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Editors

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TOGETHER IN PHYSICAL EDUCATION PROCESS – SUPPORTING STUDENTS AND TEACHERS IN INCLUSIVE ACTIVITIES

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ABSTRACT

Inclusive physical education should enable all children – with and without physical or cognitive impairment or chronic illness - to fully and actively participate in physical education. Inclusive physical education classes enrich all and highlight potentials of each pupil. The diversity of each individual in a group is understood as a stimulus and enrichment for learning and development processes of the whole group.

It is of decisive importance to understand the heterogeneity of a group of pupils and rethink sporting activities in various fields of movement. The six pedagogically significant perspectives of sport - performance, togetherness, impression, expression, risk, and health - should develop equally and side by side in a lesson to allow the development of a broader perspective. That way, pupils should get to know different attributions of meaning and thus different approaches to sport and be able to discover them by themselves.

Including different perspectives can lead to introducing new approaches to movement and sport activities and addressing the diverse needs of children and young people in inclusive sport settings. All children have the right, regardless of their physical and cognitive possibilities and limitations, to learn about the equally important perspectives of inclusive sport. Every teacher has the right to be supported in achieving pedagogical situation for inclusive process for all students.

Key-words: educational management, inclusive education, horizontal support for teachers, children participation, INEDU, inclusive pedagogy

Introduction

What are the objectives of inclusive physical education, how can it be integrated into regular physical education, what practical implementation possibilities can be used to enable all children and young people - with or without physical/mental impairments and/or chronic

illnesses - to enjoy physical education that is tailored to their needs and in which all can actively participate? All these questions and many more are raised daily by teachers who want to implement and practice inclusive physical education in their work with children and young people.

To support these pedagogues, educational management should not necessarily shape the environment physically. It is possible to provide high quality of classes for all children in existing school environment in case teachers are supported horizontally by methodological guidelines, good examples, exchange of experience, mentoring and supervision.

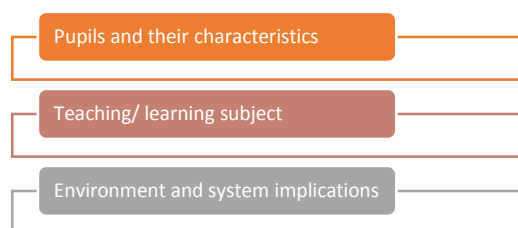
Inclusive physical education is based on models of integration/inclusion pedagogy as well as physical education pedagogy and is guided by the action-guiding objective of supporting all pupils - according to their available potentials and impairments - in the development of various sports motor skills and competences. Children with physical and/or cognitive impairments as well as chronically ill children should be integrated into regular sports lessons in a meaningful way. Doing sports together in the social structure of the school class gives all children access to health-promoting and community-building activities. The manifold positive effects of joint sports activities at school on the physical and psychosocial development of children/adolescents - with and without impairments/chronic diseases - could and can be observed continuously – which by managerial point of view is usually an issue with lack of experience and data.

The frame of the challenges for teachers

The planning and implementation of inclusive sports lessons often poses challenges for teachers. Often they do not feel sufficiently trained to meet the diverse demands and needs. An important prerequisite for successful pedagogical action in inclusive physical education is an appreciative attitude towards the “otherness” of people. Different social contexts and perspectives on people determine whether someone is perceived as “different” and what evaluation ensues goes hand in hand with this. A corresponding understanding of “being different” enables a view of people with their individual possibilities, needs and limitations.

Teachers must constantly reflect on their personal attitudes in order to give all students equal opportunities to participate in physical education. If all students are to be able to actively participate in physical education, teachers must continuously reflect on participation processes, opportunities, and risks in order to design physical education accordingly.

Reflections should be done from different points of view (Fig. 1):

**Fig. 1**

1. When reflecting **student's** position in the process, certain information should be gathered, like what prerequisites, experiences, prior knowledge, motives, and interests are to be taken into account? What is the student's personal and social situation?
2. By respecting the subject of **teaching/learning**: what relevance is given to the subject of learning in the curriculum and how complex is the subject of learning? What learning objectives must be achieved?
3. 3.1. In a synchrony with **Institution school and school system**: what are the structural, time, and staffing conditions? Are the gymnasium/sports field accessible at all times, are there colleagues/professionals who can advise/actively support inclusive physical education?
- 3.2. According the **Teachers/teams**: what previous experience, knowledge, and attitudes do colleagues/teams have? Which theories/concepts and approaches do they use in inclusive physical education? Do they know the students with their special needs and potentials?

Generally viewed, sports teachers should be supported and also able to learn about the means and variations they can use to design inclusive sports lessons so that all children and young people can be accompanied and supported in the best possible way. This support should ensure that both motor and social skills are improved.

Inclusive physical education benefits all participants, and results in positive, respecting and inclusive synergies that have a motivating and lasting effect on the joint physical education lessons and class dynamics.

Strengths, universal and INEDU approach

Strengths concept is widely gathering popularity in positive education managerial and pedagogical approaches since the end of XX century. The strengths of human and environmental experience, expertise, knowledge and characteristics is evolved by Seligman, by Peterson (Peterson, C., Seligman, M., 2004), by Stamatov (Stamatov, R., 2020), by Park

(Park, N., Peterson, C., 2009), by Niemiec (Niemiec, R., 2014) and other developers of positive education approach. This is the opportunity to present a contemporary and innovative way to horizontally support key professionals for the society – as pedagogues are.

Positive effect of the strengths on good life, happiness, search of sense and meaning, pleasure and enjoyment, relationships, tackling challenges and strengthening resilience has been already proven by the modern science in XXI century (Stamatov, R., 2020). Strengths of the character open distinct paths to great virtues (Peterson, C., Seligman, M., 2004) and create the basements of human existence, identity and behavior (Niemiec, R., 2014). A distinctive feature of the strengths of the character is the fact they are universally recognized and valued, with a moral orientation, which guarantees use dedicated to making the world a better place to live (Park, N., Peterson, C., 2009). Therefore, the personal development of the pedagogue and of the student is of significant meaning for the educational environment, its management, effectiveness and efficiency. And that is why togetherness in physical education is a matter of support both to students and teachers.

Identifying strengths of human and environmental experience, expertise, knowledge and characteristics and targeting their investment could be recognized as a key managerial and educational skill during the inclusive process, especially for sport teachers.

On the other hand, the **concept of “Universal Design for learning”** (UDL), originally from the USA (<https://udlguidelines.cast.org>), is a concept that sees each person as an individual with specific strengths and needs. In modern science researchers like Rose (Rose, D., 2000), Meyer (Rose, D. H., & Meyer, A., 2006), Harris, Graham and Hall (Hall, T. E., Meyer, A., Rose, D. H., 2012) are developing the platform. It shows teachers options for action in inclusive physical education to enable all students to participate equally. This concept provides educators with valuable suggestions on how individuals with varying potentials can be promoted and supported together - a specific category of difference such as disability is not focused on. UDL encourages teachers to provide flexible and varying options in their pedagogical work so that all learners can make progress based on their individual level of learning and development.

The following 10 principles should be taken into account for inclusive physical education when applying UDL:

- (1) Inclusive attitude: The learning environment is characterised by appreciative attitudes towards all the people. Stigmatisation and segregation of pupils must not happen.

- (2) Accessibility: All areas such as the classroom, the sports hall, the sports field, the swimming pool or the playground are barrier-free and therefore accessible to all users regardless of their physical abilities.
- (3) Learning environment: gymnasium, sports hall, outdoor conditions - must be adapted to the varying conditions and needs of heterogeneous groups of pupils as well. With regard to necessary modifications of the learning environment, the following aspects, among others, must be considered:
 - a. What is the lighting like, the background noise?
 - b. Is it a low-stimulus or rather stimulus-intensive room?
 - c. Are there structural barriers or mobile obstacles?
 - d. Are there many other people moving in the same space?
 - e. Are there opportunities for individuals to withdraw?
- (4) Teaching methods: are adapted to the needs, interests, special requirements, skills, competences, and possible impairments of the pupils. Due to the diversity of the pupils, the focus is on a variety of methods. For example, content can be taught through explanations, demonstrations, interactive media, or self-experience.
- (5) Guidance of exercises/tasks: The way physical education teachers instruct must also be adapted to the needs of individual students. The verbal instruction must be in a language that everyone understands: short, simple, and concise choice of words. If the instruction is not understood the first time, it must be repeated by the teacher in another form. If necessary, the instruction must be accompanied by a demonstration to illustrate it. Students must have enough time to understand the instructions.
- (6) Learning materials/equipment: Depending on the task, the learning material/equipment has to be adapted to the heterogeneous pupils. On the one hand, playground equipment can be selected that can be used by all pupils in the class. On the other hand, different designs of a piece of equipment are possibilities for differentiation, such as balls that vary in size, colour, flying and bouncing characteristics or the sounds they make.
- (7) Interactions: Pupils learn a range of different social and action forms that allow them to interact with each other and/or with the teacher in different ways, for example in partner or group work or in the context of a discussion or station work.
- (8) Rules: Rule changes that refer to well-known sports games such as football or basketball, whose rules are familiar to many children and young people, are often difficult to implement. The pupils often want to play football “properly” and not try out variations of the game. For this reason, it is very important for the teacher in this context

to create an atmosphere of openness and flexibility towards new rules and thus new ways of playing in the school class.

(9) Feedback: All pupils should receive feedback according to the individual activities and learning progress passed.

(10) Assessment: Pupils can demonstrate their acquired competences in different ways, taking into account their individual potentials, which are assessed. For example, in addition to more traditional achievement tests, group work, portfolios or presentations are also assessed.

INEDU approach is made possible through a variety of adaptations in different areas, diverse movement options, varied solution strategies and individual adaptations. Through didactic-methodical adaptations, shared movement experiences and the consideration of individual special needs of children/adolescents - with and without physical/cognitive impairments/chronic illness - all pupils can be supported in the development of various sport motor skills and competences according to their needs. Pupils can experience participation, self-efficacy, and success in sporting activities in inclusive physical education. The pupils recognise commonalities and different strengths and weaknesses and thus learn to accept the varying learning requirements within the class.

INEDU approach is using the terms inclusive physical education and inclusive sport interchangeably to denote vision of creating the right conditions and environment at schools, so that all learners, irrespective of their disability, are able to participate in structured sport activities together with their peers. INEDU approach is initiated and developed by partners from Bulgaria, Austria and Greece with the financial support of the European Commission through Erasmus+ program (www.inedu.eu). It also shows how inclusive lessons in sports can succeed and ensure all participants – with or without physical or mental difficulties – to have enriching and successful sports experiences. With the overall expected impact on professional competences of physical education teachers, it also contributes to increased motivation for learning and development of all learners with physical disabilities and diversity awareness among all students (but not only).

Good practices and advises to physical educators

Demonstrations by both the teacher and pupils play an important role in the learning process of children and young people. Pictures or videos can also be used. Among other things, care must be taken that the demonstration is seen well by all. Assistance is associated with physical

closeness, given by the teacher according to individual needs. If the above approaches are not suitable for individual students, tactile modelling can be used. This involves enabling the student to tactilely perceive a movement performed, for example, by another student or the teacher. The place and time of the touches are precisely determined in each case before the movement is performed. Such an approach can be helpful for a blind child, for example, to better understand the movement.

It is also important to remember that rule changes of well-known games (like basketball, football, etc.) can also have negative consequences. If goals are counted twice if they are scored by children with physical disabilities, for example, this retains stigmatization and counteracts a perspective that values differences. In this context, the introduction of playing field zones (e.g. in hockey, football or basketball), in which players of roughly equal strength play against each other, is much more effective. For games that are unknown to a learning group or movement games rule adjustments are relatively easy to make. In both cases, pupils have no fixed ideas about the respective rules and are therefore open to entering into a process of rule-making.

Sports lessons can be experienced in different movement relationships. Not all activities always have to be done together. Depending on the situation, activities can be done in separate groups, in pairs or individually. Offering different movement relationships is of particular importance for the pupils in inclusive physical education.

Large differences in individual physical and cognitive prerequisites can lead more quickly to underperforming or performing more than expected in inclusive physical education. The intensity and distribution of the load as well as the breaks should be well planned.

Movement tasks should vary, everything should gradually change; the quality of movement should be maintained. Different rituals can be used to provide a clear structure within the variety of activities.

Stakeholders in action

Specific preparatory work is required when introducing inclusive sport at school. With respect to contemporary educational management, all stakeholders should be actively included. They could be identified generally as school institutions representatives, parents, students, local community. Together with that combination of connections with the circumstances should be taken into account - such as organizational aspects, existing infrastructure, stigmatization traditions, inclusive spirit, promotion of students' strengths, etc.

A trial to combine all these categories in operative approach is done systematically as follows (Fig. 2):

Category	Actions
Preparatory work regarding the school – dean, head master, admin, colleagues, etc.	+ Questions about the disability-friendly design of the school's sports facilities and about staff support by special needs teachers, sports teachers with “Adapted Physical Activity” training or other specialists should be clarified with the school management. + Colleagues who already have experience with inclusive physical education can be consulted: what experiences and practical tips are there, what sports didactic options are to be recommended, etc. Through the exchange with experienced colleagues, possibly still prevailing personal fears, uncertainties and questions can be reduced or clarified. + Form a team with colleagues who have experience in inclusion, e.g. to plan and evaluate sports lessons together. Involve the special needs teacher responsible for the class/school or other specialists. + Seek professional advice from appropriately trained specialists if necessary. + Attend appropriate further training courses on the subject of sport and/or special needs education. + Make use of specialist literature on the subject and use planning aids for competence-oriented planning of inclusive physical education.
Preparatory work regarding parents	+ By conducting interviews with parents teaching staff may collect useful information on the medical, psychological, and social situation of cognitively and/or physically impaired/chronically ill children/ adolescents.
Preparatory work regarding Students/pupils	+ Children should learn to become aware that all people are different, and that everyone has different strengths and weaknesses that are part of each individual's personality. They should be encouraged to accept supposed weaknesses/impairments - of themselves and others. + Rules for social interaction in sport at school are to be defined in a joint effort. + Possible difficulties/problems in sports lessons are to be discussed and goal-oriented solutions are to be worked out. + The focus should be on joyful and learning-oriented cooperation.

Preparatory work regarding infrastructure - like sports equipment, bathrooms etc. but also transportation to/ from training hall, etc.	Considerations: + What kind of materials/equipment and aids are needed to enable all children to experience movement according to their respective conditions? + Are materials (e.g. balls, hoops) in different sizes and colours needed? + Are coloured floor markings (e.g. zone divisions) necessary/helpful for the gymnastics lesson? + When using some equipment, are e.g. additional aids necessary to ensure the safety of impaired children? (e.g. placing a bar next to the long bench so that they can stop themselves, etc.). + Are shower rooms equipped for disabled children and accessible to all? + Do physically impaired children need assistance with dressing and/or showering, how can such assistance be provided? + Is the gym/outdoor sports field easily accessible/accessible for all children (including wheelchair users)? + Are planned walking routes barrier-free and reasonable for wheelchair users or children with physical impairments? + If sports facilities outside the school (e.g. swimming pool, ice rink etc.) are to be visited: how/with what means of transport can the sports facility be reached? Use of public transport, walking etc. - is this also feasible for physically impaired children? Tasks: + Procurement and provision of required aid materials and equipment + Setting up safety precautions + If necessary, organize a helper to help with dressing/dressing or showering + If necessary, organize chaperones (for walks/swimming etc.) + If necessary, organise suitable means of transport.
Preparatory work regarding organizational aspects - incl. safety/security	Considerations: + What safety precautions need to be taken to enable all children to have different movement experiences without health impairments/accidents/injuries?

	+ What additional safety precautions need to be taken to enable cognitively and/or physically impaired children to participate safely in the PE lesson? + What materials/equipment cannot be used well by cognitively and/or physically impaired children and what alternatives are there? (e.g. use of balloons instead of balls, coloured balls/markers on the floor etc.). + Is it helpful to provide impaired children with a helping partner? Are additional auditory stimuli/illustrative explanations/showing exercises etc. helpful? Tasks: + Provide or set up necessary materials and equipment for safety precautions. + Give clear, short, and easily understandable verbal instructions + Demonstrate exercises if necessary + Implement additional acoustic/visual stimuli if needed + Form tandems (e.g. one child guides a visually impaired child through the course, etc.).
Preparatory work regarding students with physical challenges engagement in inclusive physical education and activities	Considerations: + What difficulties/problems could arise in different activities with different equipment/materials for cognitively and/or physically impaired children? + Could health impairments/injuries/accidents arise for cognitively and/or physically impaired children? + How can exercises be adapted so that cognitively and/or physically impaired children can also gain valuable movement experiences with the equipment/material? + What alternative materials/equipment can be used to allow cognitively and/or physically impaired children to actively participate in physical education? + What additional safety precautions/instructions are to be taken to protect cognitively and/or physically impaired children from perceived dangers/accidents in physical education lessons?

	+ Which learning settings (e.g. station operation) can be initiated in order to provide all children with joyful and learning-oriented movement experiences? Tasks: + Provide a sufficient amount of the necessary equipment/materials and aids + If necessary, prepare equipment stations with appropriate safety measures and precautions (e.g. zoning, colour marking, etc.).
Preparatory work regarding other students engagement in inclusive physical education and activities	Considerations: + How can impaired and non-impaired children/young people learn with and from each other or support each other? + For which exercises does it make sense to form tandems? + Should tandems/teams/groups with comparable, individual movement possibilities (e.g. zone play) be created? + Can movement roles and tasks be chosen according to individual movement abilities and skills? Tasks: + Children should be motivated to engage in different sports learning settings and choose the most appropriate exercises/tasks/stations for themselves. + Children should be 'flexible' in adapting (game) rules to allow fair participation for all children. + Children should perceive conscious play with differences (strengths/weaknesses) as a valuable synergy pool in which their own strengths can be used. + Helping/supporting other (impaired) children should be experienced as a matter of course - promoting social competence.

Fig. 2

The implicit and explicit activation of all stakeholders underlines the significant importance of their involvement in a coordinated manner. This is a milestone in building opportunities for the management and the practice of inclusive education approach, especially in sports. Understanding this key role of each and every stakeholder should be realized, developed,

motivated and supported as well. Expectations to stakeholders may also be raised periodically in synchrony with the dynamic social life we all live in.

Reflections to methodological support

For the needs of the methodological support to inclusive physical education, a specific classification of movement relationships could be defined, as follows:

- (1) Subsidiary – moving with support: tandems are formed, the helper adapts more or less to the wishes/needs and requirements of the person being supported.
- (2) Coexistent - moving side by side: pupils move/gymnastics in the same room, more or less independently of each other on a common theme (e.g. apparatus track, gymnastics lesson with hoops etc.).
- (3) Co-active - moving together: pupils create a product together (e.g. a piece of apparatus track), with a high degree of freedom for individual participation.
- (4) Cooperative - moving together: pupils design a product together (e.g. an apparatus track, definition of rules for a movement/team game), with a high degree of commitment and coordination.

In addition, various aspects of possible adaptations and solutions for inclusive sports lessons could be classified, like:

- (1) Homogenisation: Forming groups and teams with comparable, individual movement possibilities (e.g.: zone play).
- (2) Role allocation: Movement roles and tasks are chosen according to individual movement abilities and skills (e.g.: dance).
- (3) Compensation: Different performance requirements are compensated for by the partner using aids or appropriate equipment arrangements as well as individual rule adaptations (e.g. Baskin, “Rafroball”).
- (4) Using differences: Differences become the theme of movement and play. By consciously playing with differences, the attractiveness of the movement offer is increased. One's own strengths can be used (e.g. in badminton, body hits count (mobility impaired - wheelchair)).
- (5) Chance and luck: By using elements of luck, differences fade into the background (e.g.: goal counts as much as dice points).

The modification of various didactic-methodological aspects of inclusive physical education should at most be guided by the following principles:

- (1) Students are involved in the process of modifications.
- (2) As many differentiation possibilities as possible (e.g. in terms of material, rules) are offered and given a choice.
- (3) If a modification proves not to be useful, it must be modified.
- (4) Pupils with impairments/chronic illnesses should be given the opportunity to experience the same variety of sport and exercise activities as their peer group without impairments.
- (5) Modifications are offered continuously.
- (6) The special needs of all children and young people are taken into account when planning physical education lessons.

Closure

Supporting horizontally teaches is, in general, a new platform in educational management and sphere. Usually support is provided in a vertical way with a systematic influence without taking under significant consideration personal specifics of particular pedagogue. However, focusing on support for sport teachers is even more specific and mostly unrecognizable as a dimension in the theory and also in the massive school practice. That is way enlightening the practical and methodological support for teachers that implement in practice inclusive physical education for all children and young people is adequate and prompt.

Educational management should ensure wide ground for knowledge, habits, skills to socialize better and achieve higher life standards. Human's welfare was never as essential as being expected by the school system in XXI century. So, managerial approach should guarantee systematic understanding and reflection on each educational element and contact point, which puts focus on all stakeholders in the inclusive process. As a symbolic language of life venture, development, leisure, team-work and many other dimensions, sport activities are often understood for reason as universal way to achieve social inclusion. So, support to children and professionals to experience fully this inclusion should be provided for all nowadays.

Theoretical progress in researches about supporting physical educators is not significant enough, so adding particular classifications to the academical curricula is a contribution which will impact the future development of targeted scientific achievements. This hopefully will

provoke debate to improve and support a network of opportunities in practice and in science in a way to allow each professional and child/adolescent to define own position about full inclusion in the society, no matter what abilities and disabilities are accompanying the particular case.

Active inclusion through sport, not only at school, allows every person, despite the age and position, to implement the right to contribute to the development of the personality, community and society. And to do so in the dimensions of everyday situations in togetherness with all other participants in the same reality. By keeping the typical for physical activities structuredness and model belongingness.

To put the emphasis of the contemporary education on creating guarantees about the right to be fully included in school life rises enormous challenges in front the sport teachers. However by supporting them professionally, educational system allows pupils to demand and define own future by knowing and experiencing fully and in concreteness variety of higher life standards and welfare. And that is how contemporary education standards are arisen and managed in conditions of increased opportunities and self-confidence of the modern student and educator as well.

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