

ARTICLE REVIEWED

Barriers and Facilitators to Inclusion in Integrated Physical Education: Adapted Physical Educators' Perspectives

Haegele, J.A., Wilson, W.J., Zhu, X., Bueche, J.J., Brady, E., & Li, C. (2021). Barriers and facilitators to inclusion in integrated physical education: Adapted physical educators' perspectives. *European Physical Education Review*, 27(2), 297-311.

THE PROBLEM:

In recent years, there has been a rise in inclusion education. This shift has occurred in multiple classroom settings, and often physical education is the first school-based course to integrate students with disabilities (Alquarini & Gut, 2012). With integrated physical education comes challenges, such as providing ample equipment, appropriate curriculum, and resources for students with disabilities. Additionally, there are concerns for integrated physical education to not adapt to create environments and cultures that promote the physical activity and abilities of all students, and specifically those with disabilities. Therefore, the purpose of this study was to examine certified adapted physical educators' (CAPEs) perspectives on the barriers and facilitators to students with disabilities feeling included within integrated physical education.



Research Summary:

The authors used the Adapted Physical Education National Standards (APENS) committee's listserv to contact current CAPEs. The recruitment email included a link to the survey and 99 (74 female) current CAPEs completed the demographic questions and answered at least one barrier and facilitator each. The survey contained 10 questions with the last two questions asking the participants to list five barriers and facilitators to inclusion for students with disabilities. The responses were then coded into seven categories.

Conclusion:

In this paper, the authors found that most of the barriers listed by CAPEs were teacher-related, such as teacher attitude (67), activity selection/modification (66), and instructional quality (24). As for the facilitators, the most commonly listed was activity selection/modification (48). Thus, the authors note that the challenge of students with disabilities to experience inclusion in integrated physical education is impacted by multiple factors.

Key Takeaway:

In this paper, the authors challenge future scholars to further examine the barriers and facilitators to students with disabilities experiencing inclusion in integrated physical education. The authors also caution the idea of believing inclusion is occurring in integrated physical education for students with disabilities.

ADDITIONAL RESOURCES:

- Alquarini, T. and Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: Literature review. *International Journal of Special Education*, 27(1), 1-14.