EFFECT OF THE INTERVENTION PROGRAM "PARALYMPIC SCHOOL DAY" ON ATTITUDES OF CHILDREN ATTENDING INTERNATIONAL SCHOOL TOWARDS INCLUSION OF STUDENTS WITH DISABILITIES

Georgios Xafopoulos, Martin Kudláček[1], Christina Evaggelinou[2]

Faculty of Kinesiology and Rehabilitation Sciences, Catholic University, Leuven, Belgium
[1]Faculty of Physical Culture, Palacký University, Olomouc, Czech Republic
[2]Aristotle University of Thessaloniki, Thessaloniki, Greece

Submitted in June, 2009

OBJECTIVE: The aim of this study was to investigate 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.

METHODS: 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: 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 we found 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 ($t = -1.26$, $p = 0.22$).

Keywords: Inclusion, paralympic education, general physical education, adapted physical activity, disability, pupils with special education needs.

INTRODUCTION

The inclusion of students with disabilities into general physical education classes is a fast and growing trend (DePauw & Doll-Tepper, 2000). Several countries have led in the effort to implement policies which foster inclusion. In the U. S .A. for example, most students with disabilities (around 96%) are educated in general education schools, and almost half spend the majority of the school day in general education classrooms (U. S. Department of Education, 2005). Increasingly, in Japan, Koryu Kyoiku (i.e. interactive education) is advocated, which means that students with and without disabilities are educated together (Kusano & Chosokabe, 2001) In Greece there is a new PL 3699/2008 mandating school inclusion of all children in regular classes. In the Czech Republic, the school law from the year 2004 guarantees the inclusion of children with disabilities in mainstream education, but it is still common that children with disabilities are excluded from physical education.

Inclusion is guided by the fundamental principle of valuing diversity. Belonging, acceptance, and a sense of being supported are essentials of an inclusive environment (Sherrill, 2004). Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child rather than moving the child to the services and requires only that the child will benefit from being in the class rather than having to "keep up" with the other students (WEAC, 2009). Inclusion in physical education classes means that students with disabilities are placed in regular physical education programs where students with disabilities are viewed as students who may learn and move differently from their peers (Block, 2000).

Inclusion of students with disabilities in general physical education classes has been the focus of growing number of studies. More recently, Block and Obrusnikova (2007) reviewed a ten year period from 1995 to 2005 and their findings were favorable towards inclusion. However, the most prevalent barriers to including students with disabilities are related to the attitudes of peers toward their classmates with disabilities (Sherrill, 2004). Peer acceptance is not easily achieved when students are perceived as being different (Fishbein,

1996). According to Sherrill (2004), physical education teachers must find ways for these students to be socially accepted, despite their differences from others. Attitude is the key to changing behaviors toward people who are different and is characterized not as a behavior, but a situation which comes before it. In Planned behavior theory (Ajzen, 1991, 2002), a central factor is the intention to perform a behavior. Attitude, subjective norm and perception of behavioral control, in combination, lead to the formation of a behavioral intention. As a general rule, the more favourable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behaviour. Positive attitudes can greatly influence a positive approach toward sharing the space and activities of children with and without disabilities as well as a positive approach of teachers to teaching students with disabilities (Slininger, Sherrill, & Jankowski, 2000).

Attitudes, one's predisposition to either approaching or avoiding something, can influence the process of inclusion. Attitudes can change and many theories about changing attitudes have been developed over time (Tripp & Sherrill, 1991). Sherrill (2004) indicated the following as being the most important ones: social cognitive theory, contact theory, persuasive communication theory, theory of reasoned action and theory of planned behaviour. Attitudes can also be influenced either positively or negatively. Research has shown that variables that can positively affect the attitudes of children without disabilities toward peers with disabilities are gender differences, females are more positive than males (Slininger, Sherrill, & Jankowski, 2000) and previous exposure to disability such as with a friend or family member (Block, 1995). Variables that can negatively affect the attitudes of peers toward inclusion can be associated with the competitive aspects of physical education (Block, 1995).

UNESCO, and the International Paralympic Committee are two leading organizations worldwide working on changing attitudes towards children with disabilities and promote inclusion. More specifically, the International Paralympic Committee (IPC) is the global governing body of the paralympic movement. The IPC organizes the summer and winter Paralympic Games and among other things is committed to promote among school children the Paralympic values, which include respect for sporting achievements, acceptance of individual differences, sport as a human right and empowerment and social support in sports. The process of integrating paralympic ideals and values in a system of education is considered by IPC's educational committee to be an effective pedagogical method which helps in creating awareness and understanding towards persons with a disability.

During the last decades, several paralympic education programs have been developed in collaboration with IPC and the organizing committee of the Paralympic Games. For example, the program for the Atlanta Paralympic Games entitled "The Paralympics: An overview of the Paralympic Games and people who participate" or the most recent one for the London Paralympic Games entitled "Get set". A more flexible and easy to use paralympic education program, however, was developed in 2005 by five adapted physical activity scientists teaching at different physical education departments across Europe. The program was under the umbrella of IPC, the European Paralympic Committee and the European Union and is called Paralympic School Day (PSD). Its purpose is to create an awareness and understanding of persons with disability, as well as disability and sport related issues in school students (International Paralympic Committee, 2006). The concept behind the PSD is openness to flexibility and individual creativity. In order to reach the intended goals of the programme it is recommended to divide the PSD into three phases – before the event, implementation and after the event. The English version of the PSD has been distributed in 170 national Paralympic Committees across five continents and has also been translated into five European languages in order to easily be used by physical and adapted physical educators teaching in public schools. What began as the PSD concept has turned into a highly developed educational initiative that has been well implemented around the world. Although the great acceptance PSD had among practitioners is impressive, there is a small scientific evidence for its value in changing the attitudes of school children.

Van Biesen, Busciglio and Valandewijck (2006) examined the attitudes of 196 students aged 8 to 13 years old, from three primary Flemish schools. Three categories of attitudes were reported – general attitudes, attitudes concerning sports specific topics and the sum of both general and sports – specific topics. They used CAIPE-R before and after the implementation of the PSD program. Results indicated that the PSD did influence the attitudes of non disabled students towards the inclusion of students with disabilities within physical education. In the Czech Republic, Ješina, Lucas, Kudláček, Janečka, Machová and Wittmannová (2006), implemented the PSD program on 48 children of the 4th and 5th grade (the mean age being 10.70 years of age) attending primary school in Olomouc. For the evaluation, the Czech version of CAIPE-CZ and Siperstein's Adjective checklist was used. Results indicated that 23 children experienced a positive change and less impact (but still positive) was had on the rest of the children. Similar findings were found on the second questionnaire. Finally, Panagiotou and colleagues (2008) studied the effect that a PSD program on 178 primary school

children attending 5th and 6th grade in public schools in Greece had. The experimental group received a one day PSD program. All children answered the CAIPE-R questionnaire twice. Results indicated significant differences in the experimental group only in general attitudes and not in the case of sport specific related questions.

Generally the PSD program compared to general disability programs seems to help students and youth to understand their own values and to "adopt" a better attitude towards peers with disabilities. Currently, however, the PSD's had to focus on summer sports and not on winter sports. In addition, in all of the above mentioned studies, students were homogeneous, coming from a particular culture, speaking one language and raised with similar values by their parents as well as by significant others. Would that be true if we applied this program to a more heterogeneous group? Has this program the power to overcome different styles of upbringing among school children and pursue its goal? The aim of this study was to investigate if the intervention program called PSD can have an effect on the attitudes of International school children toward the inclusion of peers with disabilities.

METHODS

Participants

The study was participated in by 71 children (42 boys and 29 girls), with a mean age of 11.33 (SD = 2.91) and 11.17 (SD = 3.23) years old respectively. All children attended the International school located in Ostrava, the Czech Republic. More specifically, among the participants were six children from the United Kingdom, eight from Canada, five from the USA, 31 from Korea and 21 from the Czech Republic. All participants filled out the questionnaires twice, one week before and one week after the implementation of the PSD program.

Instruments and data analysis

The original version of CAIPE-R, designed by Martin Block (1995), was used for the collection of the data. This inventory is designed to assess the attitudes of children in regular schools towards including children with disabilities in their physical education classes. To start with, the children will get a description of a student with a disability, read by the investigator. Afterwards 13 statements are made, 8 regarding including a child with disabilities in a regular physical education class and 5 regarding adaptations to a specific sport. The last 5 are designed to measure the acceptance of modifications to a sport. Participants will have to express their agreement or disagreement with the statements on a 4 point Likert scale (4 = yes, 3 = probably yes, 2 = probably no, 1 = no). The children will have to fill in the questionnaire twice, once before and once after the intervention. The reliability measure of Cronbach alpha measurement for attitudes toward inclusion in PE was 0.60 for boys and 0.88 for girls. The Cronbach alpha for attitudes towards modification to sport rules was 0.70 for boys and 0.73 for girls.

The second instrument used was the Adjective checklist (Siperstein, 1980). It is based on the assumption that the choice of adjectives reveals opinions and feelings and will assess children's judgments of the attributes of peers with disabilities. Thirty four adjectives, seventeen positive and seventeen negative, are given. Children will have to indicate which adjectives they associate with the child with an impairment. They can circle as many adjectives as they want. The total score is calculated by subtracting the number of negative adjectives from the number of positive adjectives and adding a constant of 20. A summary score below 20 indicates a relatively negative attitude and a score above 20 is associated with a positive attitude. We have utilized the statistical program SPSS PC 11.5 with a paired samples t-test with a set level of statistical significance of p being smaller than 0.05.

Procedure

The PSD program was implemented in May 2009 in the International school in Ostrava, the Czech Republic. The program lasted one day and was implemented in the school's facilities. During this period, the same students were involved in volunteering in the Sledge hockey World Championship as part of their school commitment along with other town schools. Thus, the PSD program emphasized among other activities, Winter Paralympic sports and more specifically Sledge hockey.

The 71 participants were divided into six groups of 12 students each. They alternatively rotated into six activities: (a) Paralympic sports, (b) sledge hockey, (c) wheelchair mobility, (d) wheelchair basketball, (e) meet an athlete, (f) boccia. The time length of each activity was 40 min. During the first activity students watched the Paralympic video about summer and winter sports, their rules, sport adaptations and sport equipment, followed by group discussion. The second activity was sledge hockey. Students had the opportunity to learn about the adapted equipment used in this sport, sit on the sledge, practice the balance and shoot to score. During the last ten minutes of this session, they discussed the differences between ice hockey and sledge hockey. The purpose of the third activity was to let the children experience being different and move around in a different way and become aware of problems with accessibility. During the session children worked in small groups and practiced movements in a wheelchair. They tried to move independently around the school and carry out little assignments, like get to the toilet, wash their hands,

reach the principal's office, etc. While doing these activities children were stimulated to find solutions for problems they had to face. Similarly, during the fourth activity, students experienced how to use a wheelchair while playing basketball. They learned basic information about adapted equipment and skills required in this sport as well as ways of classification. At the end of this session, students played wheelchair basketball against their teachers. During their stay at the fifth station, students participated in the Paralympic sport of boccia. Through this session the students learned basic information and rules, became familiar with equipment, found out what it means to be an athlete with cerebral palsy and finally watched a demonstration of a game. Finally, students had the opportunity to play an actual game themselves. The final activity was to meet and discuss all of the above with a sledge hockey athlete. Questions like, „How did you become disabled? What did your classmates at school think and how did they behave? Who introduced you to sports? What is the biggest satisfaction while you are competing?

RESULTS

The results of the CAIPE-R questionnaire are focused on two main areas – attitudes toward having a peer with a disability in physical education class and attitudes toward the modifications of sports rules (the way it is written does not help the reader). In order to explore the difference in participants' attitudes between before and after intervention we have selected the "paired t-test", which showed among boys (TABLE 1) 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 ($t = -0.25$, $p = 0.81$).

Paired t-test among girls (TABLE 2) showed significant positive changes in the adjective checklist ($t = 2.75$, $p = 0.02$). In attitudes toward inclusion in PE we found non significant negative changes ($t = -0.64$, $p = 0.53$). Non significant negative changes were also found in attitudes toward the modification of sport rules ($t = -1.26$, $p = 0.22$).

TABLES 3 and 4 display the paired samples t-test that was performed on CAIPE-R questionnaire for each statement, which examined attitudes toward the inclusion of peers with a disability in physical education classes and attitudes toward sport rules modifications. The first eight statements focused on general attitudes. In the fifth statement (Q5) the students were asked, if he or she were playing a sport such as basketball, would it be OK if Peter was placed on his or her team. The scores of boys showed an increased difference after the intervention between the pre-test and post-test on this statement. The pre-test had a mean score of 2.76 and the post-test had a mean score 3.21. The last five statements focused on sport rule modifications. In the four of five last statements among boys there were slight non-significant improvements in attitude towards sport rules modifications.

Among girls we found slight non significant changes in both attitude toward having a peer with a disability in PE and their attitude toward the modification of sports rules. An interesting finding is that girls' opinions improved in only two items (If we were playing a team sport such as basketball, it would be OK having Peter on my team and if Peter were in my P.E. class, I would talk to him and be his friend), which are very general statements not related to actual activities in physical education.

TABLE 1
Paired T-test for comparison between pre and post intervention for boys (n = 4)

	Mean	SD	Gain	t	P value
Adjective checklist (pre)	24.38	4.74	0.57	0.75	0.46
Adjective checklist (post)	24.95	4.74			
Attitude toward having a peer with a disability in PE (pre)	18.31	2.83	0.26	0.61	0.55
Attitude toward having a peer with a disability in PE (post)	18.57	2.61			
Attitude toward modification of sports rules (pre)	16.43	3.17	-0.08	-0.25	0.81
Attitude toward modification of sports rules (post)	16.35	3.70			

Legend:
Mean = arithmetic mean
SD = standard deviation
t = value of used t-test
p value = level of statistical significance
* $p < 0.05$ the difference is statistically significant

TABLE 2
Paired T-test for comparison between pre and post intervention for girls (n = 29)

	Mean	SD	Gain	t	P value
Adjective checklist (pre)	23.45	4.29	3.11	2.75	0.02*
Adjective checklist (post)	26.55	5.49			
Attitude toward having a peer with a disability in PE (pre)	19.51	0.79	-0.30	-0.64	0.53
Attitude toward having a peer with a disability in PE (post)	19.21	0.70			
Attitude toward modification of sports rules (pre)	16.00	3.43	-0.72	-1.26	0.22
Attitude toward modification of sports rules (post)	15.28	4.38			

Legend:
Mean = arithmetic mean
SD = standard deviation
t = value of used t-test
p value = level of statistical significance
* $p < 0.05$ the difference is statistically significant

TABLE 3
Descriptive statistics in CAIPE-R questionnaire for boys (n = 42)

Statement	**Pretest**		**Posttest**	
	Mean	**SD**	**Mean**	**SD**
Attitude toward having a peer with a disability in PE				
It would be OK having Peter come to my PE class.	3.10	0.91	3.19	0.80
Because Peter cannot play sports very well, he would slow down the game for everyone.	2.14	0.84	2.07	1.05
If we were playing a team sport such as basketball, it would be OK having Peter on my team.	2.76	1.00	3.21	0.71*
P. E. would be fun if Peter was in my PE class.	3.14	0.87	3.17	0.76
If Peter were in my P. E. class, I would talk to him and be his friend.	3.59	0.59	3.50	0.74
If Peter were in my P. E. class, I would like to help him practice and play the games.	3.57	0.59	3.42	0.74
Attitude toward modification of sports rules				
If you were playing basketball would you be willing to make a pass to Peter?	3.38	0.70	3.38	0.70
It would be OK to allow Peter to shoot at a lower basket?	3.57	0.77	3.24	0.88
If you were playing basketball and Peter was in the keyhole would you allow him to stay longer (five seconds instead of three)?	3.17	0.96	3.19	1.02
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	2.98	0.99	3.05	1.03
If you were playing basketball and Peter took hold of the ball would you help him and co-operate so that he could make a basket (Peter is in your team)?	3.33	0.98	3.50	0.77

Legend:
Mean = arithmetic mean
SD = standard deviation
* $p < 0.05$ the difference is statistically significant

TABLE 4
Descriptive statistics in CAIPE-R questionnaire for girls (n = 29)

Statement	Pretest		Posttest	
	Mean	SD	Mean	SD
Attitude toward having a peer with a disability in PE				
It would be OK having Peter come to my PE class	3.41	0.95	3.31	0.97
Because Peter cannot play sports very well, he would slow down the game for everyone.	2.72	0.88	2.65	0.86
If we were playing a team sport such as basketball, it would be OK having Peter on my team.	3.24	0.91	3.28	0.84
P.E. would be fun if Peter was in my PE class.	3.21	0.82	3.14	0.99
If Peter were in my PE class, I would talk to him and be his friend.	3.38	0.98	3.41	0.95
If Peter were in my PE class, I would like to help him practice and play the games.	3.55	0.87	3.41	0.87
Attitude toward modification of sports rules				
If you were playing basketball would you be willing to make a pass to Peter?	3.34	0.94	3.21	0.90
It would be OK to allow Peter to shoot at a lower basket?	3.41	0.90	3.10	1.04
If you were playing basketball and Peter was in the keyhole would you allow him to stay longer (five seconds instead of three)?	3.27	0.92	3.07	1.03
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	2.59	1.15	2.72	0.96
If you were playing basketball and Peter took hold of the ball would you help him and co-operate so that he could make a basket (Peter is in your team)?	3.38	1.01	3.17	1.07

Legend:
Mean = arithmetic mean
SD = standard deviation
* $p < 0.05$ the difference is statistically significant

DISCUSSION

The purpose of this study was to investigate the effect that the PSD program had on the attitudes of International school children toward the inclusion of peers with disabilities. The results revealed that the one day intervention program had positively influenced the general attitudes of these children (statistically significant change among girls and non significant positive change among boys), but not their sport specific attitudes. The attitudes towards inclusion increasingly positively change and as a consequence more children with disabilities are being included in physical education classes around the world (De Pauw & Doll Tepper, 2000; Downs, 2001; Hutzler, Yaakov, Almosny, & Bergman, 2001). Guidelines for inclusion practice have been delineated in many countries (Hutzler et al., 2001). In addition, there is extensive research evidence that inclusion in physical education can effectively work for the child with a disability (Goodwin & Watkinson, 2000) and it can work without negatively affecting peers without disabilities.

Limited information, however, exists regarding the implementation of specific programs on the attitudes of peers without disabilities towards their peers with disabilities. According to Allport (1935) a single remarkable experience could have the power to change attitudes. The ultimate goal of the PSD program was to stress (cognitively, affectively and behaviorally) the importance for respect and acceptance of individual differences, respect for the athletic achievements of athletes with a disability and teach children without disabilities that persons with a disability have the right to take part in sport. The results of the present study revealed positive change to the general attitudes of the participants, which is in accordance with the findings published in recent literature. For example, Panagiotou et al. (2008) found that the implementation of a one day PSD programme had influenced the general attitudes of the 5th and 6th grade of Greek students towards the inclusion of children with disabilities in physical education classes, but didn't influence the sport specific part. Similarly, Van Biesen et al. (2006) and Ješina et al. (2006) implemented a PSD program in Belgium and the

Czech Republic respectively and found changes in general attitudes and not in sport specific attitudes. Limited and controversial research evidence exists regarding the benefits of planned disability awareness training on attitudes toward peers with disabilities. Loovis and Loovis (1997) measured the attitudes of 430 second through sixth grade students from two different elementary schools (there was not a control group). The disability awareness program consisted of disability simulations. Females showed a statistically significant, positive attitude improvement after the training, while the males showed a moderate, but not statistically significant improvement. On the other hand Lockhart, French and Gench (1998) did employ a control group in their study. Participants were 90 5th grade students who were randomly selected and assigned into three sets of conditions – group 1 received "cognitive empathy training" to educate students about the etiology of orthopedic disabilities, group 2 participated in affective empathy training designed to allow students to experience and feel what is like to have a disability through simulation activities and discussions, and group 3 was the control group that received no special empathy training. Results did not show any significant differences in attitudes among students after training (10 days, 30 in each). Lockhart et al. (1998) posited that limited contact with students with physical disabilities and test sensitivity might have influenced the results.

The implementation of the Paralympic education programs, which were developed to serve the education of children from the particular countries that the Paralympic Games were held in, were also found to have a positive effect on children's attitudes towards integration. For example, during the 2004 Athens Paralympic Games in Greece, an extra hour was added to the school curriculum entitled Olympic/Paralympic education. The manual used by teachers was the Paralympic Games "from 1960 to 2004" which has a philosophy and practical ideas similar to the PSD. The results of two master theses revealed that the implementation of this program revealed positive attitude change towards the integration of students with disabilities in physical education classes (Kippers & Bouramas, 2003).

CONCLUSION

Findings of the research indicate that physical education programs which include information, assimilation games, and group discussions about disability and structured contact between those with and without disability can play an important role in changing non disabled children's attitudes (Loovis & Loovis, 1997). As far as the findings of the second part of the questionnaire used in this study, the findings agree with the results reported in other studies Kalyvas and Reid (2003), Panagiotou (2008), Van Biesen et al. (2006) and Ješina et al. (2006), which reported that children without disabilities didn't agree to changing the rules of sports in order to allow their classmates with disabilities to participate in their physical education class. This could probably be due to the fact that adaptations in the rules distracted the children from high levels of competition and challenge. Future studies could study either the implementation of PSD programme lasting a few more days or the effect that an infusion of the PSD philosophy and practice could have in the general physical education school curriculum and not solely exist as an independent one day program. This way children will have arithmetically more opportunities to examine how sport rules could be adapted within physical education in order not to majorly affect the competitiveness of the games. In other words, more work is needed in the cognitive component of children without disabilities in order to solve their dilemmas and understand how children with different disabilities will not negatively affect the sport results of the games played in physical education classes. Thus, there is a need not only in the area of including students with disabilities in general physical education classes, but research directly associated with the physical education curriculum in order to allow the equal participation of students with and without disabilities. Overall the results of this study revealed that children from different socio-educational backgrounds attending an international school were able to foster positive attitudes and perceptions towards students with a disability after the implementation of a one day PSD program.

ACKNOWLEDGMENT

The study has been supported by the research grant from the Ministry of Education, Youth and Sports of the Czech Republic (No. MSM 6198959221) "Physical Activity and Inactivity of the Inhabitants of the Czech Republic in the Context of Behavioral Changes".

REFERENCES

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50,* 179–211.

Ajzen, I. (2002). Perceived behavioral control, self efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology, 32,* 665–683.

Allport, G. W. (1935). Attitudes. In Murchison (Ed.), *A handbook of social psychology* (pp. 802–827). Worchester, MA: Clark University Press.

Block, M. E. (1995). Development and validation of the Children's Attitudes toward Integrated Physical Education-Revised (CAIPE-R) Inventory. *Adapted Physical Activity Quarterly, 12,* 60–77.

Block, M. E. (2000). *A teacher's guide to including students with disabilities in general physical education. A guide for practitioners* (2nd ed.). Baltimore: PA. Brookers.

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

DePauw, K. P., & Doll-Tepper, G. (2000).Toward progressive inclusion and acceptance: Myth or reality? The inclusion debate and bandwagon discourse. *Adapted Physical Activity Quarterly, 17,* 135–143.

Downs, P. (2001). A society for all through adapted physical activity. In *Papers presented at the 13th International Symposium Adapted Physical Activity*. Vienna, Austria.

Fishbein, H. D. (1996). *Peer prejudice and discrimination.* Boulder, CO: West view Press.

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

Hutzler, Y., Yaakov, T., Almosny, Y., & Bergman, U. (2001). *Including children with physical disability in school and community: A textbook.* Tel Aviv, Israel: The Mofet Institute for Research, Curriculum and Program Development for Teacher Educators (in Hebrew).

Ješina, O., Lucas, S., Kudláček, M., Janečka, Z., Machová, I., & Wittmannová, J. (2006). Effect of an intervention program on attitude of elementary school children toward inclusion of children with disability. In *Proccedings of the 8th European Conference of Adapted Physical Activity.* Retrieved from the World Wide Web: http://www.eufapa.upol.cz/www/EUCAPA2006/full/jesina1.pdf

Kalyvas, V., & Reid, G. (2003). Sport adaptation, participation, and enjoyment of students with and without physical disabilities. *Adapted Physical Activity Quarterly, 20,* 182–199.

Kippers, T., & Bouramas, G. (2003). *Attitudes toward integration of children with disabilities: The effect of the implementation of the paralympic education material "Athens 2004" on 5th and 6th grade primary school children in Hellas.* Unpublished post-graduate dissertation, Katholieke Universiteit, Faculty of Physical Education and Physiotherapy, Leuven.

Klavina, A. (2008). Using peer mediated instructions for students with severe and multiple disabilities in inclusive physical education: A multiple case study. *European Journal of Adapted Physical Activity, 1(2),* 7–19.

Kudláček, M., & Machová, I. (2005). Pilot programs of Paralympic school day project and its potential to influence attitudes toward disability sport and inclusion PE [CD]. In F. Vaverka (Ed.), *Movement and Health* (p. 69). Olomouc: Palacký University.

Kusano, K., & Chosokabe, H. (2001). Teaching program's and teacher's attitudes toward inclusion of disabled children into regular physical education. *Japan Journal of Physical Education, Health, and Sports Science, 46,* 207–216.

Lockhart, R. C., French, R., & Gench, B. (1998). Influence of empathy training to modify attitudes of normal children in physical education toward peers with physical disabilities. *Clinical Kinesiology: Journal of the American Kinesiotherapy Association, 52(2),* 35–41.

Loovis, E. M., & Loovis, C. L. (1997). A disability awareness unit in physical education and attitudes of elementary school students. *Perceptual and Motor Skills, 84,* 768–770.

Panagiotou, A., Evaggelinou, C., Doulkeridou, A., Mouratidou, K., & Koidou, E. (2008). Attitudes of Greek students towards children with disabilities in physical education after the "Paralympic School Day" program. *European Journal of Adapted Physical Activity, 1(2),* 31–43.

Panagiotou, A., Kudláček, M., & Evaggelinou, C. (2006). The effect of the implementation of the "Paralympic School Day" program on the attitudes of primary school children towards the inclusion of children with disabilities in physical education. *Studia Kinanthropologica, 7(2),* 83–87.

International Paralympic Committee. (2006). *Paralympic School Day Resource Kit.* Retrieved from the World Wide Web: http://www.paralympic.org

Sherrill, C. (2004). *Adapted physical activity, recreation and sport* (6th ed.). NewYork: McGraw-Hill.

Siperstein, G. N. (1980). *Instruments for measuring children's attitudes toward the handicapped.* Boston: University of Massachusetts.

Slininger, D., Sherrill, C., & Jankowski, C. M. (2000). Children's attitudes toward peers with severe disabilities: Revisiting contact theory. *Adapted Physical Activity Quarterly, 17,* 176–196.

Tripp, A., & Sherrill, C. (1991). Attitude theories of relevance to adapted physical education. *Adapted Physical Activity Quarterly, 8*, 12–27.

Van Biesen, D., Busciglio, A., & Vanlandewijck, Y. (2006). Attitudes towards inclusion of children with disabilities: The effect of the implementation of "A Paralympic School Day" on Flemish elementary children. In *Proceedings of the 8th European Conference of Adapted Physical Activity*. Retrieved from the

World Widw Web: http://www.eufapa.upol.cz/www/EUCAPA2006/full/vanbiesen.pdf

WEAC. (2009). *Special Education Inclusion.* Retrived from the World Wide Web: http://www.weac.org/Issues_Advocacy/Resource_Pages_On_Issues_One/Special_Education/special_education_inclusion.aspx

U. S. Department of Education. (2005). *Twenty fifth annual report to Congress on the Implementation of the Individuals with Disabilities Act.* Retrieved 19. 6. 2006 from the World Wide Web: http://www.ed.gov/about/report/annual/osep/2003/index.html

VLIV INTERVENČNÍHO PROGRAMU „PARALYMPIJSKÝ ŠKOLNÍ DEN“ NA POSTOJE DĚTÍ NAVŠTĚVUJÍCÍCH MEZINÁRODNÍ ŠKOLU VŮČI ZAČLENĚNÍ STUDENTŮ S POSTIŽENÍM

(Souhrn anglického textu)

CÍL: Cílem této studie bylo prošetřit, jaký má „Paralympijský školní den“ vliv na postoje dětí navštěvujících 1. mezinárodní školu v Ostravě vůči začlenění spolužáků s postižením do hodin tělesné výchovy.

METODY: Programu ze zúčastnili studenti z 5 zemí (71, z toho 42 chlapců a 29 dívek) průměrného věku 12,70, respektive 11,67 let. Všichni účastníci vyplnili dotazník „Postoj dětí vůči integrované tělesné výchově – revidovaná verze“ (CAIPE-R) (Block, 1995) a Adjective checklist (Siperstein, 1980), a to před implementací programu a po ní. Dotazník CAIPE-R zkoumá dvě oblasti (subškály) – obecné postoje a postoje vztahující se ke sportu.

VÝSLEDKY: Výsledky naznačily významné rozdíly pouze v obecných postojích mezi dívkami, a to dle výsledků v Adjective checklist. Další změny nebyly významné. Mezi chlapci byly slabé nevýznamné pozitivní změny v Adjective checklist ($t = 0,75$, $p = 0,46$) a v postojích vůči začlenění do TV ($t = 0,61$, $p = 0,55$) a nevýznamné negativní změny v postojích vůči přizpůsobení sportovních pravidel ($t = -0,25$, $p = 0,81$). Mezi dívkami jsme zaznamenali nevýznamné negativní změny v postojích vůči začlenění do TV ($t = -0,64$, $p = 0,53$) a nevýznamné negativní změny byly také zaznamenány v postojích vůči přizpůsobení sportovních pravidel ($t = -1,26$, $p = 0,22$).

Klíčová slova: začlenění, paralympijská výchova, všeobecná tělesná výchova, aplikovaná pohybová aktivita, postižení, žáci se speciálními vzdělávacími potřebami.

Xafopoulos Georgios

1st Special Primary School
Rethymno
74 100 Crete
Greece

Education and previous work experience
Bachelor degree in Physical Education, Aristotle University of Thessaloniki.
2009 – Erasmus Mundus Master in APA, Katholic University Leuven.