

International Symposium for Adapted Physical Activity (ISAPA)
Physical Education Teacher Education in Light of the Inclusion Approach (GPE)

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Including students with disabilities in general physical education has been reported all across the globe including North and South America, Europe, Asia and the Middle East. Perhaps the most important factor in successful inclusion in GPE is the attitude and perceived competence of GPE teachers. Not surprisingly, research has found a critical factor in GPE teachers' perceived competence and confidence when including students with disabilities is having strong academic preparation (Elliot, 2008; Obrusnikova, 2008; Özer et al., 2013; Tripp & Rizzo, 2006). Unfortunately, studies suggest GPE teachers do not feel their professional preparation and clinical experiences were adequate to prepare them for inclusion (Fejgin et al., 2005; Jerlinder et al., 2010; Sato & Hodge, 2009; Vickerman & Coates, 2009). In the U.S. and in many other countries, physical education teacher education (PETE) programs require one introductory adapted physical education (APE) class. One has to question whether one introductory APE course adequately prepares GPE teachers to accommodate the inclusion of children with disabilities in GPE class. Yet, it may not be feasible to add more specialized APE courses to the already full PETE curricula. One possible solution is to create online supplements specifically designed to infuse practical strategies designed to improve competence, confidence and attitudes towards inclusion. The advantage of online supplements is that they do not require extra time in the pedagogy class, they do not require time or expertise of an APE professor, they can be viewed at anytime providing flexibility for participants, and they are available for the physical educator to refer to after the course is finished. The purpose of this presentation is to share some exploratory online programs and preliminary research on the use of online supplements as a means of infusing information about how to accommodate children with disabilities in GPE. Included will be information on a study by Kwon (2014) using an online supplement to accommodate children with intellectual disabilities into team sports and a study by Healy (2015) using an online supplement designed to teach physical educators how to implement a peer-tutoring program. The presentation will conclude with

suggestions for other online supplements to better prepare future and practicing physical educators for inclusion.