

## Online ISAPA 2021

# Quality partnerships in Adapted Physical Activity: Stronger Together!

## Book of abstracts

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## COLLECTIVE AGENDAS TO ASSIST IN BUILDING INCLUSIVE PHYSICAL EDUCATION

Abstract ID: 50

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Globally, the United Nations policies including the Convention on the Rights of Persons with Disabilities (CRPD) specifically refers to physical activity as a right for all children to be provided with opportunities to experience full and effective participation in society. Despite these efforts, inclusion as an educational practice remains situated between socially constructed values associated with being disabled and questionable selective inclusion. Faculty from the United States, Brazil and Germany will present data that reflects the current status of students with disabilities in physical education. This will be followed by a robust discussion on contemporary norms reflective of educational traditions.

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### ADVANCING CONTEXT TO SUPPORT INCLUSIVE PRACTICE

Abstract ID: 150

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Despite the fact that the right to educate all children is protected by national and international treaties, the discourse of inclusive education is unclear, particularly within the context of physical education (Haegele 2019; Petrie, Devcich, and Fitzgerald, 2018). Primary issues include a lack of definitional clarity regarding the term (Göransson and Nilholm 2014) and inconsistencies on the instructional delivery and learning outcomes for students with severe disabilities (Warnock and Norwich 2010). We will argue that, at the forefront of these practices, are the teachers' direct actions that foster equitable practices that can be accomplished by improving teaching and learning for all children. In our search to understand what teachers do within inclusion settings, we subscribe to Waitoller and Kozleski's (2013) definition of inclusive education: Inclusive education is a continuous struggle toward (a) the redistribution of quality opportunities to learn and participate in educational programs, (b) the recognition and value of differences as reflected in content, pedagogy, and assessment tools, and (c) the opportunities for marginalized groups to represent themselves in decision-making processes that advance and define claims of exclusion and the respective solutions that affect their children's educational futures. (p. 543, emphases is the original). As a result of our continued focus on both context and teacher practices, we advance the Lieberman-Brian Inclusion Rating Scale as a tool that can advance inclusive practices by addressing context and supported practices including universal design for learning, thoughtful lesson planning, the use of natural supports. In this presentation, we are interested in challenging the oftentimes ableism notions in exploring teachers' planning and practices within an inclusive setting that address pedagogy, context, and support mechanisms within the classroom (Block and Obrusnikova 2007; An and Meaney 2015; Qi and Ha 2012; Tant and Watelain 2016). Because context seems to affect all aspects of student learning, we must not only examine what teachers do in their classrooms, but how they plan for teaching, particularly given the scant knowledge base on inclusive education for students with disabilities (Tant and Watelain 2016). For this reason, we advocate on behalf of the LIRSPE.

Keywords: Inclusive Physical Education, ableism, natural supports

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