

Inclusive Physical Education (PE) environments – PE teachers' views on how they facilitate participation for students with disabilities

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Inclusive PE in secondary school

- School year 7-9 (ages 13-16)
- Students with disabilities in regular Physical education (PE)
- Experienced
 - Three teachers >16, four teachers 6 – 15, one <5 years of PE-teaching experience



PE in Sweden

National curriculum

PE–skills

All-round mobility

Outdoor activities

Affect on physical ability and health

Emergency situations – indoors, outdoors,
water



PE and disability



Participation in PE

Being there



Being engaged



Focus interviews



How do you facilitate participation for students with disability?

Inclusive strategies

Categories	Subcategories
The importance of having a clear structure in a welcoming environment	To have a clear communication To create an inclusive classroom climate To ensure that all students know what to expect
The importance of adapting the PE environment	To adjust teaching style and lesson content To modify activities and supply support

Clear structure - welcoming environment-1

Subcategories

To have a clear communication

Reminders

VAK – visual, auditive, kinaesthetic

Visual supports

6. Leapfrog your partners



13. Burpees



Clear structure - welcoming environment-2

Subcategories

To create an inclusive classroom climate

Before class-activities

Kick-start lesson

Shadowing



Collaboration

*“working with a friend who you trust, you listen to the friend, maybe even **more** than to the teacher”*

Clear structure - welcoming environment

Subcategories

To ensure students know what to expect

Preparation

Face-2-face



“All students have a need to know in advance what will happen, but students with disability want to know “a little deeper””

Adapting the environment

Subcategories

To adjust teaching style and lesson content

Time span



Self-sustaining



Teacher led

Two parallell activities



Adapting the environment

Subcategories

To modify activities and supply support



Goalball

*“I read in her blog that she was in pain after PE (laughter),
so I talked to her and drew up a plan.*

*Now she swims one lesson (with personal assistant)
and I structure the other lesson so that she can
participate to the best of her ability **half** the lesson,
and the other half she does a workout program,
which she has constructed herself.”*

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