HIGH SCHOOL PHYSICAL EDUCATION TEACHERS' BELIEFS ABOUT TEACHING STUDENTS WITH MILD TO SEVERE DISABILITIES

Kevin M. Casebolt, Samuel R. Hodge

Abstract

The purpose of this study was to analyze high school physical education teachers' beliefs about teaching students with disabilities in inclusive physical education. The participants (3 men, 2 women) were certified physical education teachers at four suburban high schools. The research method was descriptive-qualitative using a case study approach (Stake, 2000) situated in the theory of planned behavior (Ajzen, 1985, 1991). Data sources were demographic questionnaires and focused interviews (Yin, 2003). Interview data were analyzed using constant comparative method (Merriam, 1998) and uncovered four major recurrent themes, which were: (a) teaching practice troubled, (b) dependent self-efficacy, (c) contradictions, and (d) intrinsic motivates. The teachers desired more professional training geared specifically on teaching students with severe disabilities, emotional-behavioral disorders, hyperactivity, and attention deficits. Implications are that school districts should do more to engage teachers in professional development training that focuses on effective strategies for teaching students with disabilities in physical education.

Full Text:

PDF

Refbacks

- There are currently no refbacks.

Copyright (c) 2018 The Physical Educator

Special education teachers are patient, understanding educators dedicated to giving each individual student the tools and guidance needed to help them maximize success. A small number of special education teachers work with students with severe cognitive, emotional, or physical disabilities. Their job is primarily teaching them life skills and basic literacy. However, the majority of special education teachers work with children with mild to moderate disabilities, modifying the general education curriculum to meet the child's individual needs and providing required instruction. Most special education teachers instruct students at the preschool, elementary, middle, and secondary school level, although some work with infants and toddlers. In this article "High School Physical Education Teachers' Beliefs About Teaching Students With Mild To Severe Disabilities." Physical Educator 67.3 (2010): 140-155. Health Source - Consumer Edition. "Physical Educators And School Counselors Collaborating To Foster Successful Inclusion Of Students With Disabilities." Physical Educator 68.3 (2011): 124-129. Health Source - Consumer Edition. WISE: Working to Improve Schools and Education / Educating Students with Disabilities. menu. WISE: Working to Improve Schools and Education. Strategies for Teaching Students with Hearing Impairments -- information about teaching students with hearing impairments, as well as general information about typical classroom behavior of a hearing impaired student.