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THE INFLUENCE OF PROJECT PARALYMPIC SCHOOL
DAY TOWARDS INTEGRATION OF CHILDREN WITH
DISABILITIES IN PHYSICAL EDUCATION IN THE CZECH
REPUBLIC AND THE AUSTRALIA

Master Thesis

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Olomouc 2011

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Title of thesis: The influence of project Paralympic School Day towards Integration of children with disabilities in physical education in the Czech Republic and the Australia

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The year of presentation: 2011

Abstract: The problem of integration of handicapped children is a matter of the whole society. The attitudes of the healthy people through the handicaps people evoke in us bad feelings. There are many people who have got negative relation to the people with disabilities and we are trying to change it. The ambition of the master thesis is to establish impact of the project Paralympic School Day and influence to students in primary school to integration of children with disabilities to the school. There were 98 respondents in the Czech Republic and 12 respondents in the Australia in the research. To understand their attitudes, the attitudes questionnaire CAIPE-CZ and CAIPE - R were applied.

Keywords: integration, attitudes, disability, person with disability, Paralympic School Day, Disability Education Program

The study was grown the support of experimental aim MSMT, id MSN 61989221

“Motoric activity and inactivity of inhabitants in the Czech Republic in the context of behavioural changes”.

I agree that this paper to be lent within the library service.

I claim that my master thesis worked alone under the direction doc. Mgr. Martin Kudláček PhD., that I wrote all literature and professional resources and I kept all fundamentals of scientific ethic.

In Olomouc date 1. August 2011

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Thank you so much doc. Mgr. Martin Kudláček PhD. for supervising my thesis.

Thank you so much my family – mum Zdeničce, dad Zdenda and my older brothers Marek and Ondřej and my biggest thanks my boyfriend Jarda for the highest support in my university studies.

CONTENT

1	Introducing.....	8
2	Synthesis of Knowledge.....	9
	2.1. Conceptual framework.....	9
	2.1.1. Normalization.....	9
	2.1.2. Mainstreaming.....	10
	2.1.2.1. Age-appropriateness.....	10
	2.1.2.2. The “least restrictive environment”.....	11
	2.1.3. Education for all?.....	12
	2.1.4. Integration.....	14
	2.1.4.1. Integration in the Czech Republic	14
	2.1.4.2. Philosophy of Integration	15
	2.1.4.3. Integration in the Australia.....	16
	2.1.5. Integration and Inclusion	16
	2.1.6. Inclusion	17
	2.1.6.1. Inclusion in the Czech Republic	18
	2.1.6.2. Inclusion in the Australia	19
	2.1.6.2. Education for children with disabilities:	
	The rationale for inclusion.....	20
	2.1.6.4. Benefits of Inclusion for All	21
	2.1.6.5. Integration versus segregation: the experiences of a	
	group of disabled students moving from mainstream	
	school into special needs further education	24
	2.1.6.6. Some of the arguments used to justify	
	segregation	27
	2.1.6.7. Inclusion and exclusion	29
	2.2. Educational system	30
	2.2.1. Educational system in the Czech Republic	
	2.2.2. Administrative control and extent of public- sector funded	
	education	30
	2.2.3. Special Education Support	33
	2.2.4. Teachers and Educational Staff	33

2.2.5. Special Education in the Czech Republic	34
2.2.5.1. Integration policy	35
2.2.6. Educational System in Australia	36
2.2.6.1. Educational System	36
2.2.6.1.1. Preschool	39
2.2.6.1.2. Primary school	39
2.2.6.1.3. Secondary school	40
2.2.6.1.4. Senior secondary school	40
2.2.6.1.5. Technical and vocational school	41
2.2.6.1.6. Higher educational	41
2.2.6.2. All children can learn	42
2.2.6.3. Towards inclusion in education	42
2.2.6.4. Policy in Australia	43
2.2.7. Special Education in Australia	46
2.2.7.1. The inclusive curriculum in Australia	46
2.2.7.2. The practise of inclusion	47
2.3. Inclusion in Physical Education	50
2.4. Attitudes	50
2.4.1. Attitudes toward disability	51
2.5. Educational project for changing attitudes of children in the schools in the Czech Republic	52
2.5.1. Paralympic School Day	52
2.6. Educational project for changing attitudes of children in the schools in the Australia	55
2.6.1. Disability Education Program	55
3 Aim	60
3.1. Research questions	60
4 Methods	61
4.1. Participants	61
4.2. Intervention – Paralympic School Day in the Czech Republic	61
4.3. Intervention – Paralympic School Day in the Australia	63
4.4. Questionnaire CAIPE - CZ	64
4.5. Questionnaire CAIPE – R	65
5 Results of questionnaire CAIPE-CZ and CAIPE - R	66

5.1. Results of questionnaire CAIPE – CZ	66
5.1.1. Results of questionnaire focus on gender	68
5.1.1.1. CAIPE-CZ results for boys	68
5.1.1.2. CAIPE-CZ results for girls	70
5.2. Results of questionnaire CAIPE – R	72
5.3. Results of questionnaire CAIPE – CZ and CAIPE – R	76
5.3.1. Results of questionnaire CAIPE – CZ and CAIPE – R for compare	76
5.3.2. Results of questionnaires CAIPE – CZ and CAIPE – R for the Czech Republic and the Australia together	78
6 Discussion	80
7 Summary	82
8 References	84
9 Appendixes	92

1 Introduction

“Children that learn together, learn to live together”

In my master thesis I focus on the integration inclusion children with disability in the school and in the society. Further aim is attitudes children in regular school around this integration. The main aim is the Paralympic School Day in the Czech Republic and other Education programmes, what are very similar or other in Australia. This theme is very important and interesting for me. I have been in a lot of Paralympic School Days in the Czech Republic. My first work in the project – PSD was very surprised. I didn't know how many children can change their attitudes. They can see how can help disabled people and what is handicap. I was so surprised when I have seen how many children after PSD told me, that this project is very good for them. They never think about handicap, about disability or people who have the disability. They never think about attitudes of children with disability or they can change these attitudes.

2 Synthesis of knowledge

2.1. Conceptual framework

A lot of words and terms about integration or inclusion are use all over the world. The most use and prefer notion is integration in the Czech Republic. Inclusion isn't use so often maybe in last 3 years in our country. The main reason can be that the integration and inclusion is relatively new area in the Czech Republic. All over the world are states which have longer history in this area. There are a lot of definitions, what are or had been used in the history. Normalization was used for the first time. Mainstreaming, integration and inclusion are other notions used in the time.

2.1.1. Normalization

Normalization is a social justice concept based largely on the writings of Bank-Mikkelsen (1969), Wolfensberger (1972, 1980) and Nirje (1970, 1985). It has formed the basis of the special education policies of most school systems. The concept of normalization embraces the belief that people are entitled to live as “normal” as possible a lifestyle in their community. Normal, in this context, is taken to mean what most other people in that culture do, or prefer to do. Taking this viewpoint, it could easily be shown that it is not “normal” in western cultures for people to live permanently in a dormitory situation. It is not “normal” for adults to have little choice about their daily activities or to be prevented from intimate sexual contact. Thus a residential institution that changed its dormitories into one- or two-person bedrooms, provided opportunities for residents to choose their own food, clothes and activities and allowed free interactions between people of both sexes would be acting consistently with the principle of normalization.

In relation to education, the principle of normalization suggests that all students should be able to choose to attend the neighbourhood school, in the same way that it would be expected that a student without a disability could go to their neighbourhood school, if that is what the student or the student's parents wanted, or to an independent school, if that was what was chosen. Wolfensberger has stated that he considers normalization theory to have been “subsumed by the broader theory of Social Role Valorization” (1995, p. 164). This theory looks at the various “social roles” that people perform: husband, wife, friend, teacher, colleague, leader and so on. Some social roles

are obviously much more highly valued than others. The way others respond to our social roles affects the way we perceive ourselves.

Wolfensberger points out that the social roles of people with a disability tend to be poorly valued. If people with a disability are to be genuinely included in the community, it is important that they are valued by the rest of the community. Their living conditions, their education or work, and their everyday activities should not be greatly different from what is valued by the culture. For example, street begging is a very poorly regarded activity in almost every culture, with very low status. As such, it would be contrary to social role valorization to have people with a disability raising money for charity by soliciting donations in the street.

2.1.2. Mainstreaming

Miesel (1986) says that students are mainstreamed while they are enrolled in or participating in a regular class. In the example given above, students were in an *integrated* special class in the morning, and were *mainstreamed* in the afternoon. I personally prefer the new opinion according to Daly (2005), in Australia and New Zealand and other western cultures, mainstreaming is generally regarded as the most culturally normative placement, that is, it is the most usual type of placement in these cultures. Many parents and school systems consider that mainstreaming should be the standard placement for all students, except under exceptional circumstances.

2.1.2.1. Age-appropriateness

From a school's perspective, it is important that students with a disability are given roles that are valued by the school community. They need to be able to participate in the school's day-to-day activities and, wherever possible, perform roles that are seen as positive and valuable. The principles of normalization would say that student's activities should be appropriate to their age.

Pursley (1985) describes in her research about suggestion that teenage girls should not be given dolls to play with and the teenage boys should not be listening to nursery rhymes. These activities would be seen as low status by others, and possibly by the students themselves. It is often possible to think of an age-appropriate activity or teaching material that can replace an inappropriate activity, but will provide the same, or better, learning opportunities. For example, it is better for older students to be given

counting practice using objects such as pencils or coins rather than using childish objects such as blocks or counters.

2.1.2.2. The “least restrictive environment”

The concept of the least restrictive environment is based on the philosophical principle that some environments are intrinsically more restrictive than others. People living in highly restrictive environments have very few choices about what they do each day, how they spend their leisure hours, what they eat, what they wear, when they sleep, whom they mix with, and so on. Most people prefer to live in non-restrictive environments, as we usually like to have choices.

Crockett and Kauffmann (1999) claim that the most restrictive environment that we can imagine is a jail. There are good reasons why jails are restrictive, and why the inmates’ choices are limited. Yet for many years, large residential institutions for people with a disability could be as restrictive as jails, perhaps even more restrictive than some jails! Because of the social changes referred to earlier in this chapter, many people with a disability in western countries now live with their families, in group homes or other alternative residential situations, or independently in the community, rather than in institutions. The institutions that continue to operate have generally made a large effort to provide more choices for their residents, a more normalized lifestyle, and fewer restrictions.

Most school systems provide a range of classes and schools to cater for students with special educational needs, and some of these have provided very restrictive environments. As with residential institutions, school systems have moved towards improved levels of personal participation and control for students. Whereas twenty years ago children with a disability were likely to have been placed in one of the first three settings listed below, they are now more likely to be in one of the second group of three settings (Dempsey & Foreman, 1997; Dempsey, Foreman & Jenkinson, 2002). Residential special schools are now very rare, and new segregated day schools are generally not being built. The only growth area for separate special schools is for students with emotional or behavioural disorders.

Dempsey & Foreman publish the range of educational settings provided by school systems, from most restrictive to least restrictive (1997, 32) as following:

- residential school for students with disability
- separate special day school
- separate special school on regular campus
- special unit (usually 2 or 3 classes) located in regular school
- single special class in regular school
- single special class in regular school, with part-time regular placement
- regular class

There are, of course, many variations on the way students with special educational needs use these settings. Some students can attend a regular class with only minimal adjustments by the school, while others need to be provided with support such as equipment, full-time or part-time teachers' assistants, or specialist advisory services. Other students will be enrolled part-time in a special class and part-time in a regular class. The process of deciding the best possible educational placement for child is often complex. Most school systems now recognize that this is a parental decision, based on advice from educational and health care professionals.

While the principle that a regular class is less restrictive than a special class usually applies, there are some exceptions to this. For example of Dempsey, Foreman & Jenkinson (2002) claim if a student, who uses a wheelchair is in a school that has very limited wheelchair access, then that students will be in a more restrictive environment than if they attend a school designed to accommodate wheelchairs. This does not empty that the ideal solution is for the student to attend a school for children with physical disabilities, which would be fully wheelchair-accessible. The implication is that all schools, like other parts of the community, should be wheelchair-accessible.

Transforming a school wheelchair-accessible can be a very expensive process. I agree with Dempsey & Foreman (1997) that the reason is the number of students who use wheelchairs. This number is relatively small, what many school systems do is to new buildings to be as accessible, and adapt the older school buildings as the need arises. Often, minor adjustments are all that is needed. A change in room timetable can mean that a class doesn't have to go upstairs are willing to put up with some inconvenience while they are waiting for things to be fixed up. What they find most

important is that there is a welcoming and inclusive atmosphere, and an effort to make things work. They realize that it takes time for ramps to be installed, or for a piece of chair-lifting equipment to be transferred from another school.

2.1.3. Education for all?

The term “education for all?” had been used in past because it represents an aspiration which seems to be universally accepted and yet in practice is fraught with complications. Education is identified as a fundamental right for all children. However, even now interpretations of both “education” and “all children” vary across countries and time (United Nations Declaration of Universal Human Rights,1948).

In countries with long history of compulsory school attendance, “education for all” raises an important set of questions. These relate to which children and young people have the right to receive which forms of education. Peters (2007) asks the question and that is: who is to be integrated where, and how might this support their achievements? She shows for example: in England, the options are many: between state and private schools or another, selective entry or comprehensive, single sex or mixed, faith or not, specialist status (which specialism?) or not, “leading edge” or “in special measures”, and so forth. Once a child is placed in a school, further selections are made: for example, being placed in a particular ability group in a primary class or a particular “set” in a secondary school, or the use of a small group withdrawal work or in-class support. Finally I agree in the case that other policies and practices that result in the temporary and permanent exclusion of children and young people also have a profound impact on the achievement of “education for all”.

We can see very important view in this topic from Lent & Van Coppenolle (2006). Despite a policy of compulsory school attendance, historically, education has been seen by some people not so much as a right to be enjoyed by all, but more of a privilege for those considered most likely to benefit from it. The extent of this view is important to bear in mind when considering issues of “education for all”, particularly in countries that have been influenced by or have inherited the English education system. A fundamental structural problem of equal opportunity lies at the heart of a system where those considered capable of high achievements are encouraged to stay at school and beyond into higher education, whilst those who struggle, because their learning needs are not properly addressed, or their parents are not able to advocate for their interests, may be marginalized in school or leave education at the earliest opportunity.

Thus, in many cases, the more successful the student, the greater the educational opportunities he or she is given, and the less successful the student, the fewer he or she is allowed.

2.1.4. Integration

Social integration is a term used in sociology and several other social sciences. The term indicates different meanings depending on the context. In general, it connotes the process of combining a group of persons like minority groups, ethnic minorities, refugees, underprivileged sections of the society, to integrate into the mainstream of the society, and thus to avail of the opportunities, rights and services available to the members of the mainstream of the society (OECD, 1994). In social integration is a distinction to be made between the long-term objectives of societal integration and the social integration of the child who is placed in an ordinary class or school.

It begins to appear as an artificial dichotomy based on a questionable view of the process of learning. Mutual help is described by Canevaro et al., (1990,107) as based first of all on a certain of integration: “The desire to integrate implies the idea that part of something is missing.” The concept of mutual help is based on the assumption that the integrated child has something positive to contribute to the group and that this positive something is not primarily the opportunity for the rest to exercise their tolerance or to act kindly towards him.

2.1.4.1. Integration in the Czech Republic

Integration is the concept used in the area math, economics, psychology and sociology. Integration of person with disability entails unification postures, values, behaviour, act and movement activities. Works how interpersonal and associated terms, so identity individuals and groups. Her need rises at mutual contact, at to what do attribute) is able to get to stress, conflicts and problems erosive balance and unison relations, certainty and satisfaction (Edelsberger, 2000.). In terms of integration people with disabilities to the society understand action integrating. I personally prefer the definition of integration according to Valkova (1996), behind word common in terms of common education, teaching, common programme in physical education (PE).

Jesensky (1995) characterizes individual means integration more in more detail and in several steps: 1) *isolation*, 2) *assimilation*, 3) *adjustment*, 4) *diffusion*, 5) *coadaptation*.

1. *isolation*: presents separation disabled people from intact. Result is entire segregation
2. *assimilation*: presents enlistment people with disability of to the society without any help. Result is integration that the result is very astable and inconstant.
3. *adjustment*: presents the way of integration where barriers are remove but on the other hand, this isn't help, for part social integration. Result can be also entire segregation.
4. *diffusion*: presents exchange some items of people with disability for some items of intact society.
5. *co adaptation*: presents communication and co – operation (technological conditions make possible same achievement persons with disability and intact persons. Result is actual heat price and firm order integration.

2.1.4.2. Philosophy of Integration

Many specialists in branch of PE and Integration have different philosophy of Integration. The reason is that every country has own principle of Integration, own opportunities of Integration and every teacher teaches and makes Integration in the own way that is dependent in the clime of the class, dependent in individualisation of children with disability. But principles of integration should be the same.

Jesensky presents following principles of integration (1995, 18):

- Principle authority needs integrate
- Principle authority emancipation in Integration
- Principle partnership of disability – intact in Integration
- Principle bi directivity of the process integration
- Principle plurality possibility integration
- Principle graduation integrative exits
- Principle unity of education, training and rehabilitative coverage in Integration

Integration of children with disability to schools means that the all the children learn together in same schools and same class with the same access, to all together

partake on school activities. All the children have possibility one another be contiguous and create friendship and partnership. Child with disability going to schools, but must be in a position derive benefit from special compensatory tools, special also normal sources education. Teachers would have had have endeavour use innovative strategy for educational activities. The team consisted of special educator, parents, and psychologist should cooperate in education of each child with disability. All children with disabilities have right to free and appropriate education.

2.1.4.3. Integration in Australia

The term “Integration” is different in the Czech Republic and in Australia. The meaning is very similar. The different this notion is in the time, which every country using it. Integration is relatively new notion in the Czech Republic.

Integration is a broad term used to refer to a student’s attendance at or participation in activities at a regular school. The term can also refer to the *process* of transferring a student to a less segregated setting. A child who attends a regular school, but is in a separate special unit or class, can still be said to be integrated. This is sometimes referred to as an “integrated class” (Karper & Martinek, 1985). Although the student is in a special class, it is evident that, if that class is in a regular school, the opportunities to interact with other members of the general school community are much greater than if the student is in an isolated special school. The student may have siblings or neighbours at the school and is also likely to come into contact with schoolmates in out-of-school situations in the neighbourhood.

Many schools with special classes have specific programs to encourage interaction between students with and without a disability. Gregor & Campbell (2001) describe the example that in some schools, children spend the mornings in a special class and afternoons in a regular class. Teachers and assistants from the special class are used to support placement in the regular class. Such opportunities for interaction, based on the principle of normalization, are more likely to occur if the child is attending a regular school, even if in a special class or unit.

2.1.5. Integration and Inclusion

In some context, the term inclusion has become associated with issues of integration although, as noted above, this term is also open to a variety of

interpretations. At its most straightforward integration requires that a student from a special school be given access to – be included in – mainstream school for part of all of his or her education. In practice, however, integration can take many forms. Bricker (1995) says that it may be locational and/or social only, or it may also include partial or full access to a school's academic curriculum. It may involve a student attending a neighborhood school or it may be another mainstream school outside his/her local community. In these ways the term inclusion is used simply to describe the act of physically locating students designated as having special educational needs in mainstream schools.

This trend to place children in mainstream schools has developed out of an increasing dissatisfaction amongst some educationalists about the appropriateness of providing segregated education in special schools. Arguments for integration have been concerned with both philosophical notions of equality of rights and practical considerations about the efficiency of running two parallel school systems (Swann, 1988; Sebba & Ainscow, 1996; Thomas et al., 1998). Some teachers argue that mainstream classroom teachers should take responsibility for providing the necessary support to help all students overcome barriers to learning with specialist input as needed; others believe that specialists should work directly with learners; still others argue that specialist facilities and schools are the best way to provide for some children and young people. To date there has been no satisfactory resolution to this debate although numerous approaches to inclusive education for students identified as having special educational needs have emerged.

2.1.6. Inclusion

The term inclusion draws attention to the quality of the mainstream school context as a whole and for all children, not just the disabled. Inclusion is described variously as:

“The presence of all learners in one shared educational community” (Hall, 1992, 20).

“A set of principles which ensures that the student with a disability is viewed as a valued and needed member of the school community in every respect” (Uditsky, 1993, 79).

Both terms are very interesting, but I personally prefer the definition of Forest & Pearpoint (1992, 8) who defined inclusion as “...being with one another... How we deal with diversity, how we deal with difference.”

Inclusive education, while it leads to integration and regular class placement, comes from a different philosophical base than integration or mainstreaming. Indeed, inclusion is a concept that extends well beyond education to society itself. In education, inclusion is based on the philosophy that schools should, without question, provide for the needs of all the children in their communities, whatever the level of their ability or disability. Inclusive schools welcome and celebrate diversity in ability as well as in cultural, racial, ethnic and social background (Giorcelli, 1995). An essential difference between integration or mainstreaming and inclusion is that, with integration or mainstreaming, the school asks: “*Can we* provide for the needs of this student?” With inclusion, the school asks: “*How will we* provide for the needs of this student?” This question is asked in relation to students who are diverse socially, culturally, intellectually, or behaviorally. The school provides an inclusive and accepting environment, which caters for all members of its community. Inclusion will almost always lead to regular class placement, regardless of the type or level of disability (Brown, 1995).

Inclusion as a movement and a philosophy has been the subject of considerable debate (Fuchs & Fuchs, 1994; Wilton, 1994; Jenkinson, 1997). Some teachers will have strong views in favour of or against inclusion. However, regardless of these views, all teachers must now be prepared to provide for the needs of students with a disability in their schools, regardless of whether those students are “integrated”, “mainstreamed”, or “included”.

2.1.6.1. Inclusion in the Czech Republic

The term Inclusion is relatively new term in our country. We are using the last 3 or 4 years. We have the smaller history about integration or inclusion in the Czech Republic. The main reason is our history. As post-communist state we started with integration after year 1989. According to Dictionary of pedagogy (Průcha et al., 1998, 91) Inclusion is:

Movement bent on creation conditions for integration and education children with disabilities. There is so big emphasis on change. We can change the atmosphere and work and cooperation all class (school). As well as the respect of individual needs everyone in the class (school) not only the children with disabilities. Inclusion is below definite as education what does not make the differences. Differences among the science, religion and humanism, where is big emphasis on subjective experience of children as objective data.

Engaging the children with disabilities can be full so inclusive directly to the regular school or special class in the regular school. Inclusive class presents the environment, which is very safe, open but on the other hand the environment is very demanding too. The reason is that inclusion creates some situations, what we don't know or we didn't see.

2.1.6.2. Inclusion in Australia

By the mid-1970s, most school systems had established segregated special schools for children with a disability. Typically, each school catered for one type of disability: usually intellectual, physical, vision or hearing. Often there was further subdivision according to the level of intellectual disability or, for children with hearing impairments, according to the teaching approach. Thus there were schools for students with mild, moderate, or severe intellectual disability. There were schools for students with hearing impairments which used an oral approach while others used signed English. The development of the system of separate special schools was based on the notion that any child with a disability would benefit from being in a separate setting where it would be possible, at least in theory, to provide small classes and specialized teaching and equipment.

In 1994, the World Conference on Special Needs Education was held at Salamanca, Spain. Over 90 countries agreed on a statement that supported inclusion as the standard form of education for students with disability. Article 2 of Salamanca Statement said: "Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover, they provide and effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (UNESCO, 1994, p. ix) This

statement reinforced the view that education in a regular school should be available as a first option for all students. The statement has been endorsed by education systems in Australia and internationally, and has been widely used as a basis for policy development.

The Salamanca Statement referred to an “inclusive orientation”. Some other terms used in relation to the process of education in regular schools are *integration*, *mainstreaming*, and *normalization*. These terms have slightly different meanings. However, all the terms imply that students with a disability will use similar educational facilities to those used by students without disabilities.

Parents, educational administrators, politicians and educational theorists have all taken leadership roles in the move towards inclusive education. This has occurred for several reasons. First, there has been widespread acceptance of the right of all persons to participate fully in the mainstream community, if they choose to do so. Schools and school systems would be out of touch with community standards if they did not support inclusion. Second, research has failed to show clearly that separate special schools produce better social or academic learning outcomes than integrating settings than special schools (Foreman & Arthur, 2003; Rafferty, Piscitelli & Boettcher, 2003). In 1998, McGregor and Vogelsberg synthesized the findings of a large number of studies of the effects of various aspects of inclusive schooling, and concluded that outcomes are generally beneficial. The current review used the headings developed by McGregor and Vogelsberg as a starting point.

The consequence of such changes in thinking about inclusion is that some students who may previously have had to spend their entire school career in a segregated setting will now be in a regular class. It is therefore essential that class teachers are competent to teach all the students for whom they are responsible.

2.1.6.3. Education for children with disabilities: The rationale for inclusion

Evans & Lunt (2002) divide the evolution of special education by three eras. The first era (1900s – 1920s), which we call “the era of neglect”, is characterized by lack of educational provision, children with disabilities being hidden away at home or in residential institutions where they received no education. The second era (1920s – 1960s), “the era of segregation”, is characterized by the proliferation of special, segregated, facilities. The third era (1960 to present) we term “the era of integration”.

This reflects current trends in education which aim to provide education for children with disabilities amongst their nondisabled peers.

Children with disabilities are cared for in their own family homes, use local shopping centres, playgrounds, churches, clinics, hospitals and other facilities – Why not schools?

Education is, or should be, an enjoyable and positive experience. According to Tracy & Graves (1998) school entry is a significant “rite of passage”. All children go to school, it is a major social setting for children, where they learn about each other and about the world around them. All parents send their children to school with some trepidation, knowing that they are making their first autonomous steps into a society where they must make their own decisions and find their own place.

For parents of children with disabilities these issues are magnified. They will be aware of their child’s difficulties and will want his or her education to be provided in an environment which understands those difficulties and is able to help a child gain confidence and ability. Many will have already experienced some rejection of both themselves and their child, and will be concerned that their child finds a place as a valued member of the school community (Graves, 1998, 221).

There has been a revolution in special education during the past three decades as describe Evans & Lunt (2002). Much is known about the education of children could not be educated, it is now accepted that all children can learn. There has been a dramatic increase in the number of children receiving additional, special education and in the number of specially trained teachers and ancillary staff. The importance of special education is not in dispute. All children, particularly those with disabilities, benefit from an approach in which their individual needs are recognized and understood and which is able to respond and their differences with modification in the curriculum, the educational environment, and teaching methods.

2.1.6.4. Benefits of Inclusion for All

We have a lot of benefits of Inclusion in the classrooms for All. Raschke and Bronson (1999) divide by four main parts. These parts are Children with Special Needs, General Education, Teachers and Society.

Table 1. Benefits of Inclusive Classrooms for All – Children with Special Needs and General Education, (Raschke and Bronson, 1999, 8).

Children with Special Needs	General Education
affords a sense of belonging to the diverse human family	provides opportunities to experience diversity of society on a small scale in a classroom
provides a diverse stimulating environment in which to grow and learn	develops an appreciation that everyone has unique and beautiful characteristics and abilities
evolves in feelings of being a member of a diverse community	develops respect for others with diverse characteristics
enables development of friendships	develops sensitivity toward others' limitations
provides opportunities to develop neighborhood friends	develops feelings of empowerment and the ability to make a difference
enhances self-respect	increases abilities to help and teach all classmates
provides affirmations of individuality	develops empathetic skills
provides peer models	provides opportunities to vicariously put their feet in another child's shoes
provides opportunities to be educated with same-age peers	enhances appreciation for the diversity of the human family

Table 2. Benefits of Inclusive Classrooms for All – Teachers and Society, (Raschke and Bronson, 1999, 8).

Teachers	Society
helps teachers appreciate the diversity of the human family	promotes the civil rights of all individuals
helps teachers recognize that all students have strengths	supports the social value of equality
creates an awareness of the importance of direct individualized instruction	teaches socialization and collaborative skills
increases ways of creatively addressing challenges	builds supportiveness and interdependence
teaches collaborative problem solving skills	maximizes social peace
develops teamwork skills	provides children a miniature model of the democratic process
acquires different ways of perceiving challenges as a result of being on a multi-disciplinary team	
enhances accountability skills	
combats monotony	

How we can see in these tables, there are a lot of benefits in every part. How we can see, the authors use the term – children with special needs than children with disability. The trend is to refer to “children with special needs” rather than “children with disabilities. This is because of a desire to focus on how best to provide an optimal education for these children rather than on their deficits. I agree with this and generally support the “special needs” term.

2.1.6.5. Integration versus segregation: the experiences of a group of disabled students moving from mainstream school into special needs further education

In the literature there has been increasing dissatisfaction with the term integration because it has often been used or interpreted in a narrow sense of placement only. Children moved from any special to any mainstream school context may be said to be integrated. Yet, this says nothing about the quality of that integration. Sue Szivos (1992) describes as integration may be seen by another person as segregation in a new form. The American term “main-dumping”, to describe a child with disabilities who is placed in an unready or unwilling mainstream school, conveys this ambiguity. Placement in a mainstream school is a necessary, but not a sufficient, condition for realizing the goals of integration. Integration as placement also overlooks the process of moving from a segregated to an integrated system.

Although the latest education policy for disabled students is one of inclusion, some students are moving out of mainstream schools into specialist colleges for their further education. Pitt and Curtin (2004) studied about students, who moved from mainstream into special education provision for their college years and to hear their views on the similarities and differences, strengths and weaknesses between the two education systems. A few of the participants described attending mainstream school as positive because they had the opportunity to spend time amongst non-disabled peers and to make “ordinary” friends allowing them to feel “normal” and to forget about their disability. Participants also suggested that their presence at mainstream school was important in terms of reducing prejudice and ignorance around disability.

All participants said that they had positive relationships with staff members within the specialist college. They felt like they were treated more like adults, had more choice in their care and education and were generally more independent. They felt strongly that this would not be the case for them in a mainstream college and that this approach was due to the overall philosophy of the specialist college and the experience and attitudes of the staff working within it. Beyond primary school level, as curriculum demands increased, the children reported feeling that their education in mainstream school was restricted by access and resource limitations.

Valletutti (1969, 92) describe in his research:

Children said that since attending the specialist college they had changed how they viewed their disability and that they now felt more positive and confident

about themselves.” The changes to their self-image were facilitated by the attitudes of the staff members and other students towards their disability and the increased opportunities they had to develop their independence. Spending time with more several students had a profound effect on their own attitude towards their disability and life in general: “It is made a big difference to me coming here because I did not really think much of myself but now I am thinking more and more about myself, that I can do things and that I am not just a waste of space. It is improved my self-esteem a lot.

When discussing their thoughts regarding the best place for the education of disabled children, the need for choice was raised. The children believed that there were advantages and disadvantages inherent in both segregation and inclusion and that no single type of placement could meet all the needs of all disabled students throughout their educational careers.

When discussing the best place for the education of disabled children, all of the children brought up the need for the choice. Like Butler (1996) and Llewellyn (2000) the children have strong concerns about the move towards full inclusion. They believe that there are advantages and disadvantages inherent in each educational model, and that no single type of placement is able to meet all the needs of all disabled students throughout their educational careers. Disabled children should have the opportunity to attend either mainstream or special school with this decision being made looking at a child’s individual strengths and weaknesses (Stinson & Lang, 1994).

Barton (1998) and Clough and Corbett (2000) see inclusion as a process in which existing school systems, including educational styles and expectations, will have to change. It is the process that colleges undergo to ensure the participation of all students, no matter what their abilities, by considering curricula and organizational changes, and the elimination of all forms to exclusionary practice (Sebba & Ainscow, 1996; Booth, 1999). Real inclusion is considered to be evident when there are genuine opportunities for all pupils to participate, to the best of their abilities, in all that college has to offer (Bishop, 2001; Corbett, 2001).

It was felt that students with disabilities should have the opportunity to attend either mainstream or special school with this decision being made based on a student’s individual strengths and weaknesses. Appropriate school placement should depend on the physical, academic, psychological, social and emotional abilities, and needs of each

student. Children suggested that special schools should continue to exist because some students with disabilities will always need this type of education and not simply because at present mainstream schools often lack the skills and resources required.

First, special needs schools and colleges have buildings and equipment that are fully accessible because they have been designed to meet the needs of this group of pupils. Secondly, academic staff members are usually very experienced at adapting their teaching to meet the individual needs of each pupil, while still providing a challenging curriculum. Finally, specialist support staff members, such as therapists, are more available to meet the medical and care needs of the pupils. Johnstone (1995) states that one of the main outcomes of these advantages is that at a specialist school or college, the students develop because their “differences” are no longer a problem.

“Friendship and experiences during adolescence are generally believed to play an important role in psychosocial development” (Coleman & Hendry, 1999, 77). For the children, whose friendship had deteriorated during adolescence, it is unsurprising, that they reported feeling depressed and lonely, and having had low self-esteem at this time whilst at mainstream secondary school.

As a result of these difficulties within mainstream schools, the extra-curricular activities and social opportunities offered by the special needs college were regarded by the children as a significant positive factor. Echoing the work of Mulderij (1996) and Stinson and Lang (1994) the included children reported feeling more emotionally secure and more accepted in their relationship with their disabled peers than they had been with their non-disabled peers at mainstream school. The fact that every pupil had an impairment of some description meant that students did not worry about being “disabled”.

The ability and attitudes of teachers are considered important factors in ensuring the success or failure of integrating the disabled child into mainstream school (Martlew & Hodson, 1991; Llewellyn, 2000). It is not surprising; therefore, that teacher’s attitudes and support in class were important factors in the decision to move to a specialist college.

Beyond primary school level, as curriculum demands increased, the participants report feeling that their education within the mainstream environment was restricted not only by access and resource limitations but also by the increasingly fast pace of work. Whilst it is argued that an individual curriculum is possible, in practice this is not

happening. Teachers simply do not have the time to differentiate the work (Wedell et al., 2000).

2.1.6.6. Some of the arguments used to justify segregation

Although the latest education policy for disabled students is one of inclusion, some students are moving out of mainstream school into specialist colleges for their further education. National and international trends towards inclusive education are very different. But students who previously attended mainstream school and who have now chosen to attend a special school has the right change the school.

There are, however, ethical, social and educational arguments for and against inclusive education. For some insight into the discussions around the arguments referred to Jenkinson (1989), Hegarty (1991), Boutilier et al. (1995), Wang et al. (1992), Muthukrishna (1996) and Jönsson (1994) can be summarized as: a) the teachers are unskilled, b) the disabled children cannot cope, c) children can be cruel, d) there will always be some children who need to be segregated, e) Integration is only possible if the resources are available, f) parents have a right to choose. The reasons for this choice are not clear, but it is anticipated that exploring their reasons and opinions would provide a contribution to the segregation versus inclusion debate.

a) The teachers are unskilled

Jenkinson (1989) points out that appropriate teacher training are associated with more positive attitudes towards education of children with disabilities. Many teachers involved in integration programmes take up opportunities to undergo further education. Jenkinson (1989) also indicates that whilst many teachers initially are hesitant about the presence of a child with a disability in their class, most become more positive once they have had the opportunity to work with these children. The benefits of special education training and ancillary expertise are not in dispute. The point is that they can be applied to children in mainstream settings at least as well as in segregated settings.

b) The disabled children cannot cope

This is another individual versus system issue – should we try to change the education system or remove the child? The children can cope very well and that a positive school environment and adapted curriculum can enable most, if not all, children to be educated in their local school. Integration is a matter for school reform, not pupil

placement; it is about fitting schools to pupils not socializing pupils to preset norms of learning and behaviour (Hegarty, 1991).

c) *Children can be cruel*

Friendships were limited but negative relationships such as teasing we were. Casey (1994) and Brown et al. (1989) very similar discuss strategies for enhancing social integration, including educational materials, simulation exercises, interaction with other people with disabilities, structured interaction in the classroom and improving the social skills of children with special needs. “Conclude that bullying reflects the ethos of the school and can be reduced, if not eradicate, with a sensible approach which shows care and concern for all pupils and staff” (Boutilier et al., 1995, 1115).

d) *Some children is non-integrated*

We can not integrated every children with special needs or with other severe disabilities.

Some children, for example children with profound intellectual disabilities, severe degrees of autism with or without self-injurious or aggressive behaviour, and children with severe sensory impairments including those who are deaf and blind, create particular challenges to the education system and community attitudes (Hegarty, 1982, 176).

e) *Integration is only possible if the resources are available*

Hegarty (1991) and Wang et al. (1992) have argued that integration is a matter for educations systems. On the other hand Muthukrishna (1996) and Jönsson (1994) have shown that integration is possible in societies where resources are scarce and that teacher attitudes are more important that resources. The importance of resources is not in dispute. Resource allocation is a means of policy implementation, and inclusion is difficult if resource allocation is inconsistent with policy. There are also situations where resources re available, but inclusion remains difficult for other reasons. Often, in these situations, lack of resources is used as the scapegoat for less acceptable barriers.

e) *Parents have a right to choose*

Like many indisputable statements, this argument is used by people with opposing views. The difficulty is the decision-making context which includes the

parents, their professional and nonprofessional adviser, existing service systems and the culture to which these all belong (Jenkinson, 1989). As previously discussed, parents and their advisers will usually have grown up believing that to be disabled is a negative thing, and that separation from society is the appropriate response. Education policies and practices may well reflect a bias toward a segregated system or a commitment to inclusion that is lukewarm. Parents should have the right to choose, but the choices and the context should be appropriate to the known facts about the education of children with special needs.

There is increasing evidence that segregated education is not appropriate for children with disabilities. The results of efficacy studies comparing outcomes for integrated versus segregated children indicated that children with disabilities in regular classes perform as well as or better than children with disabilities in special classes. The trend in the research is away from studies comparing outcomes toward studies which examine practices associated with positive outcomes for children in integrated settings. Modifications in the school environment, improvements in teacher training and changes to curriculum it is possible to effectively include children with disabilities in regular classrooms, the most critical factors being an energetic, positive and supportive school environment. Integration has long been an accepted goal in disability services.

2.1.6.7. Inclusion and exclusion

As with the concepts of integration and special educational needs, the educational meanings associated with the concept of exclusion have a particular historical and cultural context. The emphasis is on children's physical absence from school. This parallels the notion of integration/inclusion as being concerned with a student being placed in a mainstream or in a special school. This understanding of exclusion received particular attention throughout the 1990s, as official figures for the number of students excluded from schools for disciplinary reasons increased significantly (Parsons, 1996).

If inclusion can be seen as a challenge to exclusion (Slee, 2005) for whatever reason (race, gender, sexual orientation, religion) then it is important to note that these challenges have tended to follow a pattern of exposure to discrimination. This had led to anti-discrimination laws and positive discrimination policies which have paved the way for more integrated educational provision. Thus, a notion of equality underpins the

concept of inclusion that sees education as a human right and disability as a social construction.

2.2. Educational system

2.2.1. Educational system in the Czech Republic

The Czech education system is based on a long tradition beginning in 1774, when compulsory school attendance was instituted. Currently, there are all types of education – starting with preschool, through elementary, secondary, university and postgraduate and ongoing education. (MFA)

2.2.2. Administrative control and extent of public- sector funded education

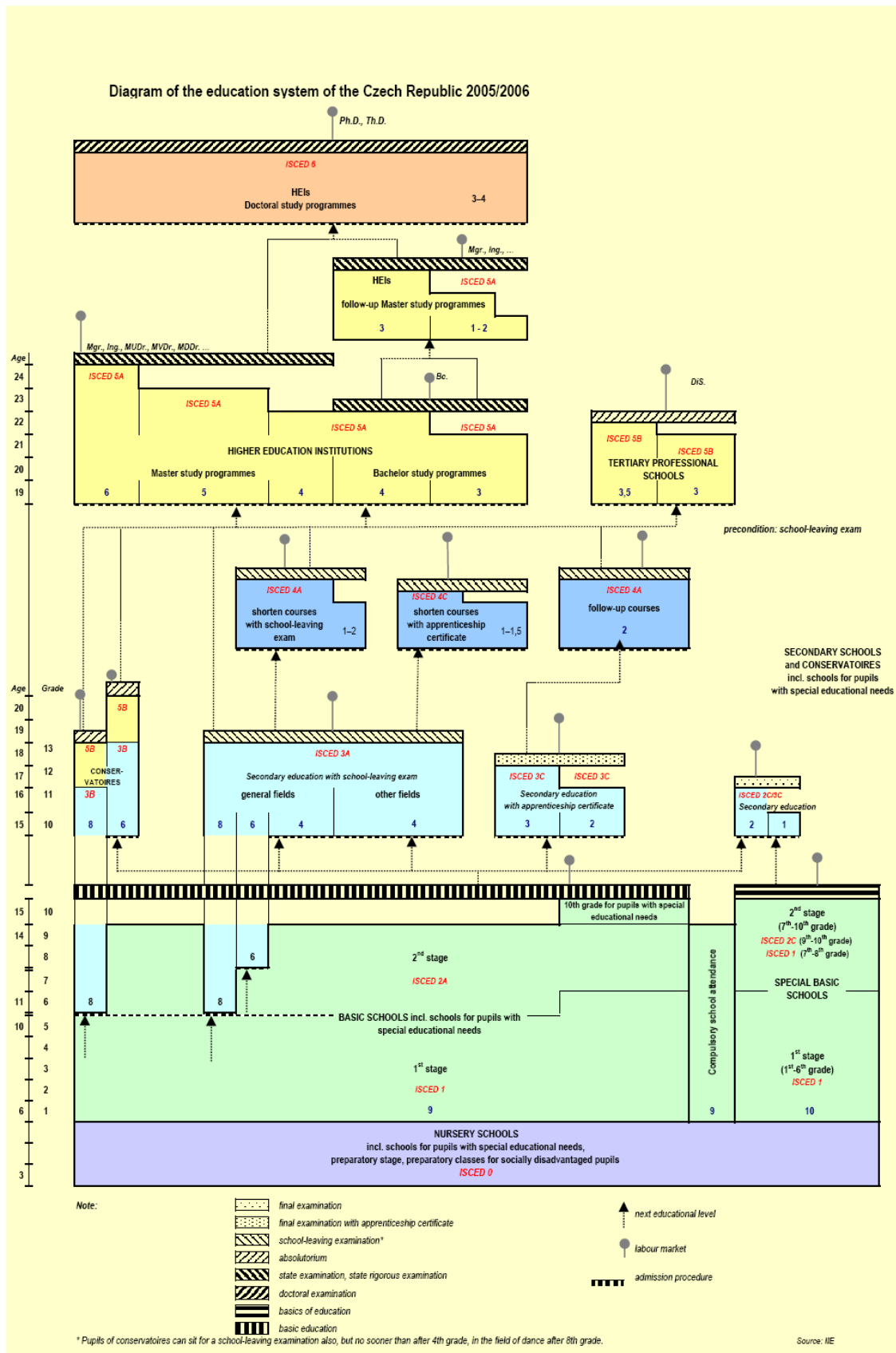
In 2006/07, most pupils in primary and secondary education attend public-sector schools. Since 1st January 2005, the Czech education system has been operating on the base of new acts: Education Act that regulates education from pre-primary to upper secondary and tertiary professional schools and its public administration, and Act on Educational Staff that regulates teacher profession on the same levels. Individual measures of the Education Act come in force subsequently. The Higher Education Act with 14 amendments regulates higher education from 1999. Schools are administered in the frame of general administration. The responsibility is distributed between the central government, regions (which are 14) and communities. Regions are given a high degree of autonomy. The Ministry of Education, Youth and Sports (MEYS) preserves the integrated state educational policy by formulating long-term strategies of education and development of the education system, which it submits to the government every impair year. For higher education, long-term policy objectives are formulated now for 2006-2010, and updated annually.

The Ministry of Education, Youth and Sports (MEYS) above all:

- is responsible for the conception, state and development of the education system;
- determines the content of education: approves framework educational programmes (developed till the ISCED level 3) which are the base for the development of school educational programmes; accredits educational programmes for tertiary professional schools and for higher education institutions;

- is responsible for the state financing policy in education – for drawing up of the education budget and for determining of principles of its allocation;
- is in charge of the school register which has a constitutional meaning: only a registered institution has a right to provide recognized education and receive public resources;
- is an organizing body of institutions for in-service training of teachers and detention homes for young people (MSMT, 2007).

Figure 1. Diagram of the education system of the Czech Republic 2005/2006 (UIV, 2008).



We can divide Czech educational system in four basic levels. The levels are pre-primary education, compulsory education, post compulsory education where are upper secondary and post-secondary level and the last one is tertiary education.

2.2.3. Special Educational Support

Special schools exist from pre-primary to upper secondary level. Their curriculum and close as possible to those of mainstream schools, the methods are appropriate to the problems (mainly mental, physical, visual or hearing disability). Attendance at a special recommendation from an appropriate authority and parental consent; 3.6 % of outside mainstream education. The new Education Act puts stress on integration.

2.2.4. Teachers and Educational Staff

Four-year teacher training for pre-primary education is organized in general at the upper secondary level; there are also university courses at a Bachelor or Master levels (three or four years). Would-be teachers at other levels of education must obtain a university qualification, generally Master level (for which study lasts usually four or five years). Teachers (except of generalists on the first stage of basic school) are specialised usually in two fields. The preparation of teachers of general subjects is mostly concurrent, for technical/vocational subject is consecutive. Teachers do not have civil servant status. The new Act on Educational Staff regulates the prerequisites for the performance of the profession, their further education and the career scheme.

Members of the school staff (with the exception of University) are designated as educational or non-educational staff. A member of the educational staff is any person who performs a direct teaching, educational, special educational needs or pedagogical-psychological activity (all together educational activity); who provides education and training pursuant to the Education Act; and who is an employee of a legal entity carrying out the activities of a school or school facility, or an employee of the state, or a school head. They may also be an employee who performs a direct educational activity in facilities providing social care.

A direct educational activity is performed by: a teacher, an educator, a specialist needs teacher, a psychologist, a teacher responsible for leisure activities, an assistant of pedagogue, and a coach. At the University teaching perform the academic staff (i.e. the

professors, docents, fellowship, assistants and lectors and academics involved in science, research and development who also perform teaching activity) (Eurydice, 2006).

2.2.5. Special Education in the Czech Republic

Pupils with special educational needs can either attend the mainstream classes or they can be taken out of the mainstream classes to be taught in special or specialized classes (in the mainstream schools) or they attend special schools. If a pupil is not able to attend the school, the regional authority has to provide a form of education, which enables him to reach the same level education as the compulsory school attendance.

In addition to the regular teaching subjects each special educational programme provides so called subjects of special provision, such as speech and communication therapy, mobility and orientation, sensory stimulation, special IT, music and musical instrument playing, etc., according to the type of the school and pupils special needs. The organisational strategy is the same at special classes within the regular schools. Recently the role of special schools has been changing. In addition to their educational role, they have become a resource centres developing new pedagogical methods and approaches and providing wide range of advice and support services both to pupils, their parents and mainstream teachers. They usually consist of more levels of education and specialize on one group of pupils as to their special needs.

The European-agency (2005) describes what kind of pupils includes to basic schools:

- for pupils with hearing impairment,
- for pupils with visual impairment,
- for pupils with physical impairment,
- for pupils with speech impairments,
- for ill and health risk pupils,
- for pupils with specific learning difficulties,
- for pupils with specific behavioural difficulties,
- for pupils with mental impairment
- for pupils with multiple impairment.

For pupils with severe mental challenge and complex needs there is the possibility to open the basic special school. This school offers the pupils to acquire social and communicational skills. The curricula are supported by the rehabilitation services. The pupils reach the bases of education level of education

2.2.5.1. Integration policy

Integration policy in the Czech Republic has started only after 1989. During this period the development of integration has changed towards broader social acceptance of integration of persons with disability, mainstreaming, and better educational and technological support for pupils with disability in integrated settings. The main principle of education of pupils with special needs is to create equal opportunities for this target group and minimize the negative impact and consequences of the disability to the pupil's access to appropriate level and quality of education. The main goal of integrative education is to create possibilities for building independent life, for social integration and participation of a person with disability.

The reform of public administration, beginning in 2000, brought territorial decentralisation. The responsibilities in education were transferred from the Ministry of Education, Youth and Sport to regional educational authorities (there are 14 regions in total). Starting, 1st January, 2001 regions was organising bodies for upper secondary schools and special schools. The regions are also responsible for developing the regional policy and implementing the general main goals and principles of education of pupils with special needs set up by the Ministry.

The new understanding of the concept of education of pupils with disability has influenced the terminology, which has changed from a medical model into a functional one. The term "child with special educational needs" is beginning to be accepted. The practical experiences with integration and changes of the educational system in general have led to a visible change of the whole system of education of pupils with special educational needs.

The Ministry of Education, Youth and Sport provides financing of the compensatory technological equipment, provides financing of counselling and resource centres that are obliged to provide special educational support and advice. They are also supposed to lend the necessary equipment and technology to the school, in accordance to the needs of individual integrated pupils. Ministry of Education, Youth and Sport

contributes funding of in-service training and special text books in Braille print as well (The European Agency for Development in Special Needs Education, (n.d.).

I believe that Special Education in the Czech Republic is (and will be in the future) very successful. We still have a lot of problems with Integration. Some problems of Integration are: The individual needs of an integrated pupil and the educational management of the whole mainstream class is extremely demanding if the necessary personal assistance to the pupil with special needs is not provided. Other problem can be architectural barriers. There are still many schools that are not accessible for pupils with physical disabilities. Problem can be on the other side. For example: traditional thinking patterns of teachers and their resistance to change, where regular teachers are often reluctant in finding and applying different approaches according to the needs of integrated pupils. Our system is not perfect. In the Czech Republic is still historical heritage of existence of the dual system of education. Many teachers and parents consider the separate education at special schools better for satisfying the needs of a child with disabilities.

2.2.6. Educational system in Australia

2.2.6.1. Educational system

The Commonwealth of Australia has 6 states and 2 territories – New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia, the Australian Capital Territory and the Northern Territory. There are 3 levels of government: Australian (Federal), state and territory and local.

Educational system is part of Australian Education International (AEI) and AEI is the international arm of the Department of Education, Employment and Workplace Relations. AEI designates that:

- a) *School education* is compulsory between the ages of 6 and 16 (Year 1 to 10) and comprises 13 years. It includes: a preparatory year before Year 1: not compulsory but almost universally undertaken, primary schooling: 6 or 7 years – Years 1-6 or 1 and secondary schooling: 5 or 6 years – Years 7-12 or 8-12.
- b) *Post-school education*: Postsecondary education is offered in 2 sectors – the higher education sector and the vocational education and training (VET) sector.

c) Language of instruction: English is both the official language of Australia and the language of instruction. Some schools offer bilingual programs or programs in other languages. Indigenous languages may also be used in some regions.

Many schools offer students a choice of foreign language studies, including Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish. Foreign language classes can start in preschool, but usually begin in secondary school.

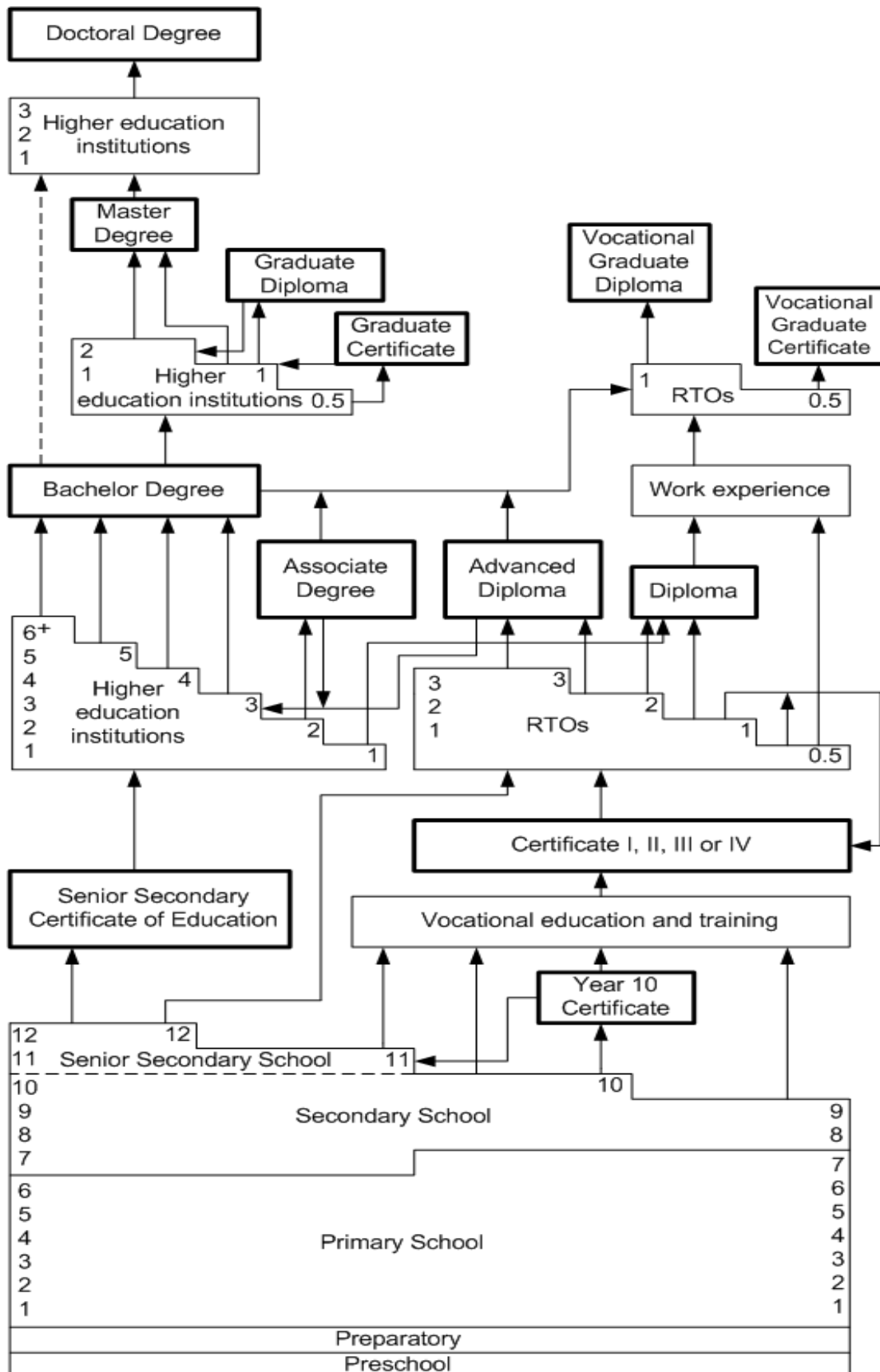
d) Academic year: The school year is from February to December. Most states and territories have 4 terms per year but Tasmania has a 3-term school year.

In the vocational education and training (VET) sector, the teaching year for Technical and Further Education (TAFE) institutes and colleges is from late January to mid-December; in some states and territories it is divided into 3 terms, while others use a semester system.

In the higher education sector, most universities have 2 semesters, and the academic year begins in February and ends in November. Some universities, including Bond University, have 3 academic semesters. Some non-university institutions run programs year round.

Figure 2. Diagram of the education system in Australia

<http://www.aei.gov.au/AEI/CEP/Australia/EducationSystem/SystemDiagram/default.htm>



2.2.6.1.1. Preschool

Preschool education is offered to children aged 3 to 5. Preschool is the year before the preparatory year, and is not compulsory. It is sometimes referred to as kindergarten, as in Tasmania and Western Australia. Programs consist of several half-day sessions, or the equivalent in full days and combine structured learning and creative individual activities.

Following preschool, school education begins with a preparatory year before Year 1. It is known as kindergarten, reception, pre-primary or transition. The preparatory year is not compulsory but enrolment is almost universal. The focus of the preparatory year is on the overall development of the child. The curriculum is linked to the primary curriculum and focuses on literacy, mathematics, physical skills, and personal and social skills in preparation for Year 1.

In Queensland Preparatory is the non-compulsory year of full-time education offered before Year 1. The Preparatory Year provides a firm foundation for formal schooling. Children develop independence and social skills, oral language, literacy and numeracy understandings, creativity and curiosity about the world.

2.2.6.1.2. Primary school

Primary school is compulsory and is from Year 1 to Year 6 or 7. The emphasis is on developing English language and literacy skills, numeracy and simple mathematics, studies of society, health and creative activities.

There are no standard examination requirements for progression through primary school, and no formal certificates are awarded. Students progress to secondary school on the basis of having completed the final year of primary school and on the recommendations of teachers in consultation with parents. All students are accepted into secondary school without further examinations.

In Queensland Primary school includes Years 1 to 7. Qualification awarded at the completion of primary school. Achievement in literacy and numeracy is monitored in Years 1 to 3. Assessment for Years 1 to 9 is school-based, and derived from the Queensland Curriculum, Assessment and Certification (QCAR) Framework Years 1-9 which will be implemented from 2008. Reports are issued to parents twice yearly.

Queensland Comparable Assessment Tasks (QCATs) are being developed for students in Years 4, 6 and 9. QCATs in English, Mathematics and Science will be trialled in 2008. The QCATs provide information on what students know, understand

and can do. QCATs are intended to promote consistency of assessment decisions across the state.

Access to secondary school in Queensland is that all primary school graduates are eligible to continue to secondary school.

<http://www.aei.gov.au/AEI/CEP/Australia/EducationSystem/School/Primary/default.htm>

2.2.6.1.3. Secondary school

Secondary school is compulsory and is from Year 7 or 8 to Year 10. The first 1 or 2 years of secondary school are a general program undertaken by all students. In later years students take a core group of subjects and electives. Core subjects usually include English, mathematics, science, society and environment, languages other than English (LOTE), technological and applied studies, creative arts and personal development, health and physical education. Some subjects are offered at several levels of depth and complexity.

In Queensland, secondary school lasts for 3 years between Years 8 and 10. Secondary curriculum is based on 8 key learning areas including English, health and physical education, languages, mathematics, studies of society and the environment (SOSE), science, technology and the arts.

There is no formal qualification awarded at the completion of secondary school.

Access to senior secondary school is that all students who complete secondary school are eligible to continue to senior secondary school.

2.2.6.1.4. Senior secondary school

Senior secondary education covers Years 11 and 12. Senior secondary education offers several types of programs which prepare students for future study, employment, and adult life. The relevant state or territory Senior Secondary Certificate of Education is awarded on successful completion of Year 12. Different names are used for the certificates in each state and territory. There is also a senior secondary award outside the state and territory school systems, this is the International Baccalaureate.

<http://www.aei.gov.au/AEI/CEP/Australia/EducationSystem/School/SnrSecondary/default.htm>

2.2.6.1.5. Technical and vocational school

Vocational education and training (VET) within the senior secondary system provides an alternative to higher education pathways.

School VET programs are undertaken alongside regular secondary subjects as part of studies leading to the relevant state or territory Senior Secondary Certificate of Education. They also provide credit towards a nationally recognised VET qualification on the Australian Qualifications Framework (AQF). The majority of programs are at AQF Certificate I and II levels. The most popular fields are hospitality, information technology and business services.

Programs are delivered in secondary schools, TAFE colleges or other Registered Training Organisations (RTOs), and local employers and businesses. The courses are developed from Training Package programs or are accredited VET courses.

Vocational education and training (VET) programs are available in the Queensland school system, including school-based traineeships and apprenticeships. In these programs students can undertake both training and employment leading to a recognised qualification while completing their school studies.

School-based traineeships lead to AQF Certificate II or III qualifications. Programs include practical training and contribute 4 credits for Certificate II and up to 8 credits for Certificate III qualifications towards the Queensland Certificate of Education (QCE). School-based apprenticeships lead to AQF Certificate III qualifications. Competencies achieved in the apprenticeship program can contribute up to 2 credits towards the QCE, but are not counted towards completed core requirements. Students must also complete 96 days of practical training in a 2 year period, which can contribute 4 credits towards core requirements for a QCE.

Credit may also be given for incomplete VET programs undertaken as part of a traineeship or apprenticeship.

<http://www.aei.gov.au/AEI/CEP/Australia/EducationSystem/School/TechVocSchool/default.htm>

2.2.6.1.6. Higher education

Higher education in Australia refers to university and non-university higher education institutions which award degree or sub-degree qualifications. The 3 main cycles of higher education are Bachelor, Master and Doctoral studies.

2.2.6.2. All children can learn

Until the 1970s, public school system in Australia provided programs only for students who were deemed capable of learning. Students with intellectual disability were classified as “educable”, “trainable” or “custodial”, depending on their IQ scores. The public system provided programs for those who were “educable” and possibly for those who were judged to be “trainable”. Other students were regarded as medical “cases” and were not usually accepted in the public education system (Foreman, 2005).

Since the time, there has been widespread acceptance that all children can learn and therefore that all children are entitled to an appropriate publicly-funded education program. Initially, these programs were invariably in segregated schools, especially for those with more severe disabilities. More recently, much education has occurred in more inclusive settings.

The learning that takes places is not the same for all students. For some students, learning to indicate when they are hungry or thirsty, or to show an activity preference, will have a significant positive effect on the quality of their lives. It is not typical school learning, but it is still learning that can be nurtured and developed by teachers and other school staff in school settings.

2.2.6.3. Towards inclusion in education

By the mid-1970s, most school systems had established segregated special schools for children with a disability. Typically, each school catered for one type of disability: usually intellectual, physical, vision or hearing. Often there was further subdivision according to the level of intellectual disability or, for children with hearing impairments, according to the teaching approach. Thus there were schools for students with mild, moderate, or severe intellectual disability. There were schools for students with hearing impairments which used an oral approach while others used signed English. The development of the system of separate special schools was based on the notion that any child with a disability would benefit from being in a separate setting where it would be possible, at least in theory, to provide small classes and specialized teaching and equipment.

In 1994, the World Conference on Special Needs Education was held at Salamanca, Spain. Over 90 countries agreed on a statement that supported inclusion as the standard form of education for students with disability. Article 2 of Salamanca Statement said:

“Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.” (UNESCO, 1994, p. ix)

This statement reinforced the view that education in a regular school should be available as a first option for all students. The statement has been endorsed by education systems in Australia and internationally, and has been widely used as a basis for policy development.

The Salamanca Statement referred to an “inclusive orientation”. Some other terms used in relation to the process of education in regular schools are integration, mainstreaming, and normalization. These terms have slightly different meanings. However, all the terms imply that students with a disability will use similar educational facilities to those used by students without disabilities.

Parents, educational administrators, politicians and educational theorists have all taken leadership roles in the move towards inclusive education. This has occurred for several reasons. First, there has been widespread acceptance of the right of all persons to participate fully in the mainstream community, if they choose to do so. Schools and school systems would be out of touch with community standards if they did not support inclusion. Second, research has failed to show clearly that separate special schools produce better social or academic learning outcomes than integrating settings than special schools (Foreman & Arthur, 2003; Rafferty, Piscitelli & Boettcher, 2003). In 1998, McGregor and Vogelsberg synthesized the findings of a large number of studies of the effects of various aspects of inclusive schooling, and concluded that outcomes are generally beneficial.

2.2.6.4. Policy in Australia

At a national level in Australia, the Commonwealth government exerts some influence over educational policies in the states and territories through agreements it has reached with them, as well as providing targeted funding for students with additional needs. The Commonwealth government’s priorities for schooling are aimed at “...ensuring that all students are allowed to realize their full potential, so that they leave school with the knowledge, skills and attitudes appropriate to their post-school destinations, and they have a sound foundation for undertaking further education and

training, participating successfully in the workforce, and contributing to and benefiting from Australian society” (Commonwealth Department of Education, Science and Training, 2002, p. vi).”

The most recent national agreement about schooling in Australia is the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (Ministerial Council on Education, Employment, Training and Youth Affairs, 2002). The Declaration followed a meeting of state, territory and Commonwealth ministers of education in 1999. One of the goals agreed at the meeting, relates specifically to students with a disability. It states that “schooling should be socially just, so that students’ outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students’ socio-economic background or geographic location.

Although all Australian states and territories provide educational services for students with special needs, these services are provided at the discretion of these states and territories. There is some diversity in their special education policy statements and this diversity illustrates the extent to which arguments for inclusive education may have influenced service provision in these states and territories (Dempsey, Foreman & Jenkinson, 2002; Employment, Workplace Relations and Education References Committee, 2002).

All the special education policies of the states and territories in Australia recognize the ability of every student to learn, they recognize the need to focus on students’ strengths and needs, not just on their weaknesses and they recognize that instruction must be individualized to the extent necessary for the educational experience to be positive for the student. There is also agreement that students with a disability should be placed in the least restrictive environment. Many states and territories interpret “least restrictive environment” as the regular classroom, at least as a first option for the initial school placement of students with a disability.

One of the common features of special education policy in Australia is the desire for meaningful involvement from parents. In South Australia, for example, “educators will negotiate goals with students and families as much as practicable and bring to the negotiation their professional expertise as well as their knowledge of a particular student’s current level of development. Goals should be set so as to provide a challenge to students to stretch themselves beyond their current level of skills but not so far ahead

as to be daunting or impossible to achieve within a reasonable time frame” (Department of Education, Training and Employment, South Australia, 2002).

Another important feature of special education policies in Australia is the provision of specialist staff to assist regular class teachers. In Queensland, specialist support staff are Advisory Visiting Teachers (AVT) whose main role “... is to support school staff in enabling students with disabilities to access and participate in the curriculum” (Education Queensland, 2003a). This model of support can provide professional development activities for staff, give advice on developing teaching programs, assist in implementing programs and in evaluating their success, providing specific information on particular learning needs of disabilities and assisting education staff and families to access support networks. For classroom teachers, this type of assistance can be useful in developing support strategies that can continue to be used in the future. This will likely necessitate the specialist staff member spending time with the teacher and the student in their classroom. For example, AVT may observe several lessons and provide the teacher with feedback, they may team teach with the teacher, they may run an in-class program with the student with special needs and other students, or they may develop a program for use by the teacher. Whatever approach is taken, the aim is to leave the classroom teacher with skills they can use to continue to assist the student with a disability.

If education systems are genuinely interested in including students with a disability in all school activities, then at first glance the inclusion of all students in testing and assessment may appear to create difficulties. Presumably, the reason why students with additional needs have been identified as such is because they may lead one to conclude that exposure to standard testing for many students with a learning problem will exacerbate their differences and may be detrimental to their self-esteem. However, just as inclusion may be justifiably achieved with modifications to the learning experience, so too can assessment be modified to include students with special needs. This can also be done without compromising the assessment. As Education Queensland explains:

Assessment is an integral part of effective teaching and learning. Schools need to ensure that their means of assessment are fair and equitable to all students. For students with disabilities, learning difficulties and learning disabilities this may mean the application of special consideration to ensure they have an equitable opportunity to demonstrate their knowledge and skills. Special consideration does not provide the

students with an advantage over their peers but enables them to demonstrate the full extent of their learning.

2.2.7. Special Education in Australia

Educational system is very different than educational system of the Czech Republic. Australia has the Australian national curriculum framework where is the most important Key learning areas (KLAs).

In Australia, the 1980s saw a concerted move towards a national curriculum, largely at the instigation of the Commonwealth government (Lokan, 1997; Pascoe, 2001). This decision was reversed in 1994 with the Commonwealth passing responsibility back to the jurisdictions. Two key decisions by ministers of education set the current course of the current national framework. These were the Hobart and Adelaide Declarations (Department of Education, Science and Technology (DEST), 2002). The Hobart Declaration in 1997 identified eight key learning areas (KLAs) that were to become the foundations for a nationally common set of learning outcomes. Each of the eight areas of the national curriculum has both statements and profiles (McGaw, 1995; O'Leary & Shiel, 1997). The statements provide strands that indicate content and process and a sequence for developing knowledge and skills across the first 10 years of schooling. The profiles provide, for each strand, eight broad levels that describe the progression in learning outcomes typically achieved by students. Hence, the determination of what knowledge students will be expected to gain within KLAs determines the structure of the profiles that will emerge.

For students with disability in mainstream settings, the concept of a developmentally sequenced set of learning tasks that can be measured through a series of levels of outcomes on each of the profiles, presents considerable difficulties. Many students with disabilities are unable to learn curriculum topics at the same rate as other students and, particularly in the case of students with intellectual disability, they may be unable to attempt profile assessment tasks even at Level 1 (Foreman, 2005).

2.2.7.1. The inclusive curriculum in Australia

The concept of inclusion has many meaning and interpretations in Australia. One that encompasses the key concepts is Mastropieri and Scruggs's (2000) view that students with disabilities are served in the regular classroom with instruction provided

by the regular class teacher. It requires the provision of adaptations and accommodations to the classroom curriculum so that the student benefit from the placement rather than just being there. As Wolfe and Hall (2003) note, it doesn't require that the student with disability needs performs at the same level as their peers without disabilities. Particularly in the case of students with severe disabilities, inclusion provides many challenges to teachers to include them appropriately in curriculum content areas.

One feature of the move towards a pedagogy-based curriculum framework should be the ability to include students with additional needs in the teaching. While many jurisdictions don't directly acknowledge students with additional needs in their documentation, two jurisdictions make specific reference to an inclusive curriculum.

The ACT Department of Education (2002) released a discussion paper to encourage schools to consider the assumptions underlying inclusivity and to promote more inclusive practices in schools. Inclusivity was seen as understanding and catering for the different potentials, needs and resources of students in schools through effective learning and teaching. Importantly the inclusive curriculum isn't just for students with additional needs but also for all students. The paper argues that inclusivity arises both from the objective of improving educational outcomes for students and from the broader social justice considerations of equity, access and participation.

While notion of social justice is important, Wolfe and Hall (2003, 56) provide the warning that "social integration focus of inclusion negates the opportunity for the student with disabilities to receive instruction in content areas". The argument is that including students with severe disabilities in regular classrooms without a clear focus on their learning needs, not just their social justice needs, will result in failure of the placement.

2.2.7.2. The practice of inclusion

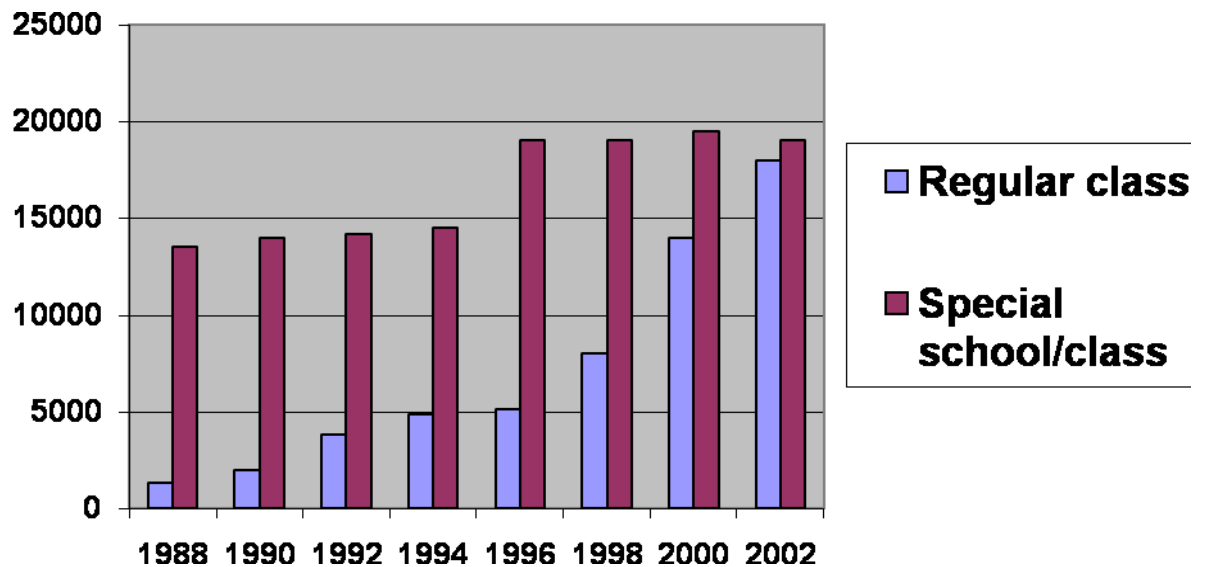
Apart from Victoria, which has effectively eliminated special classes in public schools, Australian educational jurisdictions provide three main types of enrolment options for students with a disability. The vast majority of these students will be educated in regular classrooms and will have their needs adequately met by regular classroom teachers, with assistance from specialist support staff as required. A smaller group of students with a disability are enrolled in either special classes in regular schools, or in special schools. As I wrote, an important principle to follow in the

enrolment of students with additional needs is to provide the least restrictive environment. That is, provide the environment that most closely parallels the regular classroom.

The number of students with a disability who were enrolled in special schools in Australia decreased dramatically during the 1980s and 1990s (Dempsey, Foreman & Jenkinson, 2002). In 2001, 369 of all the 9596 schools in Australia (3.85%) were special schools. Traditionally, government schools have been the main institutions providing specialist services to student with a disability. However, by 2001, 15.2 % of all special schools in this country were provided by the non-government sector.

In the past two decades there have also been dramatic changes in the number of students with a disability who are enrolled in regular classes. Figure shows the number of students with a disability who were enrolled in NSW public special schools, special classes, and regular classes. Following an increase in the mid-1990s, there has been a more recent stabilization of the number of students in segregated settings. In contrast, the number of students with a disability in regular classes has significantly increased, such that the number of these students now challenges the number of students in special schools and special classes. This trend in NSW is also consistent with the situation in other states and territories, including schools in tht non-government sector (Dempsey, Foreman & Jenkinson, 2002; Dempsey, 2001; Employment, Workplace Relations and Education References Committee, 2002).

Figure 1. Students with a disability enrolled in NSW government schools (1988-2002), Foreman (2005, 49).



Clearly, the large increase in students with a disability being identified in government schools in NSW, and elsewhere, cannot be explained by a movement of students from segregated to inclusive settings. Instead, there are at least two good explanations for the increase. First, beginning in the early 1990s, the Commonwealth government provided additional funding to schools for identified students with a disability. This funding has probably provided an incentive to both government and non-government schools to identify students who were always enrolled in regular classes but who may have been overlooked in the past (Dempsey, 2002).

A second explanation for the increase is that schools, and the general community, have become more aware of both special needs in general and of specific disabilities in particular. The Disability Discrimination Act has played a role in raising an awareness of disability because the legislation obliges schools to act in an equitable manner to these students. As well, a range of additional needs, such as attention deficit hyperactivity disorder and Asperger syndrome, have received considerable coverage in the press as well as the professional literature in the past decade. For these reasons, schools and teachers are much more aware of disability and special needs than they were in the past (Foreman, 2005).

2.3. Inclusion in Physical Education

In most educational systems, physical education (P.E.) class, also called physical training (PT) and Phys Ed in Australia, though each with a very different connotation, is a course in the curriculum which utilizes learning in the cognitive, affective and psychomotor domains in a play or movement exploration setting. The term physical education is most commonly used in this way; however, this denotes rather that "they have participated in the subject area, not studied it" (Anderson, 1989, 4).

Physical Education is healthy and promotes development of all children in variety of motor skills and abilities. PE improved understanding of the importance of maintaining a healthy lifestyle, improved understanding the human body and improved self-confidence and self-worth too. The benefits of physical education aren't in case of children without disability but in case of children with disability too. Many students with disabilities have more free time than their peers without disabilities. Students with disabilities have had limited opportunities to participate in after-school clubs or sport-clubs or in their leisure time.

Sherill (1998) stated that the concept of separate physical education classes needs to be reassessed. Professionals must be prepared for inclusion. They must know the kinds of supplementary aids and support available in order to maximize the likelihood that a student with a disability will benefit from general physical education instruction.

2.4. Attitudes

Through history, people have fought for freedom of belief, thought and speech. People love and hate, like and dislike, favour and oppose. They agree, disagree, argue, persuade and sometimes even convince each other. People would be sexism, liberalism, opposition to animal testing, love for chocolate or the belief that the Rolling Stones are the greatest rock band ever. The term attitudes can be found predominantly in psychological literature, and presents itself in a wide variety of definitions. Herbert Spencer was one of the earliest psychologists to use the term attitude in the 1860's. In 1918 Thomas and Znaniecki described attitudes as individual mental process. These mental processes determined actual and potential responses of each person in the social world. After 1930s attitudes were very much the focus of research in social psychology (Ajzen & Fishbein, 1980).

Bohner & Wänke (2002) say that different examples of an attitude represent an evaluative response toward an object. They define an attitude as “a summary evaluation of an object of thought. An attitude object can be anything a person discriminates or holds in mind” (Bohner & Wänke, 2002, 5). Attitude objects can be concrete (e.g. pizza) or abstract (e.g. freedom or speech), may be inanimate things (e.g. sports cars), persons (e.g. Slobodan Milosevic, oneself) or groups (e.g. conservative politicians, foreigners).

Attitudes may encompass affective, behavioural and cognitive responses. For example, an environmentalist may strongly believe that air pollution destroys the ozone layer, which increases the risk of cancer (cognitive); she may get angry or sad about the extinction of endangered species (affective); and she may use public transportation rather than a car and participate in recycling (behavioural). Very similar presentation of attitudes has Ajzen (2005). He presents the same three types of responses (cognitive responses, affective response and cognitive responses. He describe that cognitive, affective and cognitive responses can be verbal or nonverbal. Cognitive responses are based on the perceptions of, through about and the attitudes towards an object. Verbal cognitive responses are expressions of beliefs.

2.4.1. Attitudes toward disability

Attitudes are an aspect social construction and this means: a) people construct the meanings of disability and the inclusion; b) meanings vary by time, geography and specific theory (Sherill, 1998). Attitudes towards people with different abilities are highly affected by social, physical and experimental factors. These attitudes might develop from past experience or arise from current ideas or beliefs (Kasser & Lytle, 2005).

One of the biggest problems in the life of a people with disabilities when trying to access mainstream programmes is negative attitudes. These attitudes lead to marginalization of disabled people and social exclusion. Individuals with disability are very often viewed helpless, dependent and as a tragic victim. Culture plays very important role in the way we relate to people with disabilities. Changing attitudes doesn't happen spontaneously or automatically. It is a complex process which involves moving in a series of stages from one set of attitudes to another (Office of the Deputy President, 1997).

Often people with disability are perceived as different, we can use the term leading to stigmatisation. Stigmatisation is the unjust treatment of individuals who are

perceived as different, commonly caused by fear of individuals who are different from oneself. Other causes would be equating individual difference as being inferior and the belief that a person doesn't deserve the same respect and acceptance as others. It arises from a lack of knowledge about person or groups (McMurray, 2003).

2.5. Educational project for changing attitudes of children in the schools in the Czech Republic

2.5.1. Paralympic School Day

The Paralympic School Day is an educational programme initiated by the International Paralympic Committee (IPC). The aim of the programme is to create awareness and understanding in schools about persons with a disability. The PSD is a set of activities that educate youth about Paralympic sport, individual differences and disability issues in a fun and playful environment. These activities can be organized during a normal school day and target an audience of young students between the ages of 6 to 15.

In 2004, the IPC, in close collaboration with the European Paralympic Committee (EPC), initiated a two-year PSD pilot project in Europe. The project was made possible through a significant grant of the European Commission within the framework of its "JOINT ACTIONS" programme, linking together the EU programmes of Leonardo da Vinci, Socrates, Youth and Culture 2000 to encourage projects which do not belong exclusively in education, training or youth. The following six partner organizations from six different European nations co-operated with the IPC and EPC to implement this pilot project:

- Catholic University of Leuven, Belgium
- University of Olomouc, Czech Republic
- University of Koblenz, Germany
- Aristotle University of Thessaloniki, Greece
- Latvian Disabled Children's and Youth Sport Federation, Latvia
- Swedish Development Centre for Disability Sport, Sweden

Paralympic School day has own logo.

Figure 2. Logo of Paralympic School Day (IPC, 2008).



The overall aim of the PSD pilot project was the creation of materials, including all educational and vocational manual used throughout the project, giving schools in Europe a tool to implement the PSD Programme independently.

The PSD is based on different learning methods. Exposing students to activities with 'disability' as the central theme can be extremely fun and exciting, but do these activities also stimulate learning? A well balanced mix of teaching methods, including teacher-driven activities, athlete interaction and activities where students make their own experience, will provide a range of experiences and will ensure an effective learning.

The PSD activities need reflection. During the creation of this kit, about 35 PSDs were implemented in six different European countries. The timeframe per activity varied significantly, with an activity taking anywhere from 15 minutes up to a full two hours. However, whatever timeframe is used, activities should involve significant time for reflection. Therefore, the optimal duration of an activity is suggested to be about 40 to 45 minutes. Keep in mind, that reflection is highly age dependent and session leaders should carefully plan this intervention to create an open environment that allows for a variety of reactions.

The PSD is centred around four key value, which built the team of project (Evangelinou, Kudláček, Schantz and VanLandewijck). The values of the PSD are based on the vision and mission of the International Paralympic Committee (IPC). Essentially, a PSD should include and combine activities representing all four values, as described in the table. From previous experience, it has been found that incorporating

activities from all four values throughout the organization of a PSD will provide a balanced programme. The final selection of values addressed during the PSD should be covered in sufficient depth to avoid superficiality.

Four basic areas of PSD are: a) respect of sporting achievement, b) respect and acceptance of individual differences, c) sport as a human rights, d) empowerment and social support in sport.

Figure 3. Four key value of PSD, PSD Manual, IPC (2004, 8).



PSD is very positive evaluate from students, teachers, and sportsmen/sportswomen with disabilities. It argues that sports activities for people with disabilities can help with inform about day-to-day activity and specify of disability for other people. We can create the awareness of important and possibilities physical activities for people with disabilities. Sport brings these people the same experience and feelings as sport for people without disabilities. These feelings are for example: victory, loss, happiness and a lot of others feelings.

2.6. Educational project for changing attitudes of children in the schools in the Australia

2.6.1. The Disability Education Program

The Disability Education Program (DEP) is a national initiative of the Australian Sports Commission (ASC) and is coordinated and delivered in Queensland by Sporting Wheelies and Disabled Association. Most State Coordinators manage a network of regional coordinators and presenters in the organisation and arrange delivery of local DEP modules and courses. The regional coordinator system has been successful with a core of dedicated coordinators and presenters delivering courses to more than 10 000 people since 1995.

The DEP will accelerate change and provide teachers, coaches and community leaders, associations and clubs with education, training, resources and support to assist them in redressing barriers to participation facing people with disabilities in sport, physical activity and recreation.

The program aims to:

- Influence the attitudes of regular providers to the full participation of people with disabilities in regular programs
- Promote disability awareness and acceptance
- Provide practical strategies to assist with the inclusion of people with disabilities
- Encourage the development of innovative techniques to assist inclusion
- Provide appropriate acknowledgement and accreditation for providers in the field
- Increase the enjoyment of sport, recreation and physical activity for people with disabilities

The DEP is a general sport, recreation and physical activity awareness modular training program aimed at teachers, community leaders and sport and recreation club officials and volunteers.

The Disability Education Program courses are practical with emphasis on: learning by doing, interaction with people with disabilities and avoiding potentially unsafe and dangerous practices appropriate methods of adapting and modifying regular sports and activities. Courses offer opportunities for providers to acquire greater understanding of the needs of people with disabilities and gain knowledge in the development of innovative techniques to assist inclusion.

The DEP has the six modules. Each module is three hours duration. Modules can be combined to make full day programs or one module can be use in one day. The advantage of combination is that programs tailored to suit individual group needs.

a) Module One: *Count me in*

Module one is about a general sport, physical activity and disability awareness workshop suitable for anyone interested or involved with the inclusion of people with disabilities in regular sport and physical activity programs.

On completing this unit course participants will have:

- the ability to clearly demonstrate, through practical activities, the concept of disadvantage and how we can adapt and modify regular activities to suit individual needs
- an understanding of the broad nature of inclusion and work within a framework to provide the best possible opportunities in sport and physical activity for people with disabilities
- gained a practical insight into the principles of adapting and modifying for individual differences

b) Module Two: *Getting ready for school*

Module two is focus on a physical activity and disability awareness workshop designed for all teachers, examining the issues of inclusion in regular school settings.

On completing this unit course participants will:

- have an understanding of the broad nature of inclusion in the school setting recognizing the nature of disadvantages and be able to identify strategies minimize disadvantages for students with disabilities
- be able to plan for the successful inclusion of students with a disability within curriculum including issues relevant to assessment
- be able to identify the environmental factors impacting on the participation people with a disability, conducting an abilities based analysis of an activity make appropriate modifications to ensure participation of all students

c) Module Three: *Opening doors for people with a disability*

Module three is about a sport, physical activity and disability awareness workshop designed to assist sport and recreation organisations and clubs to attract and retain people with disabilities as members.

On completing this unit course participants will:

- identify and understand why they should actively encourage people with disabilities to join their organisations
- understand access issues from a broad perspective and be able to develop some strategies to create accessible environments
- be able to develop specific strategies to assess issues highlighted from performing an audit of activities
- have a good understanding of where to seek assistance to attract and retain people with disabilities as members through the development of specific marketing strategies

d) Module Four: *Play by the rules – the Disability Discrimination Act*

Module four is focus on a practical and useful workshop that looks at the Disability Discrimination Act 1992. The workshop will assist sport providers include people with disabilities in sport and physical activity.

On completing this unit course participants will:

- have a better understanding of the main components of the Disability Discrimination Act (1992)
- understand that access encompasses a whole range of issues of which physical activity is only one
- be able to transfer the concepts learned, regarding the Act to their situation

e) Module Five: *Understanding Disability (Coaching Athletes with Disability)*

Module five is about a practical workshop that demystifies what disability sport is all about, dealing with issues of classification and Paralympic sport. This module is designed to explain the Coaching Athletes with Disability program and accreditation requirements and includes the following unit goals:

- address societal attitudes to disability and investigate appropriate attitudes and terminology

- assist participants understand the major characteristics of some of the main disabilities
- assist participants to understand the relationship between inclusion and participation
- assist participants understand the appropriate safety, medical and conditioning considerations for athletes with disability

f) Module Six: *Coaching Considerations for People with a Disability (CAD)*

Module Six is coach-oriented module that will enhance current knowledge and promote the inclusion of athletes with a disability. This module is designed to achieve the following unit goals for the participants:

- provide, through practical activities, coaching considerations relevant for coaching an athlete with a disability
- provide participants with an opportunity to design a coaching session plan appropriate for athletes with a disability
- participants will implement their coaching session plan with people with a disability in a supportive environment
- participants are provided an opportunity to learn from athletes with a disability by asking questions related to sport and disability

Less than 2 per cent of the 19 per cent of people with disabilities participate in regular organised sport in Australia. The key to increasing participation lies in educating the sports community and people with disabilities about the opportunities available to participate in sport and physical activity.

The perception that disability sport is separate from mainstream sport is changing. People with disabilities have the same sporting and physical activity requirements as everyone else. This includes good coaching, easy access to facilities, peer support, transparent sport pathways, good competition opportunities and efficient administrative systems that support equal opportunities for all. The Australian Sports Commission's Disability Education Program is a dynamic tool that ensures sport and physical activity providers have the confidence, knowledge and skills to provide opportunities for people with disabilities.

The Disability Educational Program has a lot of positive evaluates such as the Paralympic School Day in the Czech Republic. The main positive thing is that children have the opportunity. The opportunity for awareness and understanding disability, people with disability and their needs and wishes.

3 AIM

The main aim of my master thesis is determine the effect of specific intervention “Paralympic School Day” on the attitudes of elementary school children towards integration of children with disabilities in physical education (PE) in the Czech Republic and Australia.

3.1. Research questions

1. What is the effect of specific intervention “Paralympic School Day” on the attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE) in the Czech Republic?
2. What is the effect of specific intervention “Paralympic School Day” on the attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair in the Czech Republic?
3. What is the effect of specific intervention “Paralympic School Day” on the attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE) in the Australia?
4. What is the effect of specific intervention “Paralympic School Day” on the attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair in the Australia?

4 Methods

4.1. Participants

In Paralympic School Day in primary school in Kroměříž in the Czech Republic were 102 pupils in the age 13 to 15 years. For my master thesis I used only questionnaire 98 children, from that number were 62 girls and 36 boys.

In Paralympic School Day in senior secondary school in Waterford, Logan City Queensland in the Australia were 12 pupils in the age 11 to 12 years. For my master thesis I used every questionnaire 12 children, from that number were 6 girls and 6 boys.

4.2. Intervention - Paralympic School Day in the Czech Republic

In March 2007 the Paralympic School Day (PSD) realized in the primary school in Kroměříž, which we realized with the help of teachers in this school. The preparation this day was around 20 hours. 102 pupils of the gymnasium participated in the PSD. These children were divided by 6 groups. In every group have been 15-20 children. Children were mixed from different classes. These groups went over the 6 activities in 6 stations. The day started at 7 o' clock, when we met together in front of sport hall in Olomouc. We took the special tools to the van and we departed to the school in Kroměříž. After we arrived to the school in Kroměříž we unloaded all tools and things for all PSD. Official start was at 8 o' clock. Children were divided by 6 big groups. Every big group was divided by other smaller groups. Every one big group was in one station, what we prepared for them. Children were informed about basic rules and works with people with disabilities.

Station number 1: Wheelchair mobility.

Wheelchair mobility is practical activity with the focus on getting experience and accessibility and movement in the wheelchair. Children tried to move in the wheelchair in the common hall. Pupils had the target drive around the special trail in the wheelchair with help other schoolmates and realized special loads (run over the slalom, go over to the small step, transfer the full glass with water, go to the toilet, etc.) balance in the wheelchair, possibly movement in the wheelchair. These targets were supervised by qualified student from our university, in 45 minutes block.

Station number 2: Judo for blind people.

Judo is practical activity with the focus on experience and enjoyment this sport. Children tried basic preparatory games. After practicing these games children engaged in judo with blindfolds. This station was in the 45 minutes block too.

Station number 3: Space orientation.

Space orientation is the practical part focusing on appreciation to importance of visual sensation. This part was decided by two 20 minutes blocks. Children tried the move without visual sensation with white stick in the first block. When children went cross the halls in the school, every children had own one special assistant (pacemaker). The special assistant helped with walk and with orientation in the hall. Pacemaker is there for security blind children. In the second block children got knowledge how blind people getting to know subject with help the touch, smell or hearing. Children could try this situation too. These games helped children to understand, how this sense is so much important in our live.

Station number 4: Wheelchair basketball.

In wheelchair basketball every children tried the work with basketball ball in the wheelchair in this block. Children played different games, played competitions. Pupils played the match for the biggest motivation and the high-water line was the tournament in the end of the day. Pupils played towards teachers.

Station number 5: Wheelchair fencing.

In wheelchair fencing children had the opportunity to try this sport with full equipment. Pupils tried this sport according to official rules.

Station number 6: Paralympic sports.

In the first half block children saw the videos about summer and winter Paralympic Games. After videos was the discussion. This discussion was in the form questions and answers about Paralympic sports. We inform the children form of course about basic information of Paralympic sports and Paralympic Games. Very important part this block is conversation with Paralympics athlete. This person talks about his disability about negatives and personal experiences and about Paralympic games. This discussion is very open and has big benefit for children.

4.3. Intervention - Paralympic School Day in the Australia

In March 2008 the modified Paralympic School Day (PSD) realized in the senior school in Waterford, Logan City Queensland, which we realized with the help of teachers in this school, with the help of coordinator the project Stacey Martin and her team and help of me as the volunteer. The preparation this day was around 40 hours. The big part of the preparation this day was before my arrival to the Australia. We spoke about PSD and DEP. These projects are very similar. Coordinator from Australia agreed with modify DEP. The main line DEP was very similar to PSD. 12 pupils of the senior school participated in the PSD. These children were only one group. Children were from one class. This group went over the 3 activities in 3 stations. The day started at 7 o' clock, when we met together in front of railway station in Brisbane. We took the special tools to the van and we departed to the school in Waterford. After we arrived to the school in Waterford we unloaded all tools and things for all PSD. Official start was at 10 o' clock Children were informed about basic rules and works with people with disabilities.

Station number 1: What is disability sport?

In the first half block children saw the videos about summer and winter Paralympic Games. After videos was the discussion. This discussion was in the form questions and answers about Paralympic sports. We inform the children form of course about basic information of Paralympic sports and Paralympic Games. Very important part this block is conversation with Paralympics athlete Stephen Eaton. This person talks about his disability about negatives and personal experiences and about Paralympic games. This discussion is very open and has big benefit for children. In the second half block children had course about pathways, recreation, fitness, education, inclusion and partnership in sport. This part was finished feedback, when children worked with workshops.

Station number 2: Wheelchair mobility.

Wheelchair mobility is practical activity with the focus on getting experience and accessibility and movement in the wheelchair. Children tried to move in the wheelchair in the common hall. Pupils had the target drive around the special trail in the wheelchair with help Stephen Eaton (sportsman in the wheelchair) and me as the volunteer and

realized special loads (run over the slalom, go over to the small step, transfer the full glass with water, go to the toilet, etc.) balance in the wheelchair, possibly movement in the wheelchair. These targets were supervised by qualified coordinators from team the DEP, in 45 minutes block.

Station number 3: Wheelchair basketball and Goalball.

In wheelchair basketball every children tried the work with basketball ball in the wheelchair in this block. Children played different games, played competitions. Pupils played the match for the biggest motivation. Pupils played with teacher and with coordinator of the team Stephen Eaton. In goalball every children tried the work with special ball for goalball. This ball is special because the jingle bell is in the ball. Pupils were participated introductory exercises and pupils played the match in the end of the day. The teacher played with pupils too.

4.4. Questionnaire CAIPE – CZ

Questionnaire CAIPE – CZ (appendix 1) is the translation of the questionnaire CAIPE – EU, what is modification version questionnaire CAIPE – R (Block, 1995). Original questionnaire CAIPE – R (appendix 2) was modified in cooperation with Martin E. Block for cultural conditions in Europe. Original entries relevant to baseball were replaced by entries of basketball. CAIPE – EU was translated two independent experts from English to Czech language. These two translations were compared by experts and after this compare experts make oneself understood around one version. This joint version was gave again other two independent experts as in the same previous case. Questionnaire it consist of basic questions, where we was inform about pupil (name, gender, age, class and place of residence). Further the questionnaire informs us if in his family, class or somebody from his friends has the disability. Other information is if the pupil had the children with disability in physical education or in some other subject. Other questions said us how is it with competitively: very competitive (I like to win, and I get very upset if I lose), kind of competitive (I like to win, but it is OK if I lose sometimes), not competitive (It really doesn't matter me if I win or lose; I just play for fun). Next questions were about boy named Peter, who can go to the physical education.

Before answering the children to the questionnaire, they were read about Peter with further text: *Peter is the same age you are. However, he cannot walk, so he uses a*

wheelchair to get around. Peter likes playing the same games you do, but he does not do very well in the games. Even though he can push his wheelchair, he is slower than you and tires easily. He can throw a ball, but not very far. He can catch balls that tossed straight to him, and he can hit a baseball off a tee, but he cannot shoot a basketball high enough to make basket. Because his legs do not work, he cannot kick a ball.

4.5 Questionnaire CAIPE – R

Questionnaire CAIPE – R is original questionnaire from Martin E. Block for cultural conditions in Europe. Original entries relevant to baseball were replaced by entries of basketball. Questionnaire it consist of basic questions, where we was inform about pupil (name, gender, age, class and place of residence). Further the questionnaire informs us if in his family, class or somebody from his friends has the disability. Other information is if the pupil had the children with disability in physical education or in some other subject. Other questions said us how is it with competitively: very competitive (I like to win, and I get very upset if I lose), kind of competitive (I like to win, but it is OK if I lose sometimes), not competitive (It really doesn't matter me if I win or lose; I just play for fun). Next questions were about boy named Peter, who can go to the physical education.

Before answering the children to the questionnaire, they were read about Peter with further text: *Peter is the same age you are. However, he cannot walk, so he uses a wheelchair to get around. Peter likes playing the same games you do, but he does not do very well in the games. Even though he can push his wheelchair, he is slower than you and tires easily. He can throw a ball, but not very far. He can catch balls that tossed straight to him, and he can hit a baseball off a tee, but he cannot shoot a basketball high enough to make basket. Because his legs do not work, he cannot kick a ball.*

5 Results of questionnaire CAIPE – CZ and CAIPE – R

5.1 Results of questionnaire CAIPE - CZ

Results of questionnaire CAIPE - CZ are divided in two sections. Questions numbered 3 to 8 focus on the attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE)? Questions numbered 9 to 13 are focus on attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair?

In the first part focusing on the attitudes toward inclusion the effect of PSD was statistically significant ($F = 7.72, p = 0.007$) with pretest scores 16.02 and posttest scores 16.72. In the second part focusing on the attitudes toward inclusion the effect of PSD was statistically significant ($F = 4.00, p = 0.48$) with pretest scores 16.39 and posttest scores 15.95.

Table 3. Results general questions 3 – 8: attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE)

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
It would be OK having Peter come to my P.E. class	2.42	0.85	2.46	0.73
Because Peter cannot play sports very well, he would slow down the game for everyone.	2.26	0.66	2.16	0.60
If we were playing a team sport such as basketball, it would be OK having a Peter on my team.	1.97	0.71	2.48	0.75
P.E. would be fun if Peter was in my P.E. class.	2.67	0.85	2.85	0.84
If Peter were in my P.E. class, I would talk to him and be his friend.	3.45	0.56	3.51	0.63
If Peter were in my P.E. class, I would like to help him practice and play the games.	3.26	0.83	3.27	0.71

Results general questions are mainly positive. In question number three the value increased from 2.42 to 2.46. It is very small increase. We can found very similar results in questions numbers 6, 7 and 8. These values increased very small too. Question number 6 from value 2.67 to 2.85, question number 7 from value 3.45 to 3.51 and the

last question number 8 from value 3.26 to 3.27. The bigger increase of value is in question number 5, where the value increased from 1.97 to 2.48. Very surprise value is in question number 4, where we can see that value decreased. In question number four value decreased from 2.26 to 2.16. It is very small decreases, but it says us, that children don't agree with this argument.

Table 4. Results questions 9 – 13 focus on attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
If you were playing basketball would you be willing to make a pass to Peter?	3.44	0.84	3.77	1.24
It would be OK to allow Peter to shoot at a lower basket?	3.62	0.75	3.12	1.06
If you were playing basketball and Peter were in the keyhole would you allow him to stay longer (five seconds instead of three)?	3.71	0.54	3.55	0.69
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	2.17	0.96	2.12	0.90
If you were playing basketball and Peter took hold of the ball would you help him and cooperate so that he could make a basket (Peter is in your team)?	3.45	0.74	3.40	0.73

Questions 9 – 13 were in the ending evaluation negative. We can see that only in question number 9 is value increased. Arithmetical mean increased from value 3.44 to 3.77. It can say us, that children are willing to make a pass to Bart. But every other questions are negative. The questions numbers 10, 11, 12 and 13 have visible decreasing difference between pretest and posttest. The different between pretest and posttest isn't so high, only in question number 10 is decreased is higher than other values. This value decreased from 3.62 to 3.12. Children responded in this question very strong. I believe that main reason is the experience with the game. Children tried the basketball match. Children found out that the possibility for Peter and his shoot at a lower basket is impractical. In questions 11, 12, 13 decreased values from 3.71 to 3.55, from 2.17 to 2.21 and from 3.45 to 3.40.

5.1.1. Results of questionnaire focus on gender

After results of questionnaire we focus on the attitudes for inclusion and his effect, where we divide results of gender in project PSD. I asked myself, if is it big different between attitudes of girls or boys? The results are divided in two sections too. Questions numbered 3 to 8 focus on the attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE)? Questions numbered 9 to 13 are focus on attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair?

5.1.1.1. CAIPE-CZ results for boys

In the first part focusing on the boys and their attitudes toward inclusion the effect of PSD was statistically significant ($F = 3.52$, $p = 0.07$) with pretest scores 14.88 and posttest scores 15.59. In the second part focusing on the attitudes toward inclusion the effect of PSD was statistically significant ($F = 2.45$, $p = 0.13$) with pretest scores 15.35 and posttest scores 14.82.

Table 5. Results general questions 3 – 8: attitudes of boys in elementary school towards integration of student who uses wheelchair in physical education (PE)

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
It would be OK having Peter come to my P.E. class	2.27	0.99	2.20	0.68
Because Peter cannot play sports very well, he would slow down the game for everyone.	2.17	0.58	2.08	0.57
If we were playing a team sport such as basketball, it would be OK having a Peter on my team.	1.73	0.66	2.38	0.81
P.E. would be fun if Peter was in my P.E. class.	2.61	0.95	2.64	0.91
If Peter were in my P.E. class, I would talk to him and be his friend.	3.17	0.57	3.23	0.78
If Peter were in my P.E. class, I would like to help him practice and play the games.	2.91	0.93	3.02	0.79

Results general questions are mainly positive. Some values have very small but visible increasing. We can see this increase in questions numbers 6, 7 and 8. In question

number 6 value increased from 2.61 to 2.64, in question number 7 increased value from 3.17 to 3.23 and arithmetical mean changed to high value from 2.92 to 3.02 in question number 8. The bigger increase value is in question number 5, where the value increased from 1.73 to 2.38. Very surprise values are in questions number 3 and 4, where we can see that values decreased. Their values decreased from 2.27 to 2.20 in question number 3 and from 2.17 to value 2.08 in question number 4 too. It is very small decrease, but it says us, that boys don't agree with this argument.

Table 6. Results questions 9 – 13 focus on boys and their attitudes in elementary school towards adaptations of rules in basketball for inclusion of student who uses wheelchair

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
If you were playing basketball would you be willing to make a pass to Peter?	3.00	1.04	3.35	0.84
It would be OK to allow Peter to shoot at a lower basket?	3.52	0.99	2.85	1.20
If you were playing basketball and Peter were in the keyhole would you allow him to stay longer (five seconds instead of three)?	3.58	0.70	3.44	0.82
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	1.73	0.86	2.00	0.81
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)?	3.50	0.61	3.17	0.75

Questions 9 – 13 were in the ending evaluation negative. We can see that in question number 9 and 12 are values increased. Arithmetical mean increased from value 3.00 to 3.35 in question number 9 and arithmetical mean increased from value 1.73 to 2.00 in question number 12 too. It can say us that children are willing to make a pass to Bart and it would be OK to allow Bart a free pass to a teammate. But every other questions are negative. The questions numbers 10, 11 and 13 have visible decreasing difference between pretest and posttest. The different between pretest and posttest isn't so high only in question number 11. This value decreased from 3.58 to 3.44. In questions number 10 and 13 are decrease higher than other values. Their values decreased from

3.52 to 2.85 in question number 10 and arithmetical mean decreased from 3.50 to 3.17 in question number 13. Children responded in this question very strong. I believe that main reason is the experience with the game. Children tried the basketball match. Children found out that the possibility for Peter and his shoot at a lower basket is impractical and If they were playing basketball and Peter took hold of the ball would they didn't help him and co-operate so that he could make a basket.

5.1.1.2. CAIPE-CZ results for girls

The results are divided in two sections as in the first case. Questions numbered 3 to 8 focus on the attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE)? Questions numbered 9 to 13 are focus on attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair?

In the first part focusing on the girls and their attitudes toward inclusion the effect of PSD was statistically significant ($F = 4.42$, $p = 0.04$) with pretest scores 16.62 and posttest scores 17.32. In the second part focusing on the attitudes toward inclusion the effect of PSD was statistically significant ($F = 1.87$, $p = 0.18$) with pretest scores 16.95 and posttest scores 16.56.

Table 7. Results general questions 3 – 8: attitudes of girls in elementary school towards integration of student who uses wheelchair in physical education (PE)

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
It would be OK having Peter come to my P.E. class	2.50	0.75	2.59	0.73
Because Peter cannot play sports very well, he would slow down the game for everyone.	2.30	0.70	2.20	0.62
If we were playing a team sport such as basketball, it would be OK having a Peter on my team.	2.09	0.70	2.53	0.71
P.E. would be fun if Bart was in my P.E. class.	2.70	0.79	2.95	0.78
If Peter were in my P.E. class, I would talk to him and be his friend.	3.59	0.50	3.65	0.47
If Peter were in my P.E. class, I would like to help him practice and play the games.	3.43	0.71	3.39	0.63

Results general questions are mainly positive. Some values have very small but visible increasing. We can see this increase in questions numbers 3, 6 and 7. In question number 3 value increased from 2.50 to 2.59, in question number 6 increased value from 2.70 to 2.95 and arithmetical mean changed to high value from 3.59 to 3.65 in question number 7. The bigger increase value is in question number 5, where the value increased from 2.09 to 2.53. Very surprise values are in questions number 4 and 8, where we can see that values decreased. Their values decreased from 2.30 to 2.20 in question number 4 and from 3.43 to value 3.39 in question number 8 too. It is very small decrease, but it says us, that girls don't agree with this argument. Girls believe if Peter were in their P.E. class, they would not like to help him practice and play the games. And girls don't believe the argument that Because Peter cannot play sports very well, he would slow down the game for everyone. The result of this question is negative, but it shows us, that girls change their attitude from negative to positive.

Table 8. Results questions 9 – 13 focus on girls and their attitudes in elementary school towards adaptations of rules in basketball for inclusion of student who uses wheelchair

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
If you were playing basketball would you be willing to make a pass to Peter?	3.67	0.59	3.98	1.36
It would be OK to allow Peter to shoot at a lower basket?	3.67	0.59	3.26	0.95
If you were playing basketball and Peter were in the keyhole would you allow him to stay longer (five seconds instead of three)?	3.78	0.41	3.60	0.60
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	2.40	0.93	2.18	0.94
If you were playing basketball and Peter took hold of the ball would you help him and cooperate so that he could make a basket (Peter is in your team)?	3.42	0.70	3.51	0.68

Questions 9 – 13 were in the ending evaluation negative. We can see that in question number 9 and 12 are values increased. Arithmetical mean increased from value 3.67 to 3.98 in question number 9 and arithmetical mean increased from value 3.42 to 3.52 in question number 12 too. It can say us that girls are willing to make a pass to Peter and it

would be OK to allow Peter a free pass to a teammate. But every other questions are negative. The questions numbers 10, 11 and 13 have visible decrease difference between pretest and posttest. The different between pretest and posttest isn't so high only in question number 11. In question number eleven value decreased from 3.78 to 3.60. In questions number 10 and 12 are decreases higher than other values. Their values decreased from 3.67 to 3.26 in question number 10 and arithmetical mean decreased from 2.40 to 2.18 in question number 12. Children responded in this question very strong. I believe that main reason is the experience with the game. Children tried the basketball match. Girls found out that the possibility for Peter and his shoot at a lower basket is impractical and It would not be OK to allow Peter a free pass to a teammate. Positive attitudes are in questions number 3 and 13, where girls think if their were playing basketball would they be willing to make a pass to Peter and if girls were playing basketball and Peter took hold of the ball would they help him and co-operate so that he could make a basket.

5.2. Results of questionnaire CAIPE – R

Results of questionnaire CAIPE - R are divided in two sections. Questions numbered 3 to 8 focus on the attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE)? Questions numbered 9 to 13 are focus on attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair?

In the first part focusing on the attitudes toward inclusion the effect of PSD was statistically significant ($p = 0,024$) with pretest scores 13.50 and posttest scores 10.75. In the second part focusing on the attitudes toward inclusion the effect of PSD wasn't statistically significant ($p = 0,409$ with pretest scores 10.50 and posttest scores 8.83.

Table 9. Results general questions 3 – 8: attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE)

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
It would be OK having Peter come to my P.E. class	2.08	1.16	1.33	0.49
Because Peter cannot play sports very well, he would slow down the game for	2.75	0.96	3.41	0.66

everyone.				
If we were playing a team sport such as basketball, it would be OK having a Peter on my team.	2.25	1.05	1.83	0.93
P.E. would be fun if Peter was in my P.E. class.	2.25	1.00	1.66	0.65
If Peter were in my P.E. class, I would talk to him and be his friend.	1.83	0.71	1.25	0.45
If Peter were in my P.E. class, I would like to help him practice and play the games.	2.08	0.99	1.25	0.45

Results general questions are mainly negative. Some values have visible decreasing. We can see this decrease in all questions, except numbers 4. In question number 3 value decreased from 2.08 to 1.33, in question number 5 decreased value from 2.25 to 1.83 and arithmetical mean changed to low value from 2.25 to 1.66 in question number 6. The question number 7 is decreasing too. The value this question decreased from 1.83 to 1.25. The bigger decrease value is in question number 8, where the value increased from 2.08 to 1.25. Very surprise value is in question number 4, where we can see that value increased. This value increased from 2.75 to 3.41. It is big increase, and it says us, that pupils agree with this argument.

Table 10. Results questions 9 – 13 focus on boys and their attitudes in elementary school towards adaptations of rules in basketball for inclusion of student who uses wheelchair

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
If you were playing basketball would you be willing to make a pass to Peter?	1.91	1.08	1.25	0.45
It would be OK to allow Peter to shoot at a lower basket?	1.91	0.79	2.41	1.16
If you were playing basketball and Peter were in the keyhole would you allow him to stay longer (five seconds instead of three)?	2.16	1.02	1.83	0.93
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	2.66	1.37	2.25	0.86
If you were playing basketball and Peter took hold of the ball would you help him and cooperate so that he could make a basket (Peter	1.83	0.83	1.08	0.28

is in your team)?				
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Questions 9 – 13 were in the ending evaluation negative. We can see that in question number 10 are values increased. Arithmetical mean increased from value 1.91 to 2.41. It can say us that children are willing to allow Peter to shoot at a lower basket. But every other questions are negative. The questions numbers 9, 11, 12 and 13 have visible decreasing difference between pretest and posttest. The different between pretest and posttest isn't so high only in question number 11. Her value decreased from 2.16 to 1.83. In questions number 9, 12 and 13 are decreased higher than other values. Their values decreased from 1.91 to 1.25 in question number 9 and arithmetical mean decreased from 2.66 to 2.25 in question number 12 and from 1.83 to 1.08 in question number 13 too. Children responded in this question very strong. I believe that main reason is the experience with the game. Children tried the basketball match. Children found out that the possibility for Peter and for example a free pass to a teammate is impractical and if they were playing basketball and Peter took hold of the ball would they didn't help him and co-operate so that he could make a basket.

Table 11. Results general questions number 3 – number 8: how many pupils changed their attitudes

Questions	Ranks	Number
General questions	Negative	9
	Positive	1
	Ties	2

We can see that 9 pupils negative changed attitudes. Only 1 pupil positive changed attitudes and 2 pupils have the same opinion in the general questions.

Table 12. Results basketball questions number 9 – number 13: how many pupils changed their attitudes

Questions	Ranks	Number
Basketball questions	Negative	7
	Positive	5
	Ties	0

We can see that 7 pupils negative changed attitudes in the table. On the other hand 5 pupil positive changed attitudes in the basketball questions and 0 pupil has the same opinion.

Table 13. Results of the all individual questions number 3 to number 13

Question	Ranks	Number	s.d.
Question number 3	Negative	6	0.02
	Positive	0	
	Ties	6	
Question number 4	Negative	3	0.10
	Positive	6	
	Ties	3	
Question number 5	Negative	5	0.20
	Positive	2	
	Ties	5	
Question number 6	Negative	7	0.01
	Positive	0	
	Ties	5	
Question number 7	Negative	6	0.02
	Positive	0	
	Ties	6	
Question number 8	Negative	7	0.01
	Positive	0	
	Ties	5	
Question number 9	Negative	4	0.06
	Positive	0	
	Ties	8	

Question number 10	Negative	4	0.20
	Positive	5	
	Ties	3	
Question number 11	Negative	5	0.43
	Positive	4	
	Ties	3	
Question number 12	Negative	7	0.46
	Positive	4	
	Ties	1	
Question number 13	Negative	6	0.02
	Positive	0	
	Ties	6	

In this table we can see very detailed how children changed their attitudes in every question. The biggest negative ranks are in questions numbers 3, 6, 7, 8, 12 and 13. In these questions almost half group negative changed their attitudes. On the other hand the biggest positive ranks are in questions 4 and 10. 6 children changed their opinion in the question number 4 and 5 children changed their opinion in the question number 10 in comparison with pretest and posttest.

5.3. Results of questionnaires CAIPE – CZ and CAIPE – R

5.3.1. Results of questionnaires CAIPE – CZ and CAIPE – R for compare

Results of questionnaires CAIPE – CZ and CAIPE - R are divided in two sections. The main first section is about results from the Czech Republic and the main second section is about results from the Australia. These sections are divided in two other sections too. The first section is concerned about general questions. The second section is concerned about basketball questions.

In the first part focusing on the attitudes toward inclusion the effect of PSD in the Czech Republic and in the Australia concerned about general questions of the pretest wasn't statistically significant ($p = 0,931$) with pretest scores 13.48 in the Czech Republic and with pretest scores 13.50 in the Australia.

In the second part focusing on the attitudes toward inclusion the effect of PSD in the Czech Republic and in the Australia concerned about general questions of the posttest

was statistically significant ($p = 0,019$) with posttest scores 12.60 in the Czech Republic and with posttest scores 10.75 in the Australia.

In the third part focusing on the attitudes toward inclusion the effect of PSD in the Czech Republic and in the Australia concerned about basketball questions of the pretest wasn't statistically significant ($p = 0,248$) with pretest scores 8.60 in the Czech Republic and with pretest scores 10.50 in the Australia.

In the fourth part focusing on the attitudes toward inclusion the effect of PSD in the Czech Republic and in the Australia concerned about basketball questions of the posttest wasn't statistically significant ($p = 0,900$) with posttest scores 9.38 in the Czech Republic and with posttest scores 8.83 in the Australia.

Table 14. Results of questionnaire CAIPE – CZ and CAIPE – R for confrontation focusing on the attitudes toward inclusion the effect of PSD in the Czech Republic and in the Australia

Type of test	State	Number participants	Mean	s.d.
Pretest of general questions	the Czech Republic	98	13.48	2.49
	Australia	12	13.50	4.25
Posttest of general questions	the Czech Republic	98	12.60	2.46
	Australia	12	10.75	2.17
Pretest of basketball questions	the Czech Republic	98	8.60	2.27
	Australia	12	10.50	4.42
Posttest of basketball questions	the Czech Republic	98	9.38	2.86
	Australia	12	8.83	2.62

This table shows us that attitudes toward inclusion children changed little negative. We can see that value of the s.d. decreased from 2.49 to 2.46 in the general questions. This decrease is not so big. On the other hand value of the s.d. was so high decreased from 4.25 to 2.17 in the general questions about children in the Australia. We can see the same high negative value about attitudes toward inclusion in the basketball questions about children in the Australia. This value decreased from 4.42 to 2.62. This shows us

that children are very negative about inclusion children with disability in the basketball questions. But all values are not negative. Very high positive value about inclusion children with disability is in the basketball questions in the Czech Republic. Children changed their attitudes very positively. The value increased from 2.27 to 2.86.

5.3.2. Results of questionnaires CAIPE – CZ and CAIPE – R for the Czech Republic and the Australia together

Table 15. Results general questions 3 – 8: focus on attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE) for the Czech Republic and for the Australia

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
It would be OK having Peter come to my P.E. class	2.52	0.89	2.40	0.80
Because Peter cannot play sports very well, he would slow down the game for everyone.	2.30	0.71	2.30	0.72
If we were playing a team sport such as basketball, it would be OK having a Peter on my team.	2.94	0.78	2.44	0.79
P.E. would be fun if Peter was in my P.E. class.	2.34	0.86	2.10	0.83
If Peter were in my P.E. class, I would talk to him and be his friend.	1.58	0.58	1.46	0.61
If Peter were in my P.E. class, I would like to help him practice and play the games.	1.78	0.85	1.68	0.70

All results general questions are negative. How can we see all values were decreased. Only question number 4 has the same value in the pretest – 2.30 and in the posttest -2.30 too. These values shows us that children don't changed their opinion negative or positive about Peter in this question The highest decrease has general question number 5. There is stronger negative changed about Peter. Children thought that if they were playing a team sport such as basketball, it would not be OK having a Peter on their team.

Table 16. Results questions 9 – 13 focus on attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair for the Czech Republic and the Australia

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
If you were playing basketball would you be willing to make a pass to Peter?	1.60	0.86	1.54	1.44
It would be OK to allow Peter to shoot at a lower basket?	1.43	0.77	1.93	1.07
If you were playing basketball and Peter were in the keyhole would you allow him to stay longer (five seconds instead of three)?	1.38	0.66	1.49	0.72
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	2.80	1.00	2.80	0.91
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)?	1.58	0.69	1.54	0.71

Results questions 9 – 13 focus on attitudes of elementary school children towards adaptations of rules in basketball are different from results general questions focus on attitudes of elementary school children towards integration of student who uses wheelchair in physical education. These results are not uniform. The questions number 10 and 11 are mainly positive and the questions number 9 and 13 are mainly negative. The question number 12 has the same values in pretest and posttest. Values didn't change. The value is still 2.80.

6 Discussion

Integration of persons with disabilities in physical education is influenced by the attitudes existing in society all over the world. Attitudes of children without disabilities toward children with disabilities have been subject of many research and they have been found to vary widely. The Paralympic School Day (PSD) in the Czech Republic is a four-year educational project coordinated by the European Paralympic Committee. The aim of this project is to create awareness and understanding in elementary school about people with a disability. The aim of this research is to evaluate if this intervention, PSD and DEP, can change attitudes of elementary school children toward peers with a disability and the inclusion of these children with disabilities in their regular classes. Jesina (2006) claim in his research when compared the results of the pre- and post-test, we can see that 31 children had a positive change in attitude. This means that these children associated more positive adjectives with the child with a disability after the intervention than before. There is only one negative. The sample size in this research is not really large. In second research Panagiotou (2006) compared the attitudes of children in non-inclusive school after PSD. The results show the values, what they say us that after intervention program children positive change the attitudes around integration and students with disability. One hundred seventy eight students participated in this study. It is very good size. Other research made Van Biesen (2006) from Belgium. 196 children (from 3 schools) participated in her research. Paralympic School Day has very good results too. The implementation of the PSD did influence the attitudes of non-disabled elementary schools students on inclusion of students with disabilities within physical education. Attitudes scores did increase in two of the three investigated schools (EUCAPA, 2006).

All studies describe very similar results. We can conclude that the intervention of Paralympic School Day has an effect on the attitude of most children, but the effect is not that big. I can assume about some results. Actually I have very different results. Influence the PSD in the Czech Republic is positive. Influence the DEP in the Australia is negative. Jesina has very small size (only 31 children) in his research. My main hypothesis is that the results from Australia are influenced by very small size (only 12 children) in my research. Other reason is that Pangiotou is from Greece. Attitudes were relatively positive across all children in her research. This may have happen because Olympic and Paralympic Games, 2004 were organized in Greece and children in

primary schools attended lessons from the Paralympic educational project. These are very important arguments but I agree with results. My part of study from the Czech Republic has the same results as other foreign and home researches. Attitudes scores increased after PSD in my study too. I have relatively high size – 98 children. My part of study from the Australia has very bad results. I see as the problem very small size – 12 children. This is for me reason what the results from Australia influenced negative the final values my research.

I believe that PSD program has positively influence the attitudes of students on inclusion of students with disabilities within the general physical education environment.

7 Summary

The main aim my master thesis found out how project Paralympic School Day influences attitudes of elementary school children towards integration of student who uses wheelchair in physical education (PE) and on attitudes of elementary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair in the two states. I describe the influence of Paralympic School Day in the primary school in Kroměříž, Czech Republic. And I describe the influence of modify Paralympic School Day in the senior school in Waterford, Australia.

At the beginning part of questionnaire we can find out the information about previous experiences with persons with disabilities. Finding results show us, that a lot of children didn't meet person with disability (it doesn't matter, if disability is physical, psychical or sensual) in their environment. Only very small percent of children asked that pupil has the student with disability in some subject (not only in PE). These results are almost the same for the Czech Republic and the Australia too.

At the end of the beginning part is one question, where the question helps us to know, how is the group competitive. The results show me that most of pupils are kind of competitive and at the least pupils are not competitive. The results are very important for future situation. In this situation we can find the indicator, if the student with disability has the chance be a success in the group. My idea is that the very competitive pupil doesn't give the chance be a success and equality to children with disability. I think that in these conditions isn't chance for necessary rate in cooperation of pupil with or without disability, so the cooperation of all team too.

In main part of questionnaire CAIPE – CZ and CAIPE – R was introduced the student. His name is Peter (as fictive classmate), who is with disabilities and he uses the wheelchair.

The Czech results from this part sequent that inform group is disposed for Peter and his work in the group. They are disposed for cooperation with him with same game in their group. Group agrees with play some games. They know that Peter can be slowly in same part of game and they will modify some rules. Children say some other positive argument for Peter, that PE will be funny with presence of Peter. Other positive argument in the results is that children can communicate with Peter and they can be his friends. This results show us, that pupils don't have some problems with friendship with Peter. At the last arguments children can help to Peter in PE with some games and some

exercise. All results are positive attitudes of integration in PE in general part of questionnaire.

The Australian results from this part sequent that inform group is not disposed for Peter and his work in the group. Almost all children changed their opinion very negative. They are not disposed for cooperation with him with same game in their group. Group doesn't agree with play some games. There is only one positive argument in the results. Group agrees with the argument that it would be OK to allow Peter to shoot at a lower basket. They know that Peter can be slowly in same part of game and they will modify only this one rule. Very startling are the results that children can not communicate with Peter and they can not be his friends. This results show us, that pupils have some problems with friendship with Peter. At the last arguments children can not help to Peter in PE with some games and some exercise. All results are negative attitudes of integration in PE in general part of questionnaire.

I believe that Paralympic School Day in primary school in Kroměříž was very important. PSD had has big benefit for children and the PSD could change the attitudes of children toward integration in physical education.

I was very surprised about results from the Australia. All results are very negative and if we can see positive change, the change is very small. My main idea is that I have very small sample. The 12 pupils are very small number for this research. Children can be very competitive and if only 2 children changed their opinion, the main results can not be positive influenced. On the other hand I believe that modify Paralympic School Day in Waterford was very important for children. I can see how big benefit for children the PSD could. Children enjoyed the games, children enjoyed the ride in the wheelchairs and in the last case children have new knowledge about disability, sporting with disability or education with disability. And if only one child changed his attitudes toward integration in physical education the Paralympic School Day cost for it.

8 References

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9 APPENDIXES

Appendix 1

Questionnaire CAIPE - CZ

(Postoje dětí k integrované tělesné výchově – revidovaná forma (CAIPE – R)

(vozičkář – 2. stupeň)

Martin E. Block, Ph.D.

Curry School of Education

Univerzita ve Virginii

1995



**Paralympijský školní den
ZŠ Slovan, Kroměříž**

Instrukce pro administrátora (2. stupeň)

Potřebuji od Vás nějaké informace a zabere to asi 15 min.

Nejprve se podívejte na záznamový arch. Tam, kde je napsáno „jméno žáka“, napište své jméno a příjmení. *(chvíli počkejte než se žáci podepíšou)*

Nyní zakroužkujte, jestli jste chlapec nebo dívka. *(pauza)*

Nyní napište, kolik je vám let. *(pauza)*

Nyní napište třídu, do které chodíte. *(pauza).*

Teď zakroužkuj, jestli někdo z vaší rodiny, nebo nějaký váš kamarád či známý má nebo nemá nějaké postižení. Např. tvůj bratr, nebo bratranec, sestřenice, nebo někdo, kdo bydlí blízko vás, používá invalidní vozík, nevidí, nebo neslyší nebo je mentálně postižený. *(pauza)*

Nyní zakroužkujte, zda jste někdy měli v některé z vyučovacích hodin spolužáka s postižením. *(pauza)*

Nyní zakroužkujte jestli s vámi chodil někdy do tělesné výchovy spolužák s postižením. *(pauza)*

Nakonec zakroužkujte, jestli si myslíte, že jste:

- velmi soutěživý/á (myslím tím, jestli vždy chceš vyhrávat a jsi smutný/á, když prohraješ),

- trochu soutěživý/á (rád/a vyhráváš a hraješ s nasazením, ale prohrou pro tebe nekončí svět),

- nesoutěživý/á (rád/a hraješ pro zábavu).

Dobře, teď můžete otočit list. Poslechněte si několik otázek, které se týkají chlapce jménem Honza, který by mohl s vámi chodit do tělesné výchovy.

Před sebou máte list s čísly seřazenými pod sebou. U každého čísla je napsáno ANO, SPÍŠE ANO, SPÍŠE NE, NE. Ke každému číslu přečtu nahlas větu. Budete-li s větou souhlasit, zakroužkujte ANO, nebudete-li s ní souhlasit, zakroužkujte NE.

V případě, že s větou souhlasíte, ale nejste si jisti, zakroužkujte SPÍŠE ANO, a v případě, že nesouhlasíte, ale nejsi si jisti, zakroužkuj SPÍŠE NE.

Nejsou zde žádné správné nebo špatné odpovědi. Vše záleží na tom, co si myslíte o tom, co vám přečtu.

Dám Vám příklad. Když vám přečtu větu: „Basketbal je můj nejoblíbenější sport.“ a vy s ní souhlasíte, zakroužkujte ANO. Jestliže vaším nejoblíbenějším sportem je *fotbal* nebo nějaký jiný sport, měli byste zakroužkovat NE. Když si myslíte, že váš nejoblíbenější sport je basketbal, ale nejste si jisti (možná máte rádi i jiný sport), potom zakroužkujte SPÍŠE ANO. Jestliže si myslíte, že basketbal není váš nejoblíbenější sport, ale nejste si jisti (opravdu máte rádi fotbal, ale máte rádi trochu i basketbal), potom zakroužkujte SPÍŠE NE.

CAIPE-R škála (dítě používající vozík)

Nezapomeňte, že odpověď na každou otázku zaleží jen na vás. Vaše odpovědi se mohou lišit od odpovědí ostatních dětí.

Máte někdo nějaké otázky?

Dobře, než začneme, povím vám něco o Petrovi. Petr je stejně starý jako vy. Protože nemůže chodit, používá ortopedický vozík (voziček). Rád hraje stejné hry jako vy, ale není v nich moc dobrý. Přestože může jezdit na vozíku, je pomalejší než vy a snadno se unaví. Umí házet míčem, ale ne moc daleko. Umí chytit míč, které letí přímo na něho, a dovede odpálit basebalový míček ze stojánku, ale nemůže při basketbalu vystřelit míč tak vysoko, aby dal koš. Protože nemůže používat nohy, nemůže kopnout do míče.

- Když tedy budeš poslouchat věty, které ti budu číst, myslí přitom na Petra.
- Dobře, teď si na záznamovém archu najdi číslo 1 a já ti přečtu první větu.

Začněte. Přečtěte vždy číslo a k němu větu a počkejte, dokud všichni nezakroužkují svou odpověď, pak pokračujte. Vždy po několika větách zkontrolujte, zda všichni zakroužkovali u každého čísla odpověď. Nezapomeňte přečíst všechny instrukce, které jsou uvedené v seznamu vět.

1.Bydlím v Olomouci.

2.Obvykle obědváme v 9 hodin ráno.

Teď si vzpomeňte na Petra a zakroužkujte **ANO**, když souhlasíte s následujícími větami, **SPÍŠE ANO**, když souhlasíte, ale nejste si jistí, **SPÍŠE NE**, jestli si myslíte, že nesouhlasíte, ale nejste si jistí a **NE**, když nesouhlasíte.

3.Bylo by prima, kdyby Petr chodil se mnou na hodiny TV.

4.Protože Petr není ve sportu moc dobrý, zpomaloval by všem hru.

5.Kdybychom hráli skupinovou hru, jako např. basketbal, bylo by fajn mít Petra v družstvu.

6.TV by byla zábavná, kdyby tam byl Petr se mnou.

7.Kdyby byl Petr se mnou na hodině TV, bavil bych se s ním a byl bych jeho kamarád.

8.Kdyby byl Petr se mnou na hodině TV, rád bych mu pomohl cvičit a hrát hry.

Které pravidla basketbalu bychom, podle vás, mohly změnit, kdyby někdo jako PETR hrál s námi? Pamatujte zakroužkujte **ANO**, když souhlasíte s následujícími větami, **SPÍŠE ANO**, když souhlasíte, ale nejste si jistí, **SPÍŠE NE**, jestli si myslíte, že nesouhlasíte, ale nejste si jistí a **NE**, když nesouhlasíte.

9. Při basketbalu bych byl ochotný nahrát Petrovi.

10. Petrovi bychom mohly dovolit střílet na nižší koš.

11. Při basketbalu by PETR mohl zůstat v prostoru pod košem “hrušky” déle (pět sekund namísto daných tří sekund).

Nezapomeňte myslet na Petra a zakroužkujte **ANO**, když souhlasíte s následujícími větami, **SPÍŠE ANO**, když souhlasíte, ale nejste si jistí, **SPÍŠE NE**, jestli si myslíte, že nesouhlasíte, ale nejste si jistí a **NE**, když nesouhlasíte.

12. Bylo by dobré, aby PETROVI nikdo nemohl vzít při přihrávce míč.

13. Kdyby při basketbale PETR získal míč, pomohl bych mu, aby mohl vstřelit koš (PETR je spoluhráčem ve tvém týmu).

Děkuji za vyplnění „dotazníku“. Odevzdejte prosím papíry.

ZÁZNAMOVÝ ARCH (2. stupeň)

Škola: _____

Datum: _____

Učitel: _____

Jméno žáka: _____

Věk: _____

Třída: _____

Číslo skupiny na PŠD: _____

Zakroužkuj (označ):

CHLAPEC

DÍVKA

Zakroužkuj (označ) jednu větu:

ANO, někdo v mé
rodině nebo blízkém
okolí má nějaké
postižení.

NE, nikdo v mé
rodině ani
blízkém
okolí nemá žádné
postižení.

Zakroužkuj (označ) jednu větu:

Zakroužkuj (označ) jednu větu:

ANO, do tělocviku
s námi chodil spolužák s
postižením.

NE, do tělocviku
s námi nikdy
nechodil žádný
spolužák s
postižením.

Zakroužkuj (označ):

**VELMI
SOUTĚŽIVÝ(Á)**
(Rád(a) vyhrávám a
jsem smutný(á), když
prohrají.)

**TROCHU
SOUTĚŽIVÝ(Á)** (Rád(a)
vyhrávám, ale když
prohrají, nekončí tím pro
mě svět.)

NE-SOUTĚŽIVÝ(Á)
(Opravdu mi nezáleží
na tom, jestli vyhraji či
prohrají. Hraji pro
zábavu.)

- PROSÍM OTOČTE NA DRUHOU STRANU -

NYNÍ POZORNĚ POSLOUCHEJTE O OZNAČTE VAŠE ODPOVĚDI

1.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
2.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
3.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
4.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
5.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
<hr/>			
6.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
7.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
8.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
9.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
10.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
<hr/>			
11.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
12.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE
13.ANO	PRAVDĚPODOBNĚ ANO	PRAVDĚPODOBNĚ NE	NE

=====
 "Pokud byste chtěli popsat **PETRA** svým spolužákům, která slova byste použili? V tabulce níže je seznam slov, která můžete použít. Označte všechna (zakroužkujte) slova, kterými byste Petra popsali. Můžete označit kolik chcete slov."

Zdravý	Poctivý	Znuděný	Nepoctivý
Pomalý	Stydlivý	Nápomocný	Chytrý
Nepořádný	Pohledný	Pitomý	Nešťastný
Inteligentní	Osamělý	Kamarádský	Zlý
Ostražitý	Hezký	Smutný	Ošklivý
Fajn	Krutý	Opatrný	Šťastný
Bláznivý	Hrdý	Potěšený	Hodný
Chtivý	Slabý	Hloupý	
Veselý	Bystrý	Nedbalý	

Appendix 2

Questionnaire CAIPE – R

**CHILDREN'S ATTITUDES TOWARDS INTEGRATED
PHYSICAL EDUICATION - REVISED (CAIPE - R)
(Child who uses a wheelchair)
modified from “Martin E. Block, Ph.D., University of Virginia”**

Monitor Instructions:

I need some information from you which will take about 15 minutes to do.

First of all look at your answer sheet. Look where it says "student's name" and write your first and last name in the blank (Wait a moment to be sure that this is done).

Now circle whether you are a boy or a girl (pause).

Now write your age - you are probably ___-years-old, right (pause)?

Now write your grade - you all should be ___ graders, right (pause)?

Now circle whether or not a person in your family or a very close friend of yours has a disability - you know, someone like your brother or cousin or someone who lives near you who uses a wheelchair, someone who cannot see or hear, or someone who has mental retardation (pause).

Now circle whether or not you ever had a person in one of your regular classes who had a disability - you know, someone who came from a special ed class, someone who could not see or hear, or someone who used a walker or wheelchair to move around (pause).

Now circle whether or not you ever had a person in one of your P.E. classes who had a disability (pause).

Finally, circle whether or not you consider yourself to be:

very competitive (I mean, do you always want to win and you get upset if you lose),
kind of competitive (you like to win and play hard, but winning or losing is not the end of the world),
not competitive (you just like to play to have fun).

OK, now you can turn to the next page of your answer sheet. I am going to ask you to listen to some questions, and I want you to tell me what you think about them. These questions are about a boy named Bart who might come to your P.E. class. You can see a list of numbers on your paper with yes, probably yes, probably no, and no. For each number, I will read you a sentence out loud. Some of you will agree with the sentence, you should circle yes if you agree. Some of you will not agree with the sentence, you should circle no if you do not agree. If you think you agree but you are not sure, then

circle probably yes. If you think you disagree but you are not sure, then circle probably no.

There really are no "right" answers to any of the sentences; it all depends upon how you feel about what I say. Let me give you an example. Suppose the sentence I read to you is: "Basketball is my favorite sport." If this true for you because your favorite sport is basketball, then you should circle yes. If your favorite sport is baseball or some other sport, you disagree and should circle no. If you think that basketball is your favorite sport but you are not sure (maybe you like another sport too), then circle probably yes. If you think that basketball is not your favorite sport but your are not sure (you really like baseball, but you kind of like basketball too), then circle probably no.

Remember, the answer to each question depends on you, and your answers will probably be different from other kids' answers. When you are all done, you'll probably have some yeses, some probably yeses, some probably nos, and some nos, or your answers could all be one thing. Does anyone have any questions (look around and wait for questions)?

OK, lets get started, but first let me tell you something about Bart. Bart is the same age you are. However, he cannot walk, so he uses a wheelchair to get around. Bart likes playing the same games you do, but he does not do very well in the games. Even though he can push his wheelchair, he is slower than you and tires easily. He can throw a ball, but not very far. He can catch balls that tossed straight to him, and he can hit a baseball off a tee, but he cannot shoot a basketball high enough to make basket. Because his legs do not work, he cannot kick a ball. When listen to the sentences, think about Bart.

OK, find the number 1 on your answer sheet and I'll read you you the first sentence. (Begin. Read each number and sentence one at a time, and wait until veryone has circled an "answer" before you go on to the next item. Check visually every few sentences to be sure that all numbers have a response circled. Be sure to repeat all instructions as indicated on the list of sentences. Always pause after you read a sentence, and read the instruction just before you read the next sentence.

1. I live in Virginia.
2. We usually have lunch at 9:00 o'clock in the morning.

(Now, think about Bart and remember, circle yes if you agree with the sentence, probably yes if you think you agree but you are not sure, probably no if you think you disagree but are not sure, and no if you disagree).

3. It would be OK having Bart come to my P.E. class.
4. Because Bart cannot play sports very well, he would slow down the game for everyone.
5. If we were playing a team sport such as basketball, it would be OK having a Bart on my team.
6. P.E. would be fun if Bart was in my P.E. class.

(Don't forget to think about Bart. You should mark how you feel. yes if you agree, probably yes if you think you agree but are not sure, probably no if you think you disagree but are not sure, and no if you disagree.

7. If Bart were in my P.E. class, I would talk to him and be his friend.

8. If Bart were in my P.E. class, I would like to help him practice and play the games.

(Don't forget to think about Bart. Remember, circle yes if you agree with the sentence, probably yes if you think you agree but you are not sure, probably no if you think you disagree but are not sure, and no if you disagree).

9-13. Which rule changes to basketball during P.E. do you think would be O.K. if a kid like Bart were playing? Remember, circle Yes if you agree, probably yes if you think you agree but are not sure, probably no if you think you disagree but are not sure, and no if you disagree.

9. If you were playing basketball would you be willing to make a pass to Bart?

10. It would be OK to allow Bart to shoot at a lower basket)?

11. If you were playing basketball and Bart were in the keyhole would you allow him to stay longer (five seconds instead of three) ?

(Don't forget to think about Bart. You should mark how you feel. yes if you agree, probably yes if you think you agree but are not sure, probably no if you think you disagree but are not sure, and no if you disagree).

12. It would be OK to allow Bart a free pass to a teammate (no one can steal the ball from BArt)?

13. If you were playing basketball and Bart took hold of the ball would you help him and co-orperate so that he could make a basket (Bart is in your team) ?

You are finished! Thank you for filling this out for us. Please give your answer sheet to your teacher.

ANSWER SHEET

School: _____

Date: _____

Teacher: _____

Student's Name: _____

Your Grade: _____

Circle one:

BOY **GIRL**

Circle one:

YES, someone in my family or a close friend of mine has a disability

NO, I do not have any family members or friends who have a disability

Circle one:

YES, I had someone in one of my regular classes who had a disability

NO, I never had someone in my regular classes who had a disability

Circle one:

YES, I had someone in one of my P.E. classes who had a disability

NO, I never had someone in my P.E. classes who had a disability

Circle one:

VERY COMPETITIVE
COMPETITIVE

(I like to win, and I get very upset if I lose) just

KIND OF COMPETITIVE

(I like to win, but it is OK if I lose sometimes)

NOT

(It really doesn't matter me if I win or lose; I play for fun)

- PLEASE TURN TO THE NEXT PAGE -

NOW LISTEN TO THE MONITOR AND CIRCLE YOUR ANSWER.

1.	YES	PROBABLY YES	PROBABLY NO	NO
2.	YES	PROBABLY YES	PROBABLY NO	NO
3.	YES	PROBABLY YES	PROBABLY NO	NO
4.	YES	PROBABLY YES	PROBABLY NO	NO
5.	YES	PROBABLY YES	PROBABLY NO	NO
6.	YES	PROBABLY YES	PROBABLY NO	NO
7.	YES	PROBABLY YES	PROBABLY NO	NO
8.	YES	PROBABLY YES	PROBABLY NO	NO
9.	YES	PROBABLY YES	PROBABLY NO	NO
10.	YES	PROBABLY YES	PROBABLY NO	NO
11.	YES	PROBABLY YES	PROBABLY NO	NO
12.	YES	PROBABLY YES	PROBABLY NO	NO
13.	YES	PROBABLY YES	PROBABLY NO	NO

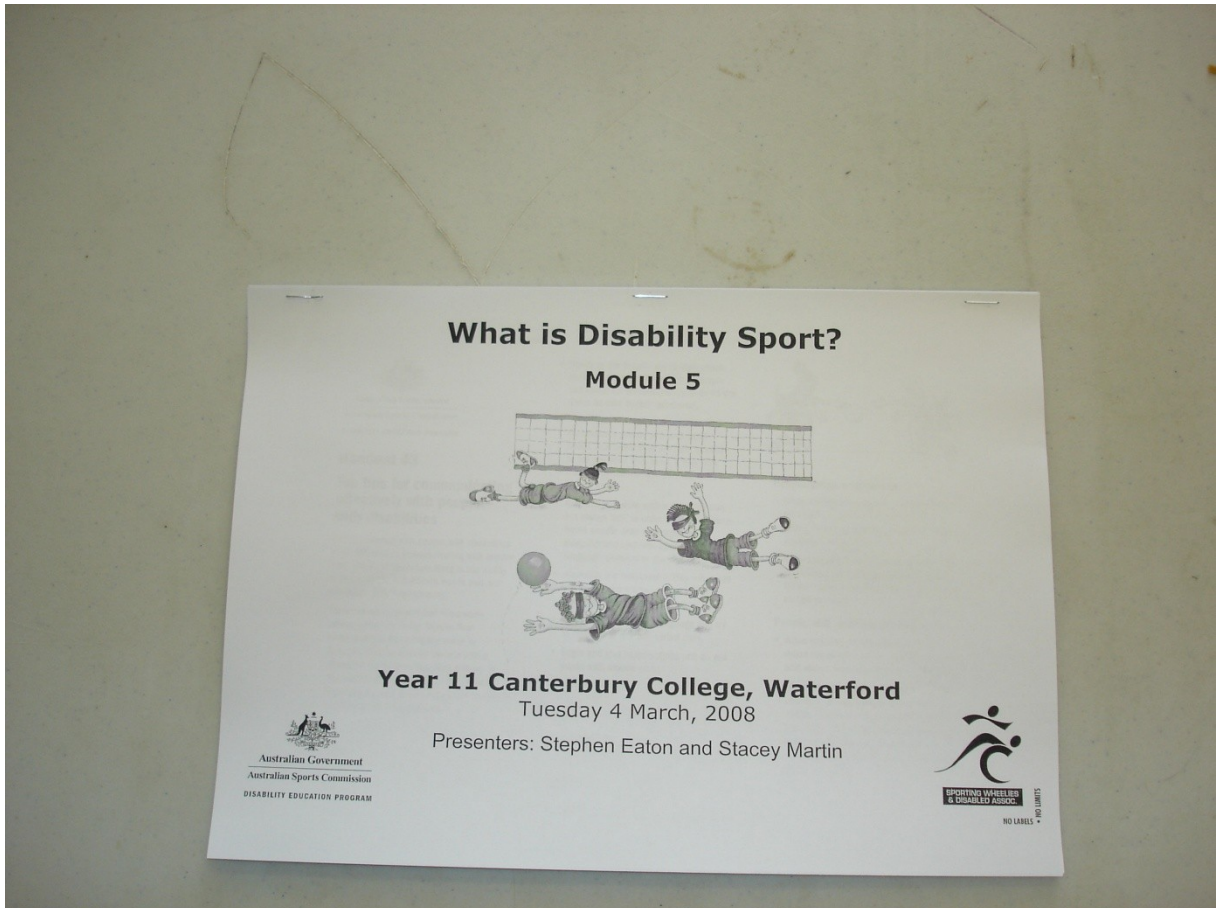
Thank you! You are finished!

Appendix 3

Photos from Waterford, Australia









EXIT



SPORTING WHEELIES
& DISABLED ASSOC.

NO LIMITS

NO LABELS •

The Sporting Wheelies and Disabled Sport and Recreation Association of Queensland Inc.

**sport
recreation
fitness
education
inclusion
partnerships**

www.sportingwheelies.org.au











