities in appropriate activities. This clinical report discusses the importance of physical activity, recreation, and sports participation for children with disabilities and offers practical suggestions to pediatric health care professionals for the promotion of participation.

Nader, Ghotbi, Macdonald, Alastair, Hayata, A., Nakamura, T., & Cassim, Monte (2008). Enhancing sports for Japanese disabled athletes: Redefining health & ability through inclusive approaches. *Japanese Journal of Clinical Sports Medicine*, 16 (3), 300-305.

The concepts of health and disability could be redefined to reflect a more realistic and dynamic perspective compared with the traditional definition by the World Health Organization. Some physically disabled athletes outperform able-bodied individuals when evaluated through a holistic multidimensional approach that measures the degree of health/wellness on a dynamic continuum rather than a fixed point. Inclusive sports activities, such as triathlon competitions, have provided opportunities to establish this new perspective of health in the public consciousness as well as in the disabled community. There are particular challenges and concerns with regard to the promotion of inclusive sports for the disabled in Japan. A higher availability of and accessibility to new prosthetic technologies for partially disabled athletes, the provision of enhanced environments for the participation of disabled athletes alongside the able-bodied, and the promotion of inclusiveness in an ageing society could all have a positive impact on the health of Japanese society as a whole. Visualisation techniques are one of the new methodologies to help offer improved comprehension of the needs of physically disabled people.

Nixon, Howard L. (2007). Constructing diverse sports opportunities for people with disabilities. *Journal of Sport & Social Issues*, 31 (4), 417-433.

This article examines what the concept of sport without disability might mean in the structuring of sports and sports settings to accommodate the participation of people with disabilities as serious competitors. Two of its main purposes are (a) to provide a lens for thinking about sports opportunities for people with disabilities that are strongly filtered by considerations of structure, choice, and fairness and (b) to suggest a set of sports models that reflect these considerations in a variety of sports opportunities that are

appropriate for different types of people with disabilities. A broader purpose is to present concepts, facts, findings, and a rationale to help sports policy makers, organizers, and administrators to formulate more responsive and appropriate sports policies, rules, and organisations to accommodate people with disabilities.

No author (2001). A young man had a dream. *ALA Newsletter*, 1 (2), 4.

This article describes the program through which Peter Mason included a disabled student in his physical education course and was thereby awarded the Gerry York Moving to Inclusion Award.

No author (2002). Inclusion happens. *Parks & Recreation*, 37 (12), 79-81.

The article reports on the emerging trend toward the inclusion of people with disabilities in recreation and sport programs in the US, the impact of sports participation on people's lives, and the idea behind the inclusion of people with disabilities in recreation and sports.

No author (2006). Marathon man is a runaway success. *Learning Disability Practice*, 9 (8), 7.

The article reports on the development of a project by the London Sports Forum for Disabled People to promote social inclusion for people with learning disabilities in London, England. The My Time, My Choice project encourages people with learning disabilities to engage in local sport and exercise opportunities. Sports participation for people with learning disabilities helps increase confidence as well as social awareness.

No author (2005). National position statement on inclusion now available. *Palaestra*, 21 (3), 7.

This article reports on the availability of the national position statement of the Adapted Physical Activity Council (APAC) on inclusion as of June 2005. This position statement addresses increased emphasis on participation of children with disabilities in the general curriculum. It was developed by a team of professionals from the APAC for the American Association for Active Lifestyle and Fitness and endorsed by the National Association for Sport and Physical Education.

No author (2007). New coalition advocates for inclusion of physical activity for people with disabilities. *PT: Magazine of Physical Therapy*, 15 (4), 96.

The article reports on the Inclusive Fitness Coalition's goal to address the lack of recreational inclusion for the disabled. Various factors in society pose obvious challenges for the disabled to participate in sports and physical fitness. Healthcare providers require supplemental education and training to facilitate and encourage the involvement of the disabled.

O'Brien, Deirdre, Kudláček, Martin, & Howe, Peter David (2009). A contemporary review of English language literature on inclusion of students with disabilities in physical education: A European perspective. *European Journal of Adapted Physical Activity*, 2 (1), 46-61.

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.

Obrusnikova, Iva, Block, Martin, & Dillon, Suzanna (2010). Children's beliefs toward cooperative playing with peers with disabilities in physical education. *Adapted Physical Activity Quarterly*, 27 (2), 127-142.

The Theory of Planned Behavior (Ajzen, 1991) was used to elicit salient behavioural, normative, and control beliefs of children without disabilities toward playing with a hypothetical peer with a disability in general physical education. Participants were 350 elementary and middle school students who completed two questionnaires. Questionnaires were assessed for content validity. Participants provided more affective (68%) than instrumental (32%) responses for favourable behavioural beliefs and more instrumental (76%) than affective (24%) responses for unfavourable beliefs. Peer social pressure was prevalent in favourable (69%) and unfavourable (99%) responses. Social pressure significantly varied across five grades,  $\chi^2(4, N = 448) = 40.51, p < .01$ . Participants responded many factors in the class would positively (76%) or negatively (89%) influence the behaviour.

Ohtake, Yoshihisa (2004). Meaningful inclusion of all students in team sports. *Teaching Exceptional Children*, 37 (2), 22-27.

This article discusses game modification standards to ensure participation of students with severe multiple disabilities in team sports games in education in the US. It examines the creation of an injury-free environment; maximisation of the potentials of all students in the game; and the importance of student safety in modifying a game.

Patterson, Ian (2007). Changes in the provision of leisure services for people with disabilities in Australia. *Therapeutic Recreation Journal*, 41 (2), 108-118.

Government legislation (Disability Services Act, 1986, 1992; Disability Discrimination Act, 1992) has been the major catalyst in humanising the way leisure services have been provided for people with disabilities in Australia. This legislation has resulted in sweeping changes to the provision of leisure services, advocating greater independence and dignity for people with a disability and establishing processes for inclusion into community leisure programs. However in some instances, governments and voluntary

agencies have been forced to respond too quickly with piecemeal planning and inadequate funding. As a result, problems such as not considering the individual needs of clients and the negative attitudes of 'normal' people in the community has restricted social integration from occurring. Studies have shown that successful leisure experiences assist people with disabilities in the inclusion process, helping to break down traditional barriers between the 'the able' and 'disabled' members in the community. The trained recreation worker can help prepare people with disabilities by advocating an individual needs approach to assist clients to make independent choices, to become independent and have control over their own lives. In addition, the development of positive feelings of self-esteem and personal worth helps people with disabilities to develop a wider network of friends and to be seen as contributing and worthwhile members of the community.

Patterson, I., & Taylor, T. (2001). *Celebrating inclusion and diversity in leisure*. Williamstown, Victoria, Australia: H.M. Leisure Planning Pty Ltd.

This book addresses issues of access, equity, inclusion, exclusion and divergence in leisure. The contributing authors have sought readers to better understand the needs of marginalised populations and to facilitate for them optimal access to leisure opportunities and services. Includes bibliographical references; 163 p.

Perrotta, Francesco (2010). Disability of students in school age. *Journal of Physical Education & Sport / Citius Altius Fortius*, 26 (1), 88-95.

Schools should play a significant role in spreading the message understanding and acceptance of disability rights, helping to dispel fears, myths and prejudices, supporting the efforts of the whole community. They should develop and disseminate educational resources to support students to develop an awareness of individual's disability or that of others, helping them to consider it in a positive diversity. It is necessary to achieve the goal of 'education for all in compliance the principles of full participation and equality. Education has a role that is instrumental in building a future for all, for the individual, for the person as a member of society, and for the world of work. The education system must therefore be the central place that will ensure personal development and social inclusion that allows children and young people to be as independent as possible. The education system is the first step toward a society of 'integration.

Porretta, David L., & Sherrill, Claudine (2005). APAQ at twenty: A documentary analysis. *Adapted Physical Activity Quarterly*, 22 (2), 119-135.

This article reports both the contents and key developmental activities of Adapted Physical Activity Quarterly over its second decade of publication (1994-2003). The first section describes the contents of Volumes 11-20 relative to the number of articles by journal section, science area, disability category, and country. These data are compared to selected data reported for the journal's first decade (1984-1993) of publication by Reid and Broadhead (1995). The second section describes developmental activities pertaining to enhancing the journal's international quality through selected writings, impact factor recognition, editorial board membership, and guest reviewer database development.

Riley, Barth B., Rimmer, James H., Wang, Edward, & Schiller, William J. (2008). A conceptual framework for improving the accessibility of fitness and recreation facilities for people with disabilities. *Journal of Physical Activity & Health*, 5 (1), 158-168.

Access to fitness and recreation facilities is an important issue for people with disabilities. Although policy and legislation have helped to remove various environmental barriers, there remain a substantial number of inaccessible features in fitness and recreation facilities. This article presents an approach for improving the accessibility of fitness and recreation environments that enables participation and input from members of the community, as well as persons with expertise in accessibility. Through a collaboration between facilities, persons with disabilities and accessibility consultants, the approach provides a process of incremental change through readily achievable barrier removal and by providing an information and educational resource concerning barrier removal, disability awareness, and economic and information resources. Technology is incorporated to facilitate accessibility assessment, interaction between various stakeholders, and the creation of an accessibility solutions database. Policy implications of this approach are discussed.

Rizzo, Terry L., & Broadhead, Geoffrey D. (1997). Changing kinesiology and physical education by infusing information about individuals with disabilities. *Quest*, 49 (2), 229-237.

This article focuses on the effect of the infusion of information on individuals with disabilities on physical education curricula in institutions of higher education in the United States. It makes reference to laws in the US aimed at ensuring equal opportunity for disabled individuals; information on physical education in the 1990s; and the reason for the lack of change in higher education to accommodate disabled individuals.

Rizzo, Terry L., & Lavay, Barry (2000). Inclusion: Why the confusion? *JOPERD--The Journal of Physical Education, Recreation & Dance*, 71 (4), 32-36.

A philosophical debate about inclusion (the practice of placing students with disabilities in regular physical education classes) is beginning to appear in physical education journals (Issues, 1997; Stein, 1994), at our professional conferences, and on the Internet. This debate has engendered some interesting and heated discussions. The purpose of this article is (1) to outline the evolution of inclusion so as to help both adapted and regular physical educators understand current issues relevant to inclusion, and (2) to offer strategies for teaching students with disabilities in regular physical education classes.

Roswal, Glenn, Block, Martin E., & Cooper, Shannon (1996). The Americans with Disabilities Act: Camp compliance. *Camping Magazine*, 69 (1), 8-10.

This article discusses the implications of the Americans With Disabilities Act (ADA) of 1990 on camp management. It examines ways that the ADA impacts camp programs and offers practical steps to comply.

Sawyer, Thomas H. (2002). Inclusion in sport activities: Disabilities and the ADA. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 73 (5), 7-8.

This article discusses a 1992 case applying the Americans with Disabilities Act which involves a wheelchair user with a spinal chord injury who is an on-field coach of Little League Baseball which was brought before the US District Court for the District of Arizona. It examines actions initiated for declaratory and injunctive relief; a determination of whether the coach poses a direct threat to the health and safety of others by the court; and the decision of the court.

Schenk-Goetz, Dawn (2009). Inclusive is the byword in St. Louis. *Perspective*, 35 (3), 34-35.

The article reflects on the inclusive programs of the Young Men's Christian Association (YMCA) of Greater St. Louis in Missouri. Through its inclusive programs, the YMCA of Greater St. Louis is able to provide service for people with disabilities. The article describes how their inclusive programs benefited all the participants, including its staff. The article also discusses the challenge posed by attitudinal shift associated with the inclusive programs.

Schleien, S.J. (2000). Get with the program: Families and practitioners for inclusive recreation. In *International Paralympic Committee, Pushing the limits: Papers from invited speakers* (pp. 1-9). Sydney: International Paralympic Committee.

Inclusive programming that serves people of varying abilities has had relatively low priority in community recreation and sports. It is particularly unfortunate for people with disabilities because participation in existing activities alongside non-disabled peers has proven to be an important factor in successful community adjustment.

Seymour, Helena, Reid, Greg, & Bloom, Gordon A. (2009). Friendship in inclusive physical education. *Adapted Physical Activity Quarterly*, 26 (3), 201-219.

Social interaction and development of friendships between children with and without a disability are often proposed as potential outcomes of inclusive education. Physical activity specialists assert that exercise and sport environments may be conducive to social and friendship outcomes. This article investigates friendship in inclusive physical education from the perspective of students with (n = 8) and without (n = 8) physical disabilities. All participants attended a reversely integrated school and were interviewed using a semi-structured, open-ended format. An adapted version of Weiss, Smith, and Theebom's (1996) interview guide exploring perceptions of peer relationships in the sport domain was used. Four conceptual categories emerged from the analysis: development of friendship, best friend, preferred physical activities and outcomes, and dealing with disability. The results demonstrated the key characteristics of best friends and the influential role they play.

Sherrill, Claudine (2005). Adapted physical activity. *Adapted Physical Activity Quarterly*, 22 (3), 302-305.

This is a review of the book *Adapted physical activity*, edited by Robert D. Steadward, Garry D. Wheeler, and E. Jane Watkinson.

Sherrill, Claudine (1999). Disability sport and classification theory: A new era. *Adapted Physical Activity Quarterly*, 16 (3), 206-215.

This article focuses on the participation of individuals with disabilities in sports; classification system is applied; details of the disability sport; theoretical relationships on the development of the sport.

Sherrill, Claudine (1986). Fostering creativity in handicapped children. *Adapted Physical Activity Quarterly*, 3 (3), 236-249.

The purpose of this article is to increase awareness of creativity as a goal of adapted physical education, to describe assessment techniques, and to suggest instructional approaches for developing creativity in the movement setting. Creative behaviours that can be developed in handicapped children and youth include fluency, flexibility, originality, elaboration, risk-taking, courage, curiosity, and imagination. Research on creativity and handicapped children is identified and cited. Assessment instruments reviewed are Torrance Tests of Creative Thinking, Wyrick Test of Motor Creativity, Torrance Test of Thinking Creatively in Action and Movement, TWU Motor Creativity Rating Scale, and Brennan Test of Creative Motor Performance. Instructional approaches described are dance and movement education, games analysis intervention, and shared decision-making versus teacher decision-making. Also discussed are modelling and the influence of specific teaching behaviours on handicapped children's classroom responses.

Sherrill, Claudine (2009). How does economy affect adapted physical activity? *Palaestra*, 24 (4), 51-52.

The article reflects on the impact of the economy in the US on adapted physical activity (APA) in physical education, sport and recreation for people with disabilities. High unemployment, foreclosures on homes, inability to pay rent and buy food, losses of lifetime savings, and depletion of other resources negatively affect the elderly, minorities and the people with disabilities as well as the professions that serve them. Readers are encouraged to ponder on the needs of a distressed economy which may result in positive changes in APA. Furthermore, it is recommended that APA can help maintain hope by modelling hopeful behaviours and by encouraging families and students to help and participate.

Sherrill, Claudine (2005). Hurricanes, tsunamis, urban catastrophies, and ethics. *Palaestra*, 21 (4), 55-56.

The article discusses the impact of natural disasters on people with disabilities in the US. According to the World Health Organization, 20% of people exposed to a disaster show mild to moderate mental health problems. There are several factors that resulted to the failure of the residents of New Orleans, Louisiana to evacuate their places during the landfall of Hurricane Katrina. Physical activity is important in relieving the stress being experienced by evacuees and improving their mental health.

Sherrill, Claudine (1995). IFAPA notes: New beginnings and responsibilities. *Adapted Physical Activity Quarterly*, 12 (3), 298.



Reports on specific activities and topics concerning the International Federation of Adapted Physical Activity (IFAPA); the election of Karen P. DePauw as President of the IFAPA; IFAPA membership drive; membership renewal or sponsorship; membership applications; and internet disability sports database.

Sherrill, Claudine (2006). Integration and inclusion: Changing meanings. *Palaestra*, 22 (2), 54-55.

The article stimulates critical thinking about the meaning of integration and inclusion. According to J. Dattilo, author of "Inclusive Leisure Services", integration implies bringing a person who previously has been segregated into mainstream community and school life. In contrast, inclusion asserts that everyone is born in the mainstream and has a right to both responsibilities and opportunities. While integration is mainly about placement or location, inclusion focuses on services, supplementary aid and supports.

Sherrill, C., & DePauw, K.P. (1996). Adapted physical activity and education. In Massengale, J.D. and Swanson, R.A. (eds.), *The history of exercise and sport science* (pp. 39-108). Champaign, Ill: Human Kinetics Publishers.

Sherrill, Claudine, & Megginson, Nancy. (1984). A needs assessment instrument for local school district use in adapted physical education. *Adapted Physical Activity Quarterly*, 1 (2), 147-157.

The article developed and field tested a comprehensive needs assessment instrument for use in determining and prioritising local school district adapted physical education needs. The resulting Survey of Adapted Physical Education Needs (SAPEN) was comprised of 50 items, encompassing five areas; (a) significance of physical education, (b) assessment, placement, and individualised educational programming, (c) instruction and programming, (d) personnel, and (e) other. Items were to be rated on two, 6-point Likert-type scales, relating respectively to the extent to which each adapted physical education condition now exists and should exist in one's school district. Procedures established by Schipper and Wilson (1975) were followed in determining needs and subsequently designating them as first (most urgent), second, and third priorities to be acted upon by school district personnel. Content validity of SAPEN was established by five nationally known adapted physical education experts. Test-retest and internal reliability coefficients were determined by the Spearman Rank Correlation and Alpha Coefficient techniques respectively. Data analysis and cooperative planning follow-up procedures were field tested in a selected school district with SAPENs returned by 37 administrators, 48 physical educators, 55 special educators, and 12 parents.

Sherrill, Claudine, & O'Connor, John (1999). Guidelines for improving adapted physical activity research. *Adapted Physical Activity Quarterly*, 16 (1), 1-8.

The basic assumption guiding this editorial is that the quality of adapted physical activity, as a scholarly discipline and a profession, ultimately depends on its knowledge base. It is important that everyone be involved in shaping this knowledge base: continuously evaluating, updating, extending, and making it meaningful through application and critical inquiry. There are many ways to create and report knowledge. Some, called empirical research, entail collecting original data and specific quantitative

or qualitative research methodology. Others involve thought processes (e.g., application, synthesis, evaluation, model development, and theorising) related to existing data. The purpose of this editorial is to present information that will help prospective authors improve the quality of their research.

Sherrill, Claudine, & Stein, Julian (2007). Adapted Physical Activity Council - Different perspectives on a name. *Palaestra*, 23 (1), 55-56.

The article presents the author's opinions on whether the term adapted physical activity should remain in use in 2007. Arguments are presented that suggest that it should remain in use since it is the term of choice in several countries worldwide and is known to mean either activities or service delivery adapted for persons with movement difficulties, a profession, or an academic field of study.

Sherrill, Claudine, & Williams, T. (1996). Disability and sport: Psychosocial perspectives on inclusion, integration and participation. *Sport Science Reviews* 5, 42-64.

Little research has been published on inclusion, integration and participation of individuals with disabilities in various sport contexts. This literature review identifies and synthesises qualitative and quantitative research under the following heading: (a) meaning of inclusion and integration; (b) sport contexts and socialisation; (c) under-representation in sport; (d) integration in disability and mainstream sport; (e) meaning of disability sport participation; (f) inner-directedness and internal locus of control; (g) sport participation motives and perceived values; (h) sport orientations and goal perspectives; (i) mood states and the iceberg profile; and (j) Barriers and affordances to inclusion. The interactive nature of inclusion, integration and participation is emphasised with examples of how individuals with and without disabilities share responsibility for making these processes work. Many inter- and intra-individual differences support the need to study carefully and systematically separate disability identities and the processes by which people include themselves and others.

Silla, Vanessa Ann (2009). Adapted physical education services, classwide peer tutoring and game modifications for health/physical education instruction. *Pennsylvania Journal of Health, Physical Education, Recreation & Dance*, 79 (3), 27-32.

Although the benefits of physical activity are universal for all people, including those with disabilities, opportunities for inclusion and participation in health and activity programs are limited for this population (Murphy & Carbone, 2008). Children with disabilities are inclined to be more constrained in their participation than are their non-disabled peers (Murphy & Carbone, 2008). This article suggests the implementation of three research-based practices that have been proven to be effective for health and physical education instruction with students with disabilities: collaboration between adapted and regular physical education teachers, class-wide peer tutoring and standards for the evaluation of game modifications.

Sinibaldi, Robert (1997). Bowling - a strike for inclusion. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 68 (7), 51-53.

This article discusses the inclusion of a bowling program for students with disabilities. It examines how the modification of rules, equipment and movement requirements can make provisions for students with disabilities; the need for more social interaction between regular education students and those with disabilities; the specific goals of the program; and factors which may cause the program to fail.

Sit, Cindy H.P., Lindner, Koenraad J., & Sherrill, Claudine (2002). Sport participation of Hong Kong Chinese children with disabilities in special schools. *Adapted Physical Activity Quarterly*, 19 (4), 453-471.

The article examines sport participation (excluding physical education classes) of school-aged Chinese children with disabilities attending special schools in Hong Kong. A sample of 237 children, ages 9 to 19, attending 10 special schools in Hong Kong, responded to a sport participation questionnaire in individual interviews. Data were analysed by gender, two school levels, and five disability types. Results relating to participation frequency and extent indicated that girls were significantly less active than boys. Children with physical disability, visual impairment, and mental disability were less active than children with hearing impairment and maladjustment. Children with different types of disabilities varied in their participation patterns and choices of physical activities as well as their motives for sport participation, non-participation, and withdrawal. We concluded that disability type is more related to children's participation behaviours in sport and physical activities than to gender and school level.

Smith, Andrew (2004). The inclusion of pupils with special educational needs in secondary school physical education. *Physical Education & Sport Pedagogy*, 9 (1), 37-54.

In light of the demands of the revised National Curriculum for Physical Education in England (DfEE/QCA, 1999) and the Special Educational Needs and Disability Discrimination Act (DfES, 2001a), this article presents some preliminary observations on how PE teachers endeavour to include pupils with special educational needs (SEN) in secondary school physical education (PE). Findings from a small-scale study revealed that whilst 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. The paper concludes by suggesting that the apparent tendency of teachers to prioritise 'traditional' team games within PE serves to exclude, rather than facilitate the full inclusion of many pupils with SEN. Moreover, it appears that these pupils are in effect being integrated into, rather than included in, PE.

Suomi, J., Collier, D., & Brown, L. (2003). Factors affecting the social experiences of students in elementary physical education classes. *Journal of Teaching in Physical Education*, 22 (2), 186-202.

There is a lack of research examining the social experiences of students with and without disabilities in regular physical education classes. Little is known, from the perspective of the student, about factors that affect his or her social experience while taking part in integrated physical education. This investigation examined the factors that have a positive and a negative effect on the social experiences of 12 elementary students who were thriving, struggling, or had disabilities in an integrated kindergarten and an integrated fourth-grade physical education class. This study utilised qualitative data

collection methods that included observations and interviews with students and staff. Four factors were identified: (a) physical education teachers, (b) social substance of activities, (c) cultures, and (d) social skills of students. The physical education teacher factor was the only one found to have a positive influence on the social experiences of all students, whereas the other three factors differentially affected the social experiences among the 12 students.

Tripp, April, & Sherrill, Claudine (1991). Attitude theories of relevance to adapted physical education. *Adapted Physical Activity Quarterly*, 8 (1), 12-27.

This article emphasises that attitude research in adapted physical education must become increasingly theory oriented. Likewise, teacher training must broaden to include scholarly study in relation to social psychology and attitude theory. To facilitate progress in this direction, nine attitude theories have been abstracted from the literature and reviewed under four general headings: learning-behaviour theories, cognitive integration theories, consistency theories, and reasoned action theory. Individual theories presented are (a) contact, (b) mediated generalisation, (c) assimilation-contrast or persuasive communication, (d) stigma, (e) interpersonal relations, (f) group dynamics, (g) cognitive dissonance, and (h) reasoned action. Illustrations of how each theory applies to selected studies in adapted physical education research and practice are offered, and a lengthy reference list provides both primary and secondary sources for the further study of attitudes.

Tripp, April, French, Ron, & Sherrill, Claudine (1995). Contact theory and attitudes of children in physical education programs toward peers with disabilities. *Adapted Physical Activity Quarterly*, 12 (4), 323-332.

Contact theory was examined by comparing total and subscale attitude scores of children toward peers with disabilities (physical, learning, behavioural) in integrated (contact) and segregated (non-contact) physical education settings. Subjects were 455 children ages 9 to 12 years; class size was 40 to 45. Data were collected using the Peer Attitudes Toward the Handicapped Scale (PATHS). ANOVA on total attitude scores indicated gender differences, with girls having more positive attitudes, but no difference between settings. MANOVA on subscale attitude scores revealed gender differences, favouring girls, only on the physical disability subscale. Setting significantly affected attitudes toward physical and behavioural disabilities but not learning disabilities. Children in the integrated setting had significantly more positive attitudes toward peers with behavioural disabilities than those in the segregated setting, but the reverse was true toward peers with physical disabilities. Contact theory was supported by this research for only behavioural disability.

Utley, Andrew, & Astill, Sarah (2001). Inclusive physical education for children with special educational needs (SEN). *Studies in Physical Culture & Tourism*, 8, 119-126.

This article addresses a number of key issues that are important for the inclusion of children with special educational needs into mainstream physical education. Functional inclusion is seen as a fundamental human right and it is from this stance that the strategies needed to be employed by teachers in order to achieve it are discussed. When using the term special educational needs (SEN) we are referring to a broad spectrum of

children with mild to severe learning, behavioural, emotional and physical difficulties. The teaching and learning environment is examined and the importance of a whole school approach and issues of planning and teaching the lesson to enable full inclusion discussed. Pedagogical issues are examined with the extension of good practice and matching the task to the learner been seen as key elements of provision for all in physical education.

Utley, A., Whitelaw, S., & Hills, L. (2001). Equality, differentiation, support and a whole school approach - key factors in inclusive physical education for children with special educational needs. *British Journal of Teaching Physical Education*, 32 (3), 37-41.

The article provides an overview of the key factors for effective inclusion of children with special education needs in mainstream physical education.

Vann, Helen (2007). Inclusive swimming: If at first you don't succeed then try another way. *Australasian Parks & Leisure*, 10 (1), 39-41.

The article discusses the development of the Abilities swimming program at the YMCA Lagoon Leisure and Fitness facility in Auckland, New Zealand. It addresses the issue of providing recreational activities to people with disabilities. It examines the primary objective of the Abilities program, and cites the benefits provided by the swimming program.

Vaporidi, Joanna, Kokaridas, Dimitrios, & Krommidas, Charalampos (2005). Attitudes of Physical Education teachers toward the inclusion of students with disabilities in typical classes. *Inquiries in Sport & Physical Education*, 3 (1), 40-47.

This article examines the attitudes of Greek physical education teachers toward the inclusion of students with disabilities in regular education settings and compares the results with the findings of similar studies. Participants were 54 physical education teachers working at different schools of Trikala region. Each participant completed the Teachers Integration Attitudes Questionnaire (Sideridis & Chandler, 1997), which assesses scores for four factors: skills, benefits, acceptance and support. The results of the study showed that the attitudes of physical education teachers toward the inclusion of students with disabilities in their regular classes are related to the level of knowledge that the teachers believe they have for the special needs conditions. It was encouraging that physical education teachers expressed their willingness to broaden their knowledge concerning people with special needs. However, they doubted that inclusion could succeed, due to lack of appropriate support services, professional training and material - technical infrastructure.

Verderber, Joan M.S., Rizzo, Terry L., & Sherrill, Claudine (2003). Assessing student intention to participate in inclusive physical education. *Adapted Physical Activity Quarterly*, 20 (1), 26-45.

This article reports on the development of a theoretically-driven survey, using the theory of reasoned action (TRA), to give validity evidence about intentions of middle school children to work and play with children with severe disabilities in general physical education. Participants were students in a Southern California middle school. Survey

development included student interviews to identify beliefs that guided item construction, a pilot study, and the revised survey. Data were collected on TRA constructs and demographic variables. Path analysis, applying stepwise multiple regression and analyses, showed that attitude, subjective norm, educational placement (mild disability), and grade were significant predictors of a favourable intention and explained 72% of the variation in intention. Factor analysis revealed four factors representing 57.6% of the variance.

Vickerman, Philip, & Coates, Janine Kim (2009). Trainee and recently qualified physical education teachers' perspectives on including children with special educational needs. *Physical Education & Sport Pedagogy*, 14 (2), 137-153.

In recent years within the UK the inclusion of children with special educational needs (SEN) in mainstream physical education (PE) has escalated up the statutory and political agenda. Despite this increased focus in schools, empirical research demonstrates that inequalities still exist in relation to the readiness of government, teacher training providers, schools and PE teachers to deliver this agenda. Furthermore, there is little empirical research regarding the experiences of trainee and recently qualified PE teachers related to the development of their knowledge, understanding and application of strategies to include children with SEN. Aims: The article aimed to examine the views and opinions of trainee and recently qualified PE teachers to gain an insight into their views and experiences of both their initial teacher training, and confidence once in schools to include children with SEN. Methods: Five PE teacher training providers in England were identified as the sample group in which the views and opinions of 202 trainee and 19 recently qualified teachers (up to 2 years' post qualifying experience) were examined. A mixed methodological research design was constructed in order to examine 'the extent to which trainee and recently qualified PE teachers' perceived readiness to include children with SEN was evident'. Data were collected via two questionnaires comprising a series of open and closed responses (one to trainee teachers, and one to recently qualified PE teachers). Questions focused upon respondents' present experiences and perceived confidence in teaching children with SEN; reflections on the effectiveness of their training; professional development and training; links with schools and mentors; interpretations of inclusive PE and general values and attitudes. Data were analysed via the Statistical Package for Social Scientists. The open-ended responses were analysed using protocol analysis in order to code key themes and provide a rich insight into the general and specific issues related to trainee and recently qualified PE teachers' perceived readiness to include children with SEN. The article found training experiences gained by students and recently qualified teachers to be rather mixed, with many indicating a lack of perceived readiness to include children with SEN satisfactorily. Eighty-four percent of recently qualified PE teachers, and 43% of trainees identified their initial teacher training had not prepared them sufficiently to work with children with SEN in schools. In the future, trainee PE teachers need more opportunities to work, and be assessed on SEN as part of their school-based experiences, alongside gaining practical PE experience. Moreover, it is evident trainee teachers need opportunities to experience the full continuum of learning needs if they are to respond effectively to the individual needs of all pupils. A key factor in addressing this in the future will necessitate schools, training providers and government listening to the voices of trainee and qualified PE teachers and children with SEN in order to address the high levels of dissatisfaction that are currently present.

Vinluan, Monica Hobbs, & Lakowski, Terri (2007). Advocacy update: Including everyone. *Parks & Recreation*, 42 (10), 14-16.

This article discusses the advocacy and promotion of gender equity and disability equity in parks and recreational programs. Parks and recreational programs can play a significant role in promoting healthy lifestyles, regardless of their gender, race or disability. The need to offer physical and athletic opportunities for girls and disabled youth is particularly important, as one in six girls in the US is obese.

Wang, W., & DePauw, K.P. (1995). Early sport socialization of elite Chinese athletes with physical and sensory disabilities. *Palaestra*, 11 (2), 40-46.

Ward, P., & Barrett, T. (2002). A review of behavior analysis research in physical education. *Journal of Teaching in Physical Education*, 21 (3), 242-266.

This article provides an overview of behaviour analysis, reviewing its history and the experimental research conducted in physical education settings. Articles were selected from five journals by looking through each issue to identify those that used a single-subject design to assess the effects of behavioural interventions in P-12 or teacher preparation settings. Thirty-four studies met the inclusion criteria. Studies were categorized according to their focus: (a) preservice or inservice teacher behaviour; (b) student learning; (c) class management; or (d) student learning specifically focused on students with disabilities in adapted or inclusive settings. The review describes the scope of the behavioural interventions and examines the research designs used. A methodological critique suggests that while findings have been robust and the designs used were typically rigorous, researchers have not assessed generality, maintenance, or social validity as well as they might. The article closes with recommendations for reviewers and authors.

Waugh, Leslie M., & Sherrill, Claudine (2004). Dyslexia - Implications for physical educators and coaches. *Palaestra*, 20 (3), 20-26.

This article provides information on dyslexia and strategies to enhance the success of individuals with dyslexia in physical activity and sports. It examines the association of learning disability with perceptual-motor problems, inefficient movement control and general clumsiness; behaviours commonly demonstrated by persons with dyslexia; and factors that should be considered by physical educators in teaching students with dyslexia.

Williams, B. (ed.) (2003). *Assistive devices, adaptive strategies, and recreational activities for students with disabilities: A practical guide for including students who need assistive devices and adaptive strategies into physical education and recreation activities*. Champaign, Ill: Sagamore Publishing.

This book provides details on how to adapt popular games for students with special needs and physical disabilities. Environment, equipment, inclusion, and competitive level are all addressed.

Wolff, Eli A., & Hums, Mary A. (2006). Sport and human rights. *Chronicle of Kinesiology & Physical Education in Higher Education*, 17 (2), 3-4.

The article discusses issues between sports and human rights in the US. Sport managers establish best practices which will promote human rights for all. Athletes play an important role in society and can deliver powerful messages and promote human rights in effective and meaningful ways. Sport sponsors can support athletes with disability in an attempt to bring value to participation in a particular sport.

Wu, Sheng K., Williams, Trevor, & Sherrill, Claudine (2000). Classifiers as agents of social control in disability swimming. *Adapted Physical Activity Quarterly*, 17 (4), 421-436.

The purpose of the article was to examine classifiers as agents of social control in disability swimming. The examination centred on three themes: (a) resources used by classifiers to maintain the authority of Sports Assembly Executive Committee-Swimming (SAEC-SW) of the International Paralympic Committee (IPC), (b) socialisation to become classifiers, and (c) influence of dominant groups. Data were collected using participant observation methodology at national and international swimming championships and a survey of the 18 SAEC-SW authorised classifiers. The results identified six essential features of SAEC-SW classifiers. SAEC-SW classifiers use their medical and swimming knowledge and experience to control the classification process and to maintain fairness of competition. Socialisation of SAEC-SW classifiers enables them to play their role appropriately in disability swimming classification.

Xafopoulos, Georgios, Kudláček, Martin, & Evaggelinou, Kristina (2009). Effect of the intervention program 'Paralympic School Day' on attitudes of children attending International School towards inclusion of students with disabilities. *Acta Universitatis Palackianae Olomucensis. Gymnica*, 39 (4), 63-71.

The article investigated the effect that the "Paralympic School Day" had on the attitudes of children attending the International school in Ostrava, Czech Republic, toward the inclusion of peers with a disability in general physical education classes. Students (71, including 42 boys and 29 girls), with a mean age of 12.70 and 11.67 years respectively, originating from 5 countries, participated in the program. All participants completed the questionnaire "Children's Attitude Toward Integrated Physical Education-Revised" (CAIPE-R) (Block, 1995) and the Adjective checklist (Siperstein, 1980) before and after the implementation of the program. The CAIPE-R questionnaire examines two areas (subscales) - general attitudes and sport specific attitudes. Results indicated significant differences only in general attitudes among girls measured by the Adjective checklist. Other changes were non significant. Among boys there were slight non significant positive changes in the adjective checklist ( $t = 0.75$ ,  $p = 0.46$ ) and in attitudes toward inclusion in PE ( $t = 0.61$ ,  $p = 0.55$ ) and non significant negative changes in attitudes toward the modification of sport rules ( $t = -0.25$ ,  $p = 0.81$ ). Among girls there were non significant negative changes in attitudes toward inclusion in PE ( $t = -0.64$ ,  $p = 0.53$ ) and non significant negative changes were also found in attitudes toward the modification of sport rules ( $t = -1.26$ ,  $p = 0.22$ ).



## **b) Physical disability:**

Anderson, Denise ((2009). Adolescent girls' involvement in disability sport: Implications for identity development. *Journal of Sport and Social Issues*, 33, 427-449.

The social institution of sport reflects a society that presupposes the values, mores, norms, and standards of the majority and subsequently determines who can participate in sport and who can be identified as an athlete. Recognising the growing importance of disability sport to people with disabilities, this article uses the construct of symbolic interactionism to examine the identity development of adolescent girls with physical disabilities who participate in organised wheelchair sports with a specific focus on athletic identity development. An understanding of how the girls' interaction with various socialising agents through a wheelchair sport program to develop and athletic identity was developed through interviews. Results are presented utilising Keliber's framework for identity development through leisure participation, including sport.

Bartoňová, Radka, Kudláček, Martin, & Bressan, Liz. (2007). Attitudes of future physical educators toward teaching children with disabilities in physical education in the Republic of South Africa. *Acta Universitatis Palackianae Olomucensis. Gymnica*, 37 (4), 69-75.

The Republic of South Africa has undergone significant changes with regard to people with disabilities in the past number of years, which have also included changes in legislation and education. In the education of children with disabilities, inclusion is quite a new phenomenon. In order to prepare for inclusion, universities must focus on teacher preparation. Sherrill (1998) emphasised the role of attitudes in teacher preparation and therefore we have focused on the attitudes of university students toward inclusion. This article examines the differences in attitudes between two groups of students of the Department of Sport Science at the University of Stellenbosch in the Republic of South Africa. 30 of the students were specialized in coaching people with disabilities and 30 students were without this specialization. The adapted version of the questionnaire "Attitudes Toward Teaching Individuals with Physical Disabilities in Physical Education" (ATIPDPE), an instrument designed according to TPB (Ajzen, 1991, 2000) was used. To compare the attitudes of the two groups of students from the Republic of South Africa, a one way analysis of variance (ANOVA) was used. The computer program SPSS PC 11.0 was used to determine significant differences between students in intention to include participants with physical disability into general activity. The two groups were compared with regard to TPB components and the results showed no significant differences between these groups.

Brittain, Ian, & Hutzler, Yeshayahu (2009). A social-historical perspective on the development of sports for persons with physical disability in Israel. *Sport in Society*, 12 (8), 1075-1088.

The article describes the main developments within Israel of sports for persons with a disability across the 60 years of Israel's existence. Following introductory remarks on the global development of this aspect of sports in relation to Israel's cultural context, the early leaders, who established sports for persons with disability in Israel, are acknowledged. In the next section, the official structures governing and facilitating

organized sports for participants with a disability are portrayed, leading up to an account of Israel's participation in the Paralympic Games. Trends in participation of male and female athletes and the medals gained between 1960 and 2004 are highlighted and discussed. This review of Paralympic accomplishments is concluded with a comprehensive description of the events related to hosting the Paralympic Games in 1968. Current trends and future directions, encompassing the need for increasing grassroots level participation and governmental support, as well as the issues of female under representation and differences in support systems provided to Israeli Defence Force veterans compared to those with disabilities due to other causes, sum up this article.

Capio, Catherine M., Sit, Cindy H., & Abernethy, Bruce (2010). Physical activity measurement using MTI (Actigraph) among children with cerebral palsy. *Archives of Physical Medicine & Rehabilitation*, 91 (8), 1283-1290.

The objective was to investigate the validity of MTI accelerometer as a physical activity (PA) measurement instrument for children with cerebral palsy (CP). Participants were classified within Gross Motor Function Classification System I to III and took part in 2 activity sessions: (1) a structured activity protocol with increasing intensities and (2) a free play session. Concurrent measurements of activity counts, heart rate, and observed physical activity were performed. Data were collected on normal school days in special schools within the participants' 30-minute break period. This was a convenience sample of children with CP (N=31; 17 girls, 14 boys) age between 6 and 14 years (mean  $\pm$  SD, 9.71 $\pm$ 2.52y). MTI measured activity counts, a monitoring device measured heart rate, and the System for Observing Fitness Instruction Time (SOFIT) was used for direct PA observation. There were strong relationships between MTI and SOFIT ( $r=.75$ ;  $R^2=.56$ ;  $P<.001$ ) and heart rate monitor (HRM) and SOFIT ( $r=.65$ ;  $R^2=.43$ ;  $P<.001$ ) data in structured activities, but the difference between these 2 correlation coefficients was not significant ( $P=.46$ ). In free play activities, the association between MTI and SOFIT data ( $r=.67$ ;  $R^2=.45$ ;  $P<.001$ ) was significantly stronger ( $P=.01$ ) than that between heart rate and SOFIT data ( $r=.14$ ;  $R^2=.02$ ;  $P<.001$ ). Bland-Altman plots showed better agreement between observed SOFIT and MTI-predicted SOFIT data than observed SOFIT and HRM-predicted SOFIT data from the linear regression analysis. The findings suggest that the MTI appears to be a valid instrument for measuring raw activity volume among children with CP and is suitable for use in studies attempting to characterize the PA of this population.

Chin-Ju, Huang, & Brittain, Ian (2006). Negotiating identities through disability sport. *Sociology of Sport Journal*, 23 (4), 352-375.

The article explores the multiplicity and complexity of identity construction for elite disabled athletes within the arena of disability sport. This involved in-depth semi-structured interviews that explored the experiences of 21 British and Taiwanese elite disabled athletes from the sports of power-lifting and track and field. The results indicate that both societal perceptions based in the medical model of disability and the participants' impaired bodies play a key role in their identity formation and sense of self-worth. The article also highlights the role that success in international disability sport can have by offering potential for positive subjectivity, a changed self-understanding, and an

increased sense of personal empowerment. Finally, the notion of multiple identities also appears to be supported by the research participants' narratives.

Cooper, Marilyn A., Sherrill, Claudine, & Marshall, David (1986). Attitudes toward physical activity of elite cerebral palsied athletes. *Adapted Physical Activity Quarterly*, 3 (1), 14-21.

Attitudes toward physical activity were examined in relation to sports classification (non-ambulatory vs. ambulatory) and gender for elite cerebral palsied (CP) athletes and were compared to attitudes of elite Canadian able-bodied athletes (Alderman, 1970). Subjects were 165 CP adult athletes who competed in the 1983 National CP Games, Ft. Worth, Texas. Data were collected by interview on the Simon and Smoll Attitude Toward Physical Activity Scale (SATPA). SATPA answers were treated with MANOVA and ANOVA, and the Scheffé test was used for post hoc analysis. No significant difference was found among class, gender, and class-by-gender combinations in attitudes toward physical activity. Adult CP athletes have positive attitudes toward the total concept of physical activity, but are significantly less favourably disposed to physical activity as a thrill and as long and hard training than as social experience, health and fitness, beauty, and tension release.

Devine, Mary Ann, & Dawson, Shay (2010). The effect of a residential camp experience on self esteem and social acceptance of youth with craniofacial differences. *Therapeutic Recreation Journal*, 44 (2), 105-120.

Children and adolescents with significant disabilities have often been at greater risk for lower self-esteem than their peers with mild-moderate disabilities or those without disabilities. This is particularly true for individuals who have disabilities such as craniofacial difference (CD; Tiemens, Beveridge, & Nicholas, 2007). Furthermore, difficulties with social acceptance may be more common among children with craniofacial differences (Pope & Snyder, 2003). This article explores the impact of a week long summer camp specifically for children and adolescents with CD on their self-esteem. The Rosenberg Self Esteem Scale (1965) and a single item indicator of social acceptance were administered to 31 youth prior to, at the conclusion of, and 6-8 weeks after a 5 day residential camping experience. Results indicated that the campers demonstrated significant gains in self-esteem and social acceptance by the end of the week, but the gains for both variables had dissipated 6-8 weeks later. It is recommended that therapeutic recreation specialists use a multi-dimensional approach to address self-esteem and social acceptance among youth with stigmatizing disabilities.

Duyan, Veli (2007). The community effects of disabled sports. *Amputee Sports for Victims of Terrorism*, 31 (1), 70-77.

Disability takes various forms and is quite difficult to understand for both non-disabled persons and people with disabilities. The charity model sees people with disabilities as victims of their impairment. The medical model considers people with disabilities as persons with physical problems which need to be cured. The social model regards disability as the result of the way society is organised. Barriers faced by disabled people, and dimensions and functions of the community are mentioned in the article. Also, some information is given about sport as a means of social inclusion, empowerment, social

interaction and integration, physical rehabilitation, and awareness-raising. In conclusion, there is a need to highlight the importance of approaching the issues of persons with disabilities from a positive perspective, and a need to raise awareness of the key issues and barriers to participating in sport activities.

Goodwin, D.L., & Watkinson, E.J. (2000). Inclusive physical education from the perspective of students with physical disabilities. *Adapted Physical Activity Quarterly*, 17 (2), 144-160.

The article describes the phenomenon of inclusive physical education from the perspective of students with disabilities. The experience of 9 elementary school-aged students with physical disabilities (6 males and 3 females with a mean age of 11 years, 1 month) was captured by way of focus group interviews, field notes and participant drawings. The thematic analysis uncovered a persistent dichotomy in how the participants experienced physical education. Good days were revealed in the themes of sense of belonging, skilful participation, and sharing in the benefits. Bad days were overshadowed by negative feelings revealed in the themes of social isolation, questioned competence, and restricted participation. The students' experiences were discussed within the conceptual framework of ecological perception and affordance theory (Gibson, 1977, 1979).

Greenville, Kristen, & Reddy, Grace (2009). It's 'murderball' every Saturday in San Francisco. *Perspective*, 35 (3), 38-39.

The authors reflect on the implications of murderball, a game developed by coach Nils Jorgensen for athletes in wheelchairs, for the social inclusion of people with disabilities. They say that the game offers a welcoming and integrated sport environment for athletes with disability. An overview of the game is offered. The perspectives of Jorgensen on the game are also highlighted, along with his profile.

Halamickova, K., & Valkova, H. (2003). Didactic categories in inclusive physical education lessons at the secondary school level: A case study. *Gymnica*, 33 (2), 45-53.

This article describes and analyses didactic categories in inclusive PE lessons based on a case study. Inclusive PE lessons were processed with 18 girls at secondary school level including one with a physical disability. Chronometric observation of didactic categories in this case study documented that 'real inclusion' and activities 'together' were possible even when didactic categories were related to the content of PE lessons.

Hardin, Marie (2003). Marketing the acceptably athletic image: Wheelchair athletes, sport-related advertising, and capitalist hegemony. *Disability Studies Quarterly*, 23 (1), 108-125.

People with disabilities have historically been excluded in the realms of sport – where they fail to meet standards of the 'ideal sporting body' – and in advertising, where they also fail to meet an ideal-body standard. This article explores the attitudes of athletes with disabilities toward sport, advertising, and their exclusion from mainstream culture. Through interviews with 10 wheelchair basketball players, the author explores how deeply hegemonic ideals inform and influence the beliefs and values of participants. The author also explores the sensitivity of the participants to images of disability in

advertising. Findings support the earlier literature regarding the attitudes of people with disabilities toward advertising: participants said they generally ignored advertising because it did not reflect the reality of their lives, but are acutely sensitive to positive images of disability in advertisements. The article also supports the assertion by scholars that people with disabilities – even those who have begun to reject their oppression – still internalise the ‘able-bodied ideal’ inherent in capitalist hegemony.

Hardin, Marie Myers, & Hardin, Brent (2004). The ‘supercrip’ in sport media: Wheelchair athletes discuss hegemony’s disabled hero. *Sociology of Sport Online*, 7 (1), 1-14.

There has been little critical recognition of the marginalisation of athletes with disabilities through media use of the ‘supercrip’ model in their coverage. This article explored sport, media and hegemony in relation to disability through in-depth interviews with disabled athletes, examining their reading of the supercrip model in mainstream media to ascertain how they accepted, negotiated or opposed the supercrip, and explored their ideas for alternatives to a hegemonic, ableist frame on the disabled in sport. The wheelchair athletes interviewed for this study had an acute awareness of the supercrip in media coverage, but varied in their acceptance of the assumptions embedded in it; they were not uniformly vulnerable to a dominant reading. They also showed preferences for other media models but expressed fear that these models would not be accepted by an ableist public.

Hums, M.A., Moorman, A.M., & Wolff, E.A. (2003). The inclusion of the Paralympics in the Olympic and Amateur Sports Act. Legal and policy implications for integration of athletes with disabilities into the United States Olympic Committee and national governing bodies. *Journal of Sport & Social Issues*, 27 (3), 261-275.

The governance of disability sport is a complex and evolving area. In particular, the passage of the Stevens Amendment of 1998 altered the responsibilities of the United States Olympic Committee (USOC) in terms of its relationship to disability sport, specifically Paralympic sport. Now the USOC, along with the various national governing bodies (NGBs) and disabled sports organizations (DSOs), is grappling with the implementation of the Stevens Amendment. The policy implications of this legal mandate to be more inclusive of athletes with disabilities are unclear, as Congress did not specify how the act should be implemented. This article provides background information on disability sport governance and presents the legal and policy implications of the Stevens Amendment for the various sport governing bodies.

Jerlinder, Kajsa, Danermark, Berth, & Gill, Peter (2010). Swedish primary-school teachers' attitudes to inclusion - the case of PE and pupils with physical disabilities. *European Journal of Special Needs Education*, 25 (1), 45-57.

Teachers play a decisive role in making inclusive education a reality. The particular case of inclusion in physical education (PE) poses a specific challenge to teaching practice. How PE teachers view inclusion may provide special insights into teachers' general attitudes toward inclusion and inclusive practices in the general school curriculum. The article investigates Swedish PE teachers' attitudes to inclusion of pupils with physical disabilities in mainstream PE classes at primary school. The sampling frame was members of the Swedish Teachers' Union who had registered themselves as PE teachers

and who indicated a current e-mail address (n = 560). Respondents were invited to complete an e-mail questionnaire with questions covering demographics, general attitudes, support from school management and staff, possible hindrances and personal experiences of inclusion. A total of 221 teachers (39%) responded, with equal numbers of males and females with a bimodal age distribution (means of 28 and 44) with an average of eight years of service. On average, Swedish PE teachers are very positive to inclusion of pupils with physical disabilities into general PE. Gender, age, years of service and work satisfaction had no impact on general opinions of inclusive PE. PE teachers with actual previous experience of teaching pupils with physical disabilities were slightly more positive to inclusive PE. Stepwise multiple regressions were used to establish a predictive model of positive attitudes to inclusion based on: (1) having adequate training; (2) having general school support (from management and staff); and (3) demands on resources. This yielded an adjusted R<sup>2</sup> that explained 33% of variation in attitudes.

Lars, Kristèn, Patriksson, Göran, & Fridlund, Bengt (2002). Conceptions of children and adolescents with physical disabilities about their participation in a sports programme. *European Physical Education Review*, 8 (2), 139-156.

Sport and leisure can be of significant importance for the well-being and social support of children and adolescents with physical disabilities. However, it has been established that organised sport sometimes has a social construction, in that those without disabilities are favoured at the expense of others. This article describes conceptions of children and adolescents with physical disabilities about their participation in a sports program. Using questions based on a holistic view of the human being, 20 children and adolescents were interviewed. The method of analysis used was inspired by phenomenography. Six categories emerged: getting new friends; learning; strengthening one's physique; becoming someone; experiencing nature; and having a good time. The findings showed the great diversity of sports participation. Further, the conceptions mirrored the difficulty of dividing people into groups and of delimiting important areas. The findings highlighted the importance of programs where actors from different sections of society actively cooperated. Even if the findings cannot be generalised, they nevertheless demonstrated that physical activity involves many positive factors both at the individual and at the society level.

Legg, David, Fay, Ted, Hums, Mary A., & Wolff, Eli (2009). Examining the inclusion of wheelchair exhibition events within the Olympic Games 1984-2004. *European Sport Management Quarterly*, 9 (3), 243-258.

The inclusion of athletes with a disability within the mainstream of sport has been an issue within the Paralympic Movement since its inception. Prior research pertaining to inclusion of athletes with a disability into mainstream sport is reviewed, with particular note being made of the absence of any substantial body of knowledge derived from relevant academic study related to inclusion in the Olympic Games. This article examines from a historical perspective, using archival documents and interviews with key stakeholders, how athletes with a disability have been included within the Olympic Games under the auspices of exhibition events from the 1984 Winter and Summer Olympic Games in Sarajevo and Los Angeles until the 2004 Summer Olympic Games in Athens. This historical review uses the Organizational Continuum for the Inclusion of

Identify Groups in Sport developed by Fay to identify changes during the twenty-year period. Lastly, the authors lay the groundwork for future academic inquiry by using Fay's model to provide a series of alternatives of how future inclusion of athletes with a disability within the Olympic Games could be structured to better serve the Olympic and Paralympic Movements.

Low, Leslie J., Knudsen, Mary J., & Sherrill, Claudine (1996). Dwarfism: New interest area for adapted physical activity. *Adapted Physical Activity Quarterly*, 13 (1), 1-15.

In recent years, the number of individuals with dwarfism participating in sports and physical activities has increased. The Dwarf Athletic Association of America (DAAA) has grown from 30 athletes in 1985 to over 600 in 1994. This paper details the structural, intellectual, motor, orthopaedic, and medical characteristics of six types of dwarfism (achondroplasia, hypochondroplasia, cartilage-hair hypoplasia, diastrophic dysplasia, spondyloepiphyseal dysplasia tarda, and spondyloepiphyseal dysplasia congenita) seen in individuals currently participating in eight DAAA-sanctioned sports. Implications and modifications for participation in physical activity, physical education, and sport are included.

Lytle, Rebecca, Lieberman, Lauren, & Aiello, Rocco (2007). Motivating paraeducators to be actively involved in physical education programs. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 78 (4), 26-30, 50.

The involvement of paraeducators in a physical education setting is described. The do's and don'ts of a paraeducator in physical education are listed in chart format. Training guidelines are included.

Machová, Iva, & Kudláček, Martin (2008). Sport pro osoby s tělesným postižením (atletika vozíčkářů).

Sport plays an important role in rehabilitation and inclusion in mainstream society. Support and development of sport and recreation for persons with disabilities is in accordance with ethical principles and it improves their lives and enhances their rehabilitation. The purpose of this article is to introduce the history of sport for persons with physical disabilities and to introduce wheelchair athletics with the aim to inspire new research in sport medicine and disability sports. Introduction of history and functional classification is followed by proposal of general training approach in wheelchair athletics.

Medland, Joan, & Ellis-Hill, Caroline (2008). Why do able-bodied people take part in wheelchair sports? *Disability & Society*, 23 (2), 107-116.

Recently able-bodied people have taken up wheelchair sports. This article explores why people are taking up a sport which may be considered to 'belong' to disabled people and explore the impact of reverse integration. A questionnaire covering demographic details, experiences of wheelchair sport and perceptions of both able-bodied and disabled wheelchair athletes was distributed by e-mail via elite wheelchair athletic associations in the UK, Canada, The Netherlands and the USA. Twenty participants were recruited (11 disabled athletes, four female, and nine able-bodied athletes, three female). Able-bodied

people initially became involved in wheelchair sports in order to share an activity with their disabled friends or family. Continuing participation was reinforced by friendship, challenge, achievement, the opportunity for good competition, development of the sport and to change society's perceptions of disability. Perceptions varied according to the policies relating to inclusion adopted by the sports governing body within the participants' countries.

No author (2002). Commonwealth Games: Successful inclusion of athletes with a disability. *Bulletin - International Council of Sport Science & Physical Education*, 36, 58.

The article features a discussion of the 'first time ever' experience of the Paralympic athletes who were fully embraced in the main sporting program of the 2002 Commonwealth Games in Manchester.

No author (2005). Hall-of-Famer. *Sports 'n Spokes Magazine*, 31 (2), 34-39.

The article reports on the inclusion of Paralympic gold medalist Sarah Will in the Colorado Ski and Snowboard Hall of Fame in October 2004.

No author (2004). Nevada: Golf tournament hits a hole in one for inclusion. *Parks & Recreation*, 39 (5), 76-83.

This article provides information on the golf tournament Annual Tee It Up Classic in Las Vegas, Nevada; the participation of individuals with physical disabilities in the tournament; an overview of the competitive format of the tournament; and the key to the tournament's ability to draw from a national field.

No author (2009). Para-Nordic profile: CCC steps up competitive opportunities for Para-Nordic athletes. *Cross Connections*, Mar, 6.

The article focuses on the inclusion of Para-Nordic sport, sports for disabled people, in the Canada Winter Games line-up. Para-Nordic will be introduced in collaboration with the Canada Games Council. The first ever Para-Nordic events will be showcased at the 2011 Canada Winter Games in Halifax, Nova Scotia. The plan is to include all types of recognized disabilities by the International Paralympic Committee. Each province and territory of Canada will be allowed three athletes.

No author (2006). Stars, stripes, and sports. *Palaestra*, 22 (1), 8.

This article highlights the Paralympic Military Summit of the U.S. Olympic Committee that was held in Colorado Springs, Colorado on September 20-25, 2005. It looks at the inclusion of introductory sport clinics and light competition at the event; the views of sergeant Carla Best on participating in the event; and the main goal of the program.

No author (2005). The quiet influence of inclusion. *Parks & Recreation*, 40 (7), 80.

The article focuses on John Chambers, an expert in therapeutic recreation. Ever since he was diagnosed with a muscular disease at 16 that caused him to use a wheelchair for mobility, John Chambers has strived to create opportunities for himself and for anyone



else with a disability. When Chambers entered the therapeutic recreation field in the mid-1970's, there was not much out there for people with disabilities. His initial goal was to establish a referral service with nearby hospitals so that people with disabilities could continue their rehabilitation outside of the hospital. But soon after joining the department, Chambers began asking questions about why Las Vegas was not offering similar services through recreation to people with disabilities. As early as the 1980's, Chambers' adaptive recreation unit began promoting inclusion. While some cities had a few therapeutic recreation programs such as wheelchair tennis and basketball, Chambers created more than 100 inclusive programs for people with disabilities.

N.J. (2006). Para-equestrian goes mainstream. *Practical Horseman*, 34 (7), 17.

The article reports on inclusion of para-equestrian at the International Equestrian Federation Games for 2010 in Kentucky Horse Park in Lexington, Kentucky. Many are delighted with the decision of the event organisers.

Obrusnikova, I., Valkova, H., & Block, M.E. (2003). Impact of inclusion in general physical education on students without disabilities. *Adapted Physical Activity Quarterly*, 20 (3), 230-245.

The article evaluates the impact of including a student who uses a wheelchair and is given no direct support in a 4th grade general physical education (GPE) class on students without disabilities. Using an evaluate case study research method, data were collected in the beginning and end of a 2-week GPE volleyball unit from 2 intact elementary school classes using 2 attitude inventories, volleyball skills, and knowledge test. Results indicated no significant class difference in volleyball skill and knowledge acquisitions. Overall, attitudes toward including a student with a disability tended to be positive in both classes. In addition, there was no significant time difference within the classes on either attitude inventory.

Panagiotou, Anna K., Evaggelinou, Christina, Doulkeridou, Agapi, Mouratidou, Katerina, & Koidou, Eirini (2008). Attitudes of 5 and 6 grade Greek students toward the inclusion of children with disabilities in physical education classes after a Paralympic education program. *European Journal of Adapted Physical Activity*, 1 (2), 31-43.

The article examined the effect of the "Paralympic School Day" (PSD) program on the attitudes of 5th and 6th grade Greek students without disabilities and the effect of gender differences on the inclusion of children with disabilities in physical education classes. The 178 children were divided into two groups, (an experimental n = 86 and a control group n = 92). The experimental group received a day program, PSD, aimed at creating awareness and understanding of people with disabilities. All children answered twice the CAIPE-R, Children's Attitudes toward Integrated Physical Education - Revised Questionnaire (Block, 1995), modified. The questionnaire posited two attitude subscales: general and sport-specific. A 2 x 2 repeated measures analysis of variance was used to examine the differences in pre and post tests between the two groups and genders. Results indicated significant differences on the experimental group, only in general attitudes and not in the case of sport-specific related questions. In addition no gender differences were shown (p<.05).

Place, Kimberly, & Hodge, Samuel R. (2001). Social inclusion of students with physical disabilities in general physical education: A behavioral analysis. *Adapted Physical Activity Quarterly*, 18 (4), 389-404.

The article describes the behaviours of eighth-grade students with and without physical disabilities relative to social inclusion in a general physical education program. Participants were 3 girls with physical disabilities and 19 classmates \*(11 females. 8 males) without disabilities. Data for a 6-week softball unit were collected using videotapes, live observations, and interviews. Findings indicated that students with and without disabilities infrequently engaged in social interactions. The average percentage of time that classmates gave to students with disabilities was 2% social talk and less than 1% in each category for praise, use of first name, feedback, and physical contact. Two themes emerged in this regard: segregated inclusion and social isolation. Students with disabilities interacted with each other to a greater degree than with classmates without disabilities. The analysis of use of academic learning time revealed different percentages for students with and without disabilities.

Pope, Carol, Sherrill, Claudine, Wilkerson, Jerry, & Pyfer, Jean (1993). Biomechanical variables in sprint running of athletes with cerebral palsy. *Adapted Physical Activity Quarterly*, 10 (3), 226-254.

This article describes the sprint running of selected Class 6, 7, and 8 international-level athletes with cerebral palsy (CP), contrasts their biomechanical characteristics with those reported for non-disabled runners, and delineates discriminating biomechanical parameters among classes. Subjects included 17 male and female Class 6, 7, and 8 athletes with CP who competed in international competition and were finalists or semi-finalists in sprint events. High speed films were taken, and data reduction was performed. It was concluded that (a) elite Class 6, 7, and 8 athletes with CP descriptively differ from findings reported in the non-disabled literature on variables of stride length, velocity, ratio of support to non-support time, time of forward swing, trunk angle, hip angle, angle of touchdown, and stride time (females only); (b) athletes with CP differ (right-side values only) between classes for hip range of motion, hip velocity, knee and elbow range of motion, and trunk angle average; and (c) distinguishing biomechanical characteristics exist between the more involved and non-involved or less involved sides for hip velocity, angle of touchdown, and hip, knee, ankle, and shoulder range of motion.

Promis, David, Erevelles, Nirmala, & Matthews, Jerry (2001). Reconceptualizing inclusion: The politics of university sports and recreation programs for students with mobility impairments. *Sociology of Sport Journal*, 18 (1), 37-50.

This essay explores and expands the meaning of 'inclusion' as it relates specifically to the sports and recreation programs that are made available to students with mobility impairments enrolled at colleges and universities. The first part of the essay examines how the two disciplinary areas of disability sport and disability studies address the politics of inclusion. The second section of the paper uses one public university, South State (a pseudonym), as an example to demonstrate how certain social institutions interpret the concept of inclusion. Finally, this discussion is expanded to offer an alternative theorisation of the concept of inclusion that will impact not only students with

disabilities but also students marked by race, class, gender, and sexuality who are also excluded despite the university's espousal of the popular rhetoric of 'inclusion'.

Rizzo, Terry, Woodard, Rebecca, Ozmun, John C., Piletic, Cindy K., Faison-Hodge, Jennifer, & Sayers, L. Kristi (2003). Campus recreation and inclusion: Does it work? *Adapted Physical Activity Quarterly*, 20 (2), 206-208.

Inclusion has been the topic of discussion among professionals in adapted physical education for years. Many variables have been identified that impact successful inclusionary programming. However, few studies have focused on inclusion types of programs in a competitive setting. This article assessed attitudes of university students toward the participation of an individual with a disability in a campus recreation program (i.e., an intramural basketball league). Participants were 46 undergraduates involved in an intramural basketball league. Participants were given a hypothetical scenario in which a student with a disability (a wheelchair user) would participate in their league. After reading the scenario, the students were asked to complete a modified version of the Attitudes Toward Integrated Sports Inventory (ATISI). In addition, data collection included gathering demographic backgrounds on the students. The results of the study showed that participants were generally supportive of inclusion for individuals with disabilities. One attribute identified from the analysis that seemed different from previous research was that the students expressed more negative attitudes about inclusion of individuals with disabilities when they were responding to making specific modification and rule changes.

Roberts, Rachel (2005). Boundaries need not apply. *Parks & Recreation*, 40 (8), 48-52.

This article focuses on the importance of constructing boundless playgrounds in the US in accordance with the guidelines of the Americans With Disabilities Act (ADA). What makes boundless playgrounds different from regular ones is that they up the inclusion factor. A playground built to the ADA guidelines will only have 50 percent of its elevated decks accessible, mostly through transfer decks. This level of accessibility forces a person in a wheelchair to abandon his or her equipment in order to participate. The playground must also allow a child in a wheelchair to access 25 percent of the elevated elements. Many park and recreation directors think that ADA guidelines equal accessibility. Boundless playgrounds allow children in wheelchairs to play on 70 percent of the equipment available.

Sherrill, Claudine (2005). Animals as supports and interventions: For whom? Why? How? *Palaestra*, 21 (2), 56-57.

This article focuses on the use of animals as effective interventions in changing behaviours of persons in instructional, recreational, therapeutics and home settings. It examines the benefits of animals for professionals in understanding autism; information on an anecdote that encourages critical thinking about animals as supports; and an example of an animal-human partnership in competitive sport.

Sit, Cindy H. P., Lau, Caren H. L., & Vertinsky, Patricia (2009). Physical activity and self-perceptions among Hong Kong Chinese with an acquired physical disability. *Adapted Physical Activity Quarterly*, 26 (4), 321-335.

This article investigated the association between physical activity and self-perceptions such as body image, physical self-concept, and self-esteem among persons with an acquired physical disability in a non-Western population. Other personal variables such as gender and time of onset of disability were also examined. A convenience sample of 66 Hong Kong Chinese adults with an acquired physical disability were asked to complete a battery of questionnaires about their levels of physical activity and self-perceptions. Over 70% of the participants were not physically active enough to obtain health benefits. Contrary to studies focused on Western populations, the relationships between physical activity and self-perceptions were weak. The time of onset of disability, rather than activity level and gender, was more related to self-perceptions. The present study provides some evidence to advance our knowledge of self-perceptions in a non-Western population and highlights the importance of considering culture and social location in studying physical activity levels of those with an acquired physical disability.

Smith, Andrew, & Thomas, Nigel (2005). The 'inclusion' of elite athletes with disabilities in the 2002 Manchester Commonwealth Games: An exploratory analysis of British newspaper coverage. *Sport, Education & Society*, 10 (1), 49-67.

The XVII 2002 Commonwealth Games held in Manchester, England, was the first major international multi-sport event to include elite athletes with disabilities (EADs) in its main sports programme and medal table. In this exploratory article the authors seek to examine some of the complex issues surrounding the inclusion of EADs in the Manchester Games by analysing the coverage afforded those athletes by six national British newspapers. The results suggest that: (1) there was a tendency by the British media to discuss the performances of EADs in terms more-or-less consistent with a medicalised understanding of disability; (2) the inclusion of EADs in the Games signalled the 'end of a sporting apartheid' between 'able-bodied' athletes and EADs; and (3) that the participation of EADs in the Games was said to reflect the alleged growing 'inclusion' of people with disabilities in the wider society more broadly. The paper concludes by discussing some of the unintended consequences of including EADs in the Games, including those brought about by the classification system used to group athletes into events according to their particular impairment, and those which were associated with the supposed need for greater media coverage of EADs in 'able-bodied' sports competitions such as the Commonwealth Games.

Spengler, J.O. (2002). Inclusion in sport activities: Disabilities and the ADA. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 73 (5), 7-8.

The article summarises a case in which the plaintiff, a wheelchair user and coach of a Little League baseball team, had been directed to coach only from the dug-out for safety reasons. The court based its decision on the Americans with Disabilities Act (ADA).

Storms, Tommie (2007). The wheels of justice turn in adapted interscholastic sport - Making progress. *Palaestra*, 23 (3), 4-5.

The article focuses on legal decisions which were handed down in May of 2007 in the case of wheelchair athletes in Maryland and Alabama. The athletes had filed suit in federal district courts against their state high school athletic associations alleging violations of the ADA and section 504 of the Rehabilitation Act of 1973. A discussion of

the arguments of both the prosecutors and defense attorneys in the case is presented. Difficulties athletes and students often face when attempting to gain equal treatment and inclusion are discussed.

Weston, M.A. (1999). Academic standards or discriminatory hoops? Learning-disabled student-athletes and the NCAA initial academic eligibility requirements. *Tennessee Law Review*, 66 (4), 1049-1126.

**c) Intellectual disability:**

Ashby, Christine (2010). The trouble with normal: The struggle for meaningful access for middle school students with developmental disability labels. *Disability & Society*, 25 (3), 345-358.

This critical, qualitative study considers issues of access to the academic and social experiences of middle school for five students with labels of intellectual disability and autism through a lens of ableism and enforced 'normalcy'. Starting from the position that schools are sites where ableist norms of performance leave many marginalised, this study privileges the perspective of individuals whose inclusion in school is most tenuous. Challenging the notion that mere access to general education classrooms and instruction is enough, this study interrogates questions of efficiency and meaningful engagement within the context of middle school. The article first illustrates the ways that ableism pervades middle school settings and then outlines a typology of particular ways of being and performing that are privileged and an illusion of normalcy maintained. Finally, this article explores the implications of ableism and enforced normalcy on the engagement and participation of students considered to have developmental disabilities.

Block, Martin E. (1993). Can children with mild mental retardation perceive affordances for action? *Adapted Physical Activity Quarterly*, 10 (2), 137-145.

Recent evidence utilizing an ecological approach to perception (Gibson, 1979; Warren, 1984) suggests that children acquire the ability to distinguish what movement an environment 'affords' soon after they acquire motor skills (e.g., Gibson et al., 1987; Palmer, 1989; Ulrich, Thelen, & Niles, 1991). However, it is still unclear whether or not children with cognitive disabilities can accurately perceive affordances (see Burton, 1987, 1990). This purpose of this article was to determine if boys with mild mental retardation could perceive affordances for the skill of jumping distances (standing long jump). Boys with mild mental retardation were asked to judge whether or not various distances could be jumped across by use of a two-footed takeoff and landing. Perceptual judgment was then compared to actual maximum jumping distance. Results indicate that boys with mental retardation were able to accurately perceive the affordance for jumping distance. Results were explained via an ecological perspective.

Block, Martin E. (1991). Motor development in children with Down Syndrome: A review of the literature. *Adapted Physical Activity Quarterly*, 8 (3), 179-209.

The effects of Down syndrome (DS) on motor development have been widely reported over the years, particularly with the profusion of research in the past 10 years. Although more research is needed to fully understand the relationship between DS and motor development, there is a need to synthesize the current findings. Henderson (1985, 1986) and Reid (1985) reviewed the literature regarding the motor development of children with DS. While Henderson's review was extremely well done, certain recent studies can add to our understanding of the motor characteristics of these children. Furthermore, Henderson did not examine factors such as cardiac, anatomical, and sensory deficits that can affect motor development. Therefore this paper reviews the extant literature regarding the motor development of children with DS in terms of health and medical conditions that can affect this development as well as the motor development of infants and all others with DS. Finally, implications for future research and programming are discussed.

Broadhead, Geoffrey D., & Church, Ganie E. (1984). Influence of test selection on physical education placement of mentally retarded children. *Adapted Physical Activity Quarterly*, 1 (2), 112-117.

Intact classes of mentally retarded and non-handicapped children were administered the Physical Dexterity scales of the System of Multicultural Pluralistic Assessment and the short form of the Bruininks-Oseretsky Test of Motor Proficiency. Separate discriminant analyses of each data set revealed that the subjects comprised four distinct levels of motor performance. Although overall predicted correct classification was above 65%, misclassifications occurred in each class. Differences resulting from the separate analyses suggest differential program placement for physical education. There is a tendency for the Physical Dexterity data to predict higher levels of motor functioning than the Motor Proficiency data for half of the mentally retarded children.

Collier, D. & Reid, G. (1987). A comparison of two models designed to teach autistic children a motor task. *Adapted Physical Activity Quarterly*, 4 (3), 226-236.

The article compares two instructional models designed to teach autistic children a bowling task. One strategy (referred to as the extra-stimulus prompt model) used extensive physical, visual, and verbal prompts while the second (referred to as the within-stimulus prompt model) minimized such prompts. With the theory of over-selectivity, it was predicted that the within-stimulus prompt model would be the more effective. Both instructional models included a 14-level task analysis of bowling. Group and time series designs were utilized; 3 subjects in each condition performed 332 trials of the task. The dependent variable was improvement on the bowling task as demonstrated by the task analytic level achieved by each subject. The student-teacher interaction was videotaped and assessed for number and types of prompts, reinforcement, and punishment. Nonparametric and visual analyses revealed that the extra-stimulus prompt group performed significantly better in bowling than did the within-stimulus prompt group. No differences occurred in a reinforcement or punishment received.

DePauw, K.P., Goc-Karp, G., Bolsover, N.E., Hiles, M.J., & Mowatt, M. (1990). Fitness of mentally retarded individuals as assessed by 12-min run, cycle ergometry and Rockport fitness walking tests. In Vermeer, A. (ed.), *Motor development, adapted physical activity and mental retardation* (pp. 103-116). New York: Karger.

Dodd, Karen J., & Shields, Nora (2005). A systematic review of the outcomes of cardiovascular exercise programs for people with Down Syndrome. *Archives of Physical Medicine & Rehabilitation*, 86 (10), 2051-2058.

The objective of the article was to determine if cardiovascular exercise programs are beneficial and safe for people with Down syndrome. Data Sources: Electronic databases were searched from the earliest time available through to October 2004 using the following key words: Down syndrome or trisomy 21 in combination with physical fitness, exercise, physical activity, exercise therapy, exercise training, physical training, and aerobic. Additional articles were identified by manual searching and citation tracking. Two reviewers independently assessed the articles identified in the initial search for the following inclusion criteria: (1) participants with Down syndrome, (2) an exercise program that conformed with the American College of Sports Medicine guidelines for increasing cardiovascular fitness, (3) assessed changes in body structure or function, activity limitation, or societal participation, and (4) used a prospective clinical controlled research design with or without random allocation to groups. Trials of low methodologic quality were excluded (PEDro score, < 4). Of the 156 articles initially identified, only 4 met the inclusion criteria and underwent detailed review. Data relating to changes in body structure and function, activity limitation, participation restriction, and contextual factors from the included studies were independently extracted by the reviewers on a standardized form. Study quality was assessed using the PEDro scale. Meta-analyses found that cardiovascular exercise programs were effective in increasing peak oxygen consumption ( $d = .75$ ; 95 % confidence interval [CI], 0.34-1.15), peak minute ventilation ( $d = .71$ ; 95 % CI, 0.15-1.28), the maximum workload achieved ( $d = .96$ ; 95 % CI, 0.45-1.45), and the time to exhaustion ( $d = .72$ ; 95 % CI, 0.29-1.15) in people with Down syndrome. No changes were found for body weight ( $d = .09$ ; 95 % CI, -.39 to .57). No adverse effects were reported in any of the studies. Conclusions: The result of the review supports the use of programs designed to improve cardiovascular fitness among people with Down syndrome. However, because only 4 studies were included, the findings need to be interpreted cautiously. High-quality randomized controlled trials should be completed in the future to determine the effect of these programs on activity and social participation.

Filatova, N.P., Saltymakova, L.P., & Bashta, L. Yu (2005). Optimization of physical condition of preschool children with anomalies of mental development. *Teoria i Praktika Fiziceskoj Kul'tury*, 10, 52-53.

The purpose of the article was to search for ways of optimisation of the physical condition of preschool children with anomalies of mental development. The basis of optimisation of physical condition is the performance of tasks of a high level of difficulty, and correctional-developing orientation of work in physical education for children with anomalies of mental development. The inclusion of games and exercises directed towards the development of physical qualities allows for optimising the physical condition of this group of preschool children.

Frey, Georgia C., McCubbin, Jeffrey A., Hannigan-Downs, Steve, Kasser, Susan L., & Skaggs, Steven O. (1999). Physical fitness of trained runners with and without mild mental retardation. *Adapted Physical Activity Quarterly*, 16 (2), 126-137.

This article compared physical fitness levels of trained runners with mild mental retardation (MMR) (7 males and 2 females, age =  $28.7 \pm 7.4$  years, weight =  $67.0 \pm 11.7$  kg) and those without (7 males and 2 females, age =  $29.1 \pm 7.5$ , weight =  $68.7 \pm 8.8$  kg). Paired t tests revealed no differences between runners with and without MMR on measures of VO<sub>2</sub> peak ( $56.3 \pm 9.1$  vs.  $57.7 \pm 4.1$  ml · kg<sup>-1</sup> · min<sup>-1</sup>, percent body fat ( $16.6 \pm 8.4$  vs.  $16.6 \pm 3.1$ ), and lower back/hamstring flexibility ( $33.1 \pm 10.9$  vs.  $28.6 \pm 10.1$  cm). Knee flexion (KF) and extension (KE) strength were significantly greater in runners without MMR compared to those with MMR (KF peak torque =  $65.7 \pm 7.9$  vs.  $48.7 \pm 15.7$  ft/lb; KE peak torque =  $138.5 \pm 17.7$  vs.  $104.4 \pm 29.9$  ft/lb). It was concluded that trained runners with MMR can achieve high levels of physical fitness comparable to individuals without MMR.

Frey, Georgia C., Stanish, Heidi I., & Temple, Vivienne A. (2008). Physical activity of youth with intellectual disability: Review and research agenda. *Adapted Physical Activity Quarterly*, 25 (2), 95-117.

This review characterises physical activity behaviour in youth with intellectual disability (ID) and identifies limitations in the published research. Keyword searches were used to identify articles from MEDLINE, EBSCOhost Research Databases, Psych Articles, Health Source, and SPORT Discuss, and ProQuest Dissertations and Theses up to June 2007. Data were extracted from each study using a template of key items that included participant population, study design, data source, and outcome measure. Nineteen manuscripts met the inclusion criteria. Findings were mixed, with various studies indicating that youth with ID have lower, similar, and higher physical activity levels than peers without disabilities. Only two studies provided enough information to determine that some youth with ID were meeting minimum physical activity standards. Significant methodological limitations prohibit clear conclusions regarding physical activity in youth with ID.

Hughes, Carolyn; McDonald, Meghan L. (2008). The Special Olympics: Sporting or social event? *Research and Practice for Persons with Severe Disabilities*, 33 (3), 143-145.

Storey (2008), in his eloquent and timely critique of the Special Olympics and his call to close it down, focuses on the failure of the Special Olympics to achieve the goal of social integration and sustained social interaction among people with intellectual disabilities and their peers without a disability label. The authors wholeheartedly agree with Storey's condemnation of the perhaps unintended consequences of the Special Olympics, including: (1) fostering negative stereotypes of and infantilising people with disabilities; (2) encouraging inappropriate behaviour such as hugging, pitying, and paternalism; and (3) fostering attitudes of 'us' versus 'them' and service provider versus service recipient - all of which serve to hinder rather than promote social integration. Storey also argues that by diverting large amounts of charitable and federal funding, the Special Olympics further promotes segregation by limiting funds for integrated recreation and creating a dual recreational system. To make existing sports and recreational options more accommodating and integrated, disability awareness and training must become



commonplace and widespread. Just as recreational staff routinely receive training on how to identify and to respond to incidences of child abuse, they should also consistently be provided with information on types of disabilities, behaviour management strategies, and adaptive recreational programming. Public awareness should be provided in sports and recreational settings to inform participants that people of varying abilities are using the facilities and must be treated equally and with respect. Procedures should be in place for providing accommodations and assistance as needed for both people with disabilities and others who are using the recreational facilities with them. It should become customary for programming directors and instructors not only to accept but also to advocate to the public for integrated athletics and recreational activities. Marketing materials for recreational programs should convey a clear message of affirmative action and acceptance of people of all races, gender, religion, sexual orientation, and skill level. Parents need to know that their children with disabilities will be welcomed in recreational programs and not feel that they have to 'hide' their children's disabilities to be accepted into a program. Actively promoting inclusion and accommodation serves the dual purpose of addressing the stigma often associated with a disability by the public as well as minimising fear and feelings of intimidation that people with disabilities may have toward a recreational activity itself. Promoting inclusion creates a 'can do' environment where everyone is invited to question her own perception of what it means to recreate.

Magouritsa, Georgia, Kokaridas, Dimitrios, & Theodorakis, Yiarirus (2005). Attitudes of secondary school students toward the inclusion of peers with borderline intelligence prior and after the application of a recreation program. *Inquiries in Sport & Physical Education*, 3 (3), 212-224.

The article compares the attitudes of students without disabilities regarding the inclusion of students with borderline intelligence in their class during a recreation activity and examines their opinions concerning the adaptations of recreation activity required for the successful participation of students with mild learning difficulties. The sample consisted of 79 secondary school students (43 boys and 36 girls) separated in two groups (experimental and control). The research included a pre-intervention phase for the familiarization of five students with borderline intelligence in softball activity that represented the main activity of the research. During the intervention phase, the students of the experimental group and their colleagues with disabilities participated together in softball with all the necessary adaptations. The students of the control group didn't participate in the activity and generally they did not come in contact with the students with disabilities. Prior and after the recreation activity, the two groups (control and experiment) completed the Questionnaire of Planned Behavior (Theodorakis et al., 1995) that measures the variables of attitude, intention, perceived behavioural control, moral obligation, important others, information and choice. In addition, the experimental group completed a second questionnaire (Block & Malloy, 1995) in order to investigate further adaptations of the activity required according to the perception of students. Results revealed gender and experience of participants as the main factors contributing to the creation of differences on students' perceptions. The application of the intervention program improved the attitude of students of the experimental group as compared to the control group individuals for the particular factor.

Mumford, Vincent E., & Chandler, Judy Potter (2009). Strategies for supporting inclusive education for students with disabilities. *Strategies*, 22 (5), 10-15.

The article provides information on inclusive education for students with learning disabilities (LD). It defines LD and the attributes that may bring about concern for involvement in physical education. It discusses the teacher attributes that embody inclusive physical education practices. It also elaborates on the strategies that aid in the successful inclusion of students with LD such as setting goals using the Individual Education Plan (IEP) and peer tutoring. It concludes with recommendations that encourage a more inclusive classroom.

No author (2008). S14 review for UKSG. *Swimming Times*, 85 (5), 9-14.

The article reports that following a ruling by the Equality and Human Rights Commission, sports officials are finding a way to include young athletes with learning difficulties in the 2008 Great Britain School Games (UKSG). According to the spokesman for the Youth Sport Trust (YST), Mencap Sport, YST and the government are working to ensure the inclusion of athletes with a learning disability in the UKSG.

Reid, G., Collier, D., & Cauchon, M. (1991). Skill acquisition by children with autism: Influence of prompts. *Adapted Physical Activity Quarterly*, 8 (4), 357-366.

Visual, verbal, and physical prompting systems promote motor skill acquisition in learners who are autistic (Collier & Reid, 1987). The purpose of the present study was to contrast the effectiveness of two instructional models, one that emphasized visual prompting and one that stressed physical prompting. Both models were designed to teach autistic children a bowling skill that was subdivided into 19 task analytic steps. All four subjects received 120 trials under both instructional models in a counterbalanced fashion. It was hypothesized that physical prompting would be the most effective model, but only limited support was generated in this regard. The subjects did benefit from carefully designed instruction, however, thus replicating previous findings.

Reid, G., Collier, D., & Morin, B. (1983). Motor performance of autistic individuals. In Eason, R.L. (ed.) et al., *Adapted physical activity: From theory to application* (pp. 201-218). Champaign, Ill: Human Kinetics Publishers.

In this chapter, the testing of 12 autistic children found that they performed motor skills at a rate inconsistent with their chronological age and generally scored lower than mentally retarded children. Recommendations to rectify this are made.

Roswal, Peggy M., Sherrill, Claudine, & Roswal, Glenn M. (1988). A comparison of data based and creative dance pedagogies in teaching mentally retarded youth. *Adapted Physical Activity Quarterly*, 5 (3), 212-222.

This article compared the effectiveness of data based and creative dance pedagogies in relation to motor skill performance and self-concept of mentally retarded students. Subjects (N=35) were moderately mentally retarded males and females, ages 11 to 16 years, in special education classes. Their mean age was 12.88 years in the data based group and 13.47 years in the creative dance group. Excluding testing, the study lasted 8 weeks. Each group received 40 lessons of 30 minutes each. Data based pedagogy was based on the work of Dunn, Morehouse, and Dalke (1979), and creative dance pedagogy was based primarily on the work of Riordan (Fitt & Riordan, 1980). Pretest and posttest

data were collected through administration of the Data Based Dance Skills Placement Test, selected subtests of the Cratty Six-Category Gross Motor Test, and the Martinek-Zaichkowsky Self-Concept Scale. Multivariate analysis of covariance revealed no difference between pedagogies. The group means indicated improvement in dance skill performance but not in self-concept or body perception, balance, and gross and locomotor agility.

Sale, Anabel Unity (2008). Shooting from the HIP. *Community Care*, 1737, 30-31.

The article presents information on the Hockey Inclusion Project (HIP) in Gloucestershire, England. HIP is run by Tact, a charity that supports people with learning disabilities to live in their local communities. The project was the idea of Tact community support worker Sophie Whittaker, a hockey player since the age of 11 and a member of Cheltenham hockey club. It received £37,500 from the Barnwood House Trust for three years, as well as grants from Sports Relief and Awards for All.

Siperstein, Gary N., Glick, Gary C., Harada, Coreen M., Bardon, Jennifer Norins, & Parker, Robin C. (2007). Camp Shriver: A model for including children with intellectual disabilities in summer camp. *Camping Magazine*, 80 (4), 1-5.

The article presents information on Camp Shriver, a program run by the Special Olympics Inc. and focused on improving sports skills and enriching social relationships, with particular focus on individuals with intellectual disabilities (ID). The authors discuss inclusive camp programming and its effects on promoting similarities, enhancing social skills, and improving self esteem. They present information from their study of the pilot year of five U.S. Camp Shriver camps.

Sit, Cindy H. P., McKenzie, Thomas L., Lian, John M. G., & McManus, Alison (2008). Activity levels during physical education and recess in two special schools for children with mild intellectual disabilities. *Adapted Physical Activity Quarterly*, 25 (3), 247-259.

This article compared physical education (PE) and recess in two markedly different special schools for children with mild intellectual disabilities; one school had a reputation for focusing on sports (High Sport Focus-HSF) and the other did not (Low Sport Focus-LSF). Data were collected in 24 PE classes and 48 recess periods using a validated observation system. During both PE and recess, HSF students engaged in physical activity (PA) at greater intensity levels, but LSF students accrued more total activity min. Differences in PA during PE between the schools were associated with both lesson context and teacher behaviour. The results suggest written (e.g., scheduling) and unwritten policies within schools affect children's activity levels.

Slininger, David, Sherrill, Claudine, & Jankowski, Catherine M. (2000). Children's attitudes toward peers with severe disabilities: Revisiting contact theory. *Adapted Physical Activity Quarterly*, 17 (2), 176-196.

The purpose of the article was to compare the effects of three physical education settings (structured contact, non-structured contact, and no contact) on attitudes of children toward peers with severe mental retardation who used wheelchairs. Contact theory (Allport, 1954) guided the study. Participants were 131 Grade 4 students (62 females, 69

males) in three intact classes that were randomly assigned to treatments. During the experimental period (4 weeks, 20 sessions, each 25 min), two children in wheelchairs were integrated into each contact class, and a special helper model was implemented. The experimental design was pretest-posttest randomised groups. Attitudes were assessed by an adjective checklist and an intention survey. A three-way ANOVA (Gender x Group x Time) revealed that females had significantly better attitudes than males. Subsequent analysis revealed that males in the structured contact group improved significantly on the adjective checklist, whereas males in the non-structured contact group improved significantly on the intention survey.

Smith, Andrew, & Thomas, Nigel (2006). Including pupils with special educational needs and disabilities in National Curriculum Physical Education: A brief review. *European Journal of Special Needs Education*, 21 (1), 69-83.

This brief review paper examines what has been, until relatively recently, a largely under-explored area of research within the sub-discipline of inclusive education, namely the inclusion of pupils with special educational needs (SEN) and disabilities in National Curriculum Physical Education (NCPE). More specifically, by drawing upon studies conducted with teachers and pupils in England, the paper examines some of the complex issues that surround the inclusion of pupils with SEN and disabilities in NCPE following its introduction in 1992. In particular, it considers teachers' views on the nature and purposes of inclusive physical education (PE) and teacher training, as well as the suitability of the structure, in its present form, of NCPE for pupils with SEN and disabilities, the PE experiences of whom are also explored. In doing so, the issues raised herein are intended to be of relevance not only for those with an interest in PE, but also for those with an interest in inclusive education more generally.

Temple, Vivienne A. (2009). Factors associated with high levels of physical activity among adults with intellectual disability. *International Journal of Rehabilitation Research*, 32 (1), 89-92.

The aim of the article was to identify factors associated with physical activity participation among active (i.e. more than or equal to 10 000 steps per day) individuals with intellectual disability. Staff at day program and supported employment organisations were asked to identify individuals they believed were physically active. To verify participants were active, 7-day pedometer data were collected. Using these data, 13 participants met the inclusion criterion of 10 000 steps per day from 37 individuals identified by staff. Participants (n=13) ranged in age from 18 to 46 years (mean=34, SD=8) and seven were male. In-depth semi-structured interviews were conducted to explore the environmental and social supports for these high levels of physical activity. Three major themes were identified from content and thematic analyses. Key individuals and organisations were important in fostering initial interests and the development of skills. Coaches, staff and parents were important in 'showing them how', for example, how to vacuum or stack produce, how to bowl, how to use weight training equipment or helping to plan a safe walking route. Motivation for initial and ongoing participation was associated with friendship and social connection. Practical support was needed for continued participation. In particular, transportation and affordable activities were very important. Fostering practical skills, supporting the social aspects of physical activity and

keeping activities low cost are important enabling and reinforcing factors for physical activity among active persons with intellectual disability.

Townsend, Michael, & Hassall, John (2007). Mainstream students' attitudes to possible inclusion in unified sports with students who have an intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 20 (3), 265-273.

Schools in New Zealand do not normally include students with intellectual disability in their sports programmes. This article examined regular students' attitudes towards the possible inclusion of students with an intellectual disability in an integrated sports programme within their school. A total of 170 school students at year 6 (10 years) and year 12 (16 years) at four Auckland schools completed an attitude scale assessing their acceptance of a possible unified sports programme at their school, a test of their knowledge about Special Olympics, and wrote open-ended comments about unified sports; a sub-sample at each age level was interviewed. Students had positive attitudes towards possible involvement alongside students with an intellectual disability in unified sports. These attitudes were moderated by age and gender, but not knowledge about Special Olympics. The strengthening of inclusion and normalisation through unified sports would likely have positive peer social acceptance by typical students in New Zealand.

Tsai, Eva Hiu-Lun, & Lena Fung (2009). Parents' experiences and decisions on inclusive sport participation of their children with intellectual disabilities. *Adapted Physical Activity Quarterly*, 26 (2), 151-171.

This article examined the experiences of parents of persons with intellectual disabilities (ID) as they sought inclusive sport participation for their children. To understand their experiences, in-depth interviews were conducted with 49 parents. Qualitative data analysis was conducted to identify common themes from the responses. The analysis showed that most parents sought inclusive sport involvement for their children but they soon gave up their effort due to rejection by staff and other participants. Underlying these attitudinal problems were a lack of quality contact between people with and without ID and a lack of understanding of people with ID. Parents' lack of sense of entitlement, low sport values, and lack of participation information and opportunities also contributed to their giving up of inclusive sport. Factors leading to successful inclusion included staff inclusion attitudes and abilities and the social skills of individuals with ID.

Ward, Phillip, & Ayvazo, Shirl (2006). Classwide peer tutoring in physical education: Assessing its effects with kindergartners with autism. *Adapted Physical Activity Quarterly*, 23 (3), 233-244.

Researchers, textbooks authors, and educational policy makers recommend peer tutoring as an inclusion strategy for students with autism. However, there is little, if any, research supporting these recommendations in physical education. This article assessed the effects of class-wide peer tutoring (CWPT) in teaching catching skills to two typically developing peers and two children diagnosed with autism in kindergarten. A single subject withdrawal design assessed the effects of CWPT on total catches and correct catches. Results showed that CWPT improved total and correct catches for the two students with autism. The results for the typically developing peers were mixed. These

findings, while requiring further research, provide initial evidence to support CWPT as an inclusion strategy for children with autism in physical education.

**d) Sensory disability:**

Cervantes, Carlos M., Cohen, Rona, Hersman, Bethany L., & Barrett, Tim (2007). Incorporating PACER into an inclusive basketball unit. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 78 (7), 45-50.

Cooperative learning is a teaching method that has been productively used in physical education. The authors describe how the 'PACER' form of cooperative learning can be used in an integrated basketball class that includes students with visual impairments.

Coco-Ripp, Jo Ann (2005). Including people who are deaf in recreation. *Parks & Recreation*, 40 (2), 26-32.

This article discusses the impact of communication on providing recreation for people with hearing disabilities. It discusses the importance of inclusive recreation; obstructions to inclusive recreation; and a conceptual framework of deaf identity which enhances the provision of inclusive recreation.

Kurkova, Petra (2005). Sport as a means to the inclusion of people with hearing disability into an integrated environment/society. In *Proceedings: 4th International Scientific Conference on Kinesiology - Science and profession - Challenge for the future* (pp. 789-791). Opatija, Croatia, 7-11 September 2005. Opatija, Croatia: Faculty of Kinesiology, University of Zagreb.

Nixon, Howard L. (1989). Integration of disabled people in mainstream sports: Case study of a partially sighted child *Adapted Physical Activity Quarterly*, 6 (1), 17-31.

No author (2001). USADSF. *Palaestra*, 17 (2), 12-13.

The article presents news briefs on the USA Deaf Sports Federation (USADSF) as of March 2001. It discusses the death of Edward C. Carney, founder of the American Athletic Association of the Deaf; the inclusion of the USADSF into the America's Athletes with Disabilities consortium; and selection of qualified elite deaf athletes to represent the United States at the Deaf World Games.

Sherrill, Claudine, Rainbolt, Wanda, & Ervin, Sandra (1984). Attitudes of blind persons toward physical education and recreation. *Adapted Physical Activity Quarterly*, 1 (1), 3-11.

Thirty blind adults, ages 16 to 50 years, were interviewed concerning their attitudes toward physical education and recreation in childhood, adolescence, and adulthood and the variables which may have contributed to these feelings. The tape recorded responses to 22 open-ended questions were transcribed and subsequently rated as positive or negative by three judges. Significant z values ( $p < .05$ ) between positive and negative

responses were obtained for 16 of the 22 questions. Attitudes toward school-based experiences were positive whereas attitudes toward neighbourhood, community, church, and family experiences were negative. A two-way analysis of variance revealed no significant differences in attitudes by school placement (residential vs. public). Males had significantly more positive attitudes toward physical education and recreation than females.

Tedrick, Brendan (2006, June/July). Aquatic exercise and inclusion: Teaching people with special needs. *Akwa*, 20 (1), 32-33

This article summarises information from other published sources. The author provides general information to facilitate participation of individuals with sensory disabilities into aquatic exercise programs.

## V Effective Programs

Barnes, Kristy (2009). Let's ALL Play. *Perspective*, 35 (3), 19-21.

The author reflects on the Let's ALL Play program developed by the Bubel/Aiken Foundation to include children with disabilities in summer camps with other children. In 2008, the Foundation funded 24 programs across the US to implement Let's ALL Play. Each program offers team-building games, sports and arts and crafts activities. According to the author, Let's ALL Play offers tools to enhance the level of participation in children with disabilities, and that the program fosters inclusion.

Brennan, Mary (2003). Deafness, disability and inclusion: The gap between rhetoric and practice. *Policy Futures in Education*, 1 (4), 668-685.

This article provides a critique of the interpretation and practice of educational inclusion, particularly in respect of deaf children. It is argued that the inclusion agenda, as presently realised, does not incorporate the fundamental paradigm shift required to bring about equity and social inclusion for deaf children. Superficially 'inclusive' practices, such as the attendance of deaf children at mainstream schools, often simultaneously deny the linguistic rights of deaf children and thus fail to ensure either full access to the curriculum and assessment or access to a satisfying social experience. Despite this, there are indications within Scotland and the Scottish Parliament of a more genuinely inclusive approach to linguistic and cultural diversity. Recent developments include the recognition of British Sign Language (BSL) by the United Kingdom Government and the explicit inclusion of BSL as one of the languages of Scotland. The challenge is to embed linguistic recognition and rights within education at all levels: this requires placing deaf people at the heart of developments.

Block, Martin E., & Zeman, Ron (1996). Including students with disabilities in regular physical education: Effects on nondisabled children. *Adapted Physical Activity Quarterly*, 13 (1), 38-49.

The article measured the impact of including three 6th-grade students with severe disabilities who were given support services into a regular physical education class. Basketball skill improvement in passing, shooting, and dribbling during a 3-½-week basketball unit and attitudes toward students with disabilities were compared between a 6th-grade class that included 3 students with severe disabilities (C1) and a 6th-grade class in the same school that did not have any students with disabilities (C2). Results from the nonparametric Mann — Whitney U test indicated no differences in skill improvement between the two groups except in dribbling, which favoured C2. C1 showed significantly greater pretest scores in general and sport-specific attitudes compared to C2, but there were no differences in gain scores for either general or sport-specific attitude. It was argued that, with proper support services, students with severe disabilities can be included in regular physical education without negatively affecting the program for students without disabilities.



Coates, Janine, & Vickerman, Philip (2010). Empowering children with special educational needs to speak up: Experiences of inclusive physical education. *Disability & Rehabilitation*, 32 (18), 1517-1526.

The inclusion of children with special educational needs (SEN) has risen up the political agenda since the return of the Labour Government in the UK in 1997. This has seen increasing numbers of children with SEN being educated within mainstream schools. This article examines the perspectives of children with SEN attending both mainstream and special schools in relation to their experiences of physical education (PE). Findings demonstrate that children with SEN in both mainstream and special schools enjoy PE, although issues were raised in mainstream schools regarding bullying and the appropriateness of activities in PE lessons. The findings show how children offered suggestions about how to improve PE and make it more beneficial. The findings identify how children are empowered through consultation, and are aware of their needs and abilities. As such it is evident that schools and those supporting inclusive physical activity for children with SEN must use consultation as a tool for empowering pupils as a means of providing them with choices while gaining a rich insight into their lived experiences of PE.

Conatser, P., & Block, M. (2001). Aquatic instructors' beliefs toward inclusion. *Therapeutic Recreation Journal*, 35 (2), 170-184.

This article examined the influence of moderating variables on aquatic instructors' beliefs toward teaching swimming to individuals with disabilities in an inclusive setting. One hundred eleven aquatic instructors from 25 states representing 108 U.S. cities participated in the study. Based on the theory of planned behaviour (Ajzen, 1985, 1988), aquatic instructors' beliefs toward inclusion were investigated. Results indicated that instructors currently teaching aquatics classes to students with disabilities and who felt more competent, had more favourable beliefs (attitudes, subjective norm, perceived behavioural control) toward including students with disabilities. Further, instructors who felt competent and were currently teaching students with disabilities significantly related to academic coursework and experience. Approximately, one-half of the surveyed instructors felt competent and were currently teaching students with disabilities.

Devine, Mary Ann, & King, Brie (2006). Research update: The inclusion landscape. *Parks & Recreation*, 41 (5), 22-25.

This article focuses on the need for the professionals in the recreation and physical activity arenas in the US to view inclusive leisure services for individuals with disabilities as a part of their responsibility. Since the Americans with Disabilities Act was written into law, park and recreation professionals have increasingly been encouraged to view the provision of inclusive services as everybody's responsibility, not just the responsibility of those with disability-based backgrounds. During the past ten years, researchers have found social, emotional, physical and cognitive benefits experienced by all who participate in recreation, regardless of disability.

Greenville, Kristen, & Reddy, Grace (2009). It's 'murderball' every Saturday in San Francisco. *Perspective*, 35 (3), 38-39.

The authors reflect on the implications of murderball, a game developed by coach Nils Jorgensen for athletes in wheelchairs, for the social inclusion of people with disabilities. They say that the game offers a welcoming and integrated sport environment for athletes with disability. An overview of the game is offered. The perspectives of Jorgensen on the game are also highlighted, along with his profile.

Holmes, S. (2002). Innovation, inclusion and ambition. The Inclusive Fitness Initiative aims to encourage more people with disabilities to use their local fitness facilities. *Leisure Manager*, 20 (11), 12-13.

The Inclusive Fitness Initiative, a two-year pilot project of the English Federation of Disability Sport, has seen eighteen months of success in several areas. Key to the project has been the involvement of disabled persons in steering all key components of the pilot scheme. For more information, visit [www.inclusivefitness.org.uk](http://www.inclusivefitness.org.uk)

Lieberman, Lauren J., & Tepfer, Amanda (2001). 2001 Pan American Games for the Blind. *Palaestra*, 17 (3), 28-29.

This article focuses on the 2001 Pan American Games for the Blind at the South Carolina School for the Deaf and the Blind in Spartanburg, South Carolina.

Magouritsa, Georgia, Kokaridas, Dimitrios, & Theodorakis, Yiarirus (2005). Attitudes of secondary school students toward the inclusion of peers with borderline intelligence prior and after the application of a recreation program. *Inquiries in Sport & Physical Education*, 3 (3), 212-224.

The article compares the attitudes of students without disabilities regarding the inclusion of students with borderline intelligence in their class during a recreation activity and examines their opinions concerning the adaptations of recreation activity required for the successful participation of students with mild learning difficulties. The sample consisted of 79 secondary school students (43 boys and 36 girls) separated in two groups (experimental and control). The research included a pre-intervention phase for the familiarization of five students with borderline intelligence in softball activity that represented the main activity of the research. During the intervention phase, the students of the experimental group and their colleagues with disabilities participated together in softball with all the necessary adaptations. The students of the control group didn't participate in the activity and generally they did not come in contact with the students with disabilities. Prior and after the recreation activity, the two groups (control and experiment) completed the Questionnaire of Planned Behavior (Theodorakis et al., 1995) that measures the variables of attitude, intention, perceived behavioural control, moral obligation, important others, information and choice. In addition, the experimental group completed a second questionnaire (Block & Malloy, 1995) in order to investigate further adaptations of the activity required according to the perception of students. Results revealed gender and experience of participants as the main factors contributing to the creation of differences on students' perceptions. The application of the intervention

program improved the attitude of students of the experimental group as compared to the control group individuals for the particular factor.

Siperstein, Gary N., Glick, Gary C., Harada, Coreen M., Bardon, Jennifer Norins, & Parker, Robin C. (2007). Camp Shriver: A model for including children with intellectual disabilities in summer camp. *Camping Magazine*, 80 (4), 1-5.

The article presents information on Camp Shriver, a program run by the Special Olympics Inc. and focused on improving sports skills and enriching social relationships, with particular focus on individuals with intellectual disabilities (ID). The authors discuss inclusive camp programming and its effects on promoting similarities, enhancing social skills, and improving self esteem. They present information from their study of the pilot year of five U.S. Camp Shriver camps.